

KID'S BRIDGE ENGLISH

4th

TEACHER'S BOOK



Introduction

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

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

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

The Philosophy of Kid's Bridge

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

Home and school

Play and learning

Language and real life

Imagination and knowledge

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

Songs and chants

Games and movement

Stories and role play

Hands-on activities

Visual and auditory support

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

Course Structure

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

Vocabulary

Speaking

Listening

Reading

Writing

Kid's Island

STEAM

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

Vocabulary

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

Flashcards and real objects (realia)

Songs and chants

Picture-based activities

Total Physical Response (TPR)

Games and matching tasks

Vocabulary is always presented in meaningful contexts rather than isolation.

Recycling is essential. Words are reviewed regularly through:

Quick warm-ups

Pair work

Classroom routines

Mini quizzes

Colouring and labelling tasks

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

Speaking

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

Children practise speaking through:

Repetition drills

Pair dialogues

Role play

Question-and-answer routines

Classroom language practice

Pronunciation is supported through:

Clear teacher modelling

Listening tracks

Rhythm and chant

Stress and intonation patterns

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

Listening

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

Listening for gist

Listening for specific information

Following simple instructions

Recognising key vocabulary

Listening activities include:

Songs

Short dialogues

Stories

Matching tasks

Listen-and-colour exercises

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

Reading

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

The reading component includes:

Sight words

Simple sentences

Picture-supported texts

Short dialogues

Mini stories

Reading tasks encourage:

Word recognition

Matching words to pictures

Sentence comprehension

Sequencing events

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

Writing

Writing is introduced gradually, beginning with:

Tracing letters

Copying words

Completing sentences

Labelling pictures

Learners practise:

Correct letter formation

Spacing between words

Capital letters and full stops

Writing simple sentences

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

Phonics

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

This section may include:

Sounds and letters practice

Rhyming games

Blending and segmenting activities

Songs and chants

Word-building games

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

STEAM

The STEAM section integrates:

Science

Technology

Engineering

Art

Mathematics

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

STEAM activities promote:

Problem-solving

Critical thinking

Creativity

Teamwork

Curiosity

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

Assessment and Teacher Support

This Teacher's Book provides:

Clear lesson objectives

Step-by-step procedures

Differentiation tips

Extension activities

Assessment suggestions

Assessment is continuous and formative, including:

Observation

Oral participation

Workbook activities

Simple checklists

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

Final Message to Teachers

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

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

Together, let us build the bridge.

Aims:

By the end of the lesson, pupils will be able to:
introduce themselves using: My name is...
talk about likes using: I like + verb-ing
talk about family members: sister, brother, cousin
answer questions with Yes, he can / No, he can't
write simple sentences about what they can and can't do.

Teaching materials

Pupil's book page
Board and markers
Flashcards or pictures: reading, learning English,
toys, skate rollers, computer games, pizza
Real objects if possible: book, toy, pencil
Audio recording, if available
Worksheets for extra practice

Teaching Methods

Presentation, Practice, Production
Question and answer
Pair work
Repetition and drilling
Picture-based learning
Guided writing

Tips for Teaching

Start with simple questions such as: What is your name? Do you like English?

Use the pictures before reading so pupils can guess the topic.

Drill the structure clearly: I like reading. He likes playing.

Explain that we add -s with he / she:

I like reading → He likes reading.

For can / can't, give actions: jump, read, write, swim. Pupils understand better when they see actions.

Correct gently and let pupils repeat the correct sentence.

Answers

Read and practise

Jad says:

My name is Jad. I like reading and learning English.

He has a young sister. Her name is Rana. She is three years old. She likes playing with her toys.

Jad does not have a brother. He has a cousin. His name is Zayd. He likes playing with his skate rollers.

Speaking: Ask and answer about Jad

What does Jad like to do?

Jad likes reading and learning English.

Does he have a brother?

No, he doesn't.

What does Zayd like to do?

Zayd likes playing with his skate rollers.

What does Rana like to do?

Rana likes playing with her toys.

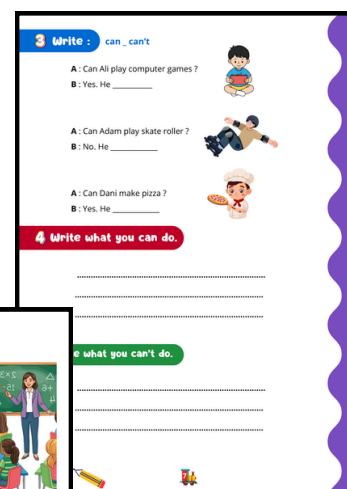
Write: can / can't

A: Can Ali play computer games?

B: Yes, he can.

A: Can Adam play skate roller?

B: No, he can't.



A: Can Dani make pizza?

B: Yes, he can.

Write what you can do

Example answers:

I can read English.

I can write my name.

I can play football.

I can draw pictures.

Write what you can't do

Example answers:

I can't fly.

I can't drive a car.

I can't make pizza.

I can't play skate rollers.

Assessment

Ask pupils orally:

What is your name?

What do you like to do?

Do you have a brother or a sister?

Can you read English?

Can you make pizza?

Then give a short written task:

Complete the sentences:

Jad likes ____ and learning English.

Rana likes playing with her ____.

Zayd likes playing with his ____.

Ali can play computer games. Yes, he ____.

Adam can play skate roller. No, he ____.

Expected answers:

reading

toys

skate rollers

can

can't



Aims:

By the end of the lesson, pupils should be able to:
Ask and answer about weekend plans using "going to".
Example: What is he going to do this weekend? / He is going to watch TV.

Name simple objects correctly: tent, house, lamp, plane.

Tell the time using simple expressions.

Example: It's three o'clock. / It's quarter past ten.

Practise speaking through short dialogues.

Example: What time do you get up? / I get up at 7:30.

Teaching materials

Pupil's book / worksheet page

Board and markers

Flashcards or pictures of activities: reading, watching TV, playing tennis, playing chess

Flashcards of objects: tent, house, lamp, plane

Toy clock or clock flashcards

Real objects if available: pen, book, small lamp picture, toy plane

Audio track, if the book provides one

Assessment

dfdfdf

Teaching Methods

Use a visual and communicative method.

Start by showing the pictures and asking pupils simple questions:

What can you see?

Is he reading?

Is she playing tennis?

Then present the target structure:

He is going to + verb

She is going to + verb

They are going to + verb

After that, pupils repeat, complete the sentences, then practise in pairs.

For the time activity, use a clock and move the hands. Ask:

What time is it?

Answer :-t's three o'clock.-It's quarter past ten.

Tips for Teaching

Use gestures and pictures before giving the answers. This helps pupils understand without translating too much.

Drill the full sentences, not only the missing words. For example, pupils should say:

He is going to read a book, not only read a book.

Correct pronunciation gently, especially:

going to-watch TV-quarter past o'clock

Let pupils work in pairs for the dialogue. One pupil asks and the other answers.

For weaker pupils, write the structure on the board:

He is going to __.- She is going to __.-They are going to __.

Answers

Exercise 6: Look and complete

He is going to read a book.

He is going to watch TV.

She is going to play tennis.

They are going to play chess.

He is going to visit his grandmother.

Another possible answer: He is going to read a story with his grandmother.

Exercise 7: Write and read

Question:

What are you doing this weekend?

Possible answer:

I am going to read a book.

Other correct answers:

I am going to watch TV.

I am going to play tennis.

I am going to visit my grandmother.

Exercise 8: Complete and read

Tent-House-Lamp-Plane

Exercise 9: What time is it?

It's quarter past ten. / It's ten fifteen.

Unit 1

The food is delicious



1 Look and read

2 Read and practise the dialogue

Waiter : hello Sir. How can I help you ?

Customer : Can I see the menu please.

Waiter : Of course, here you are.

Customer : thanks. I would like a salad and chicken with fries.

Waiter : Anything to drink ?

Customer : yes, mineral water please.

Waiter : with pleasure.

Teaching Methods

1. Presentation Method

The teacher presents the new vocabulary using the pictures: coffee, chef, salad, bottle of water, menu, customers, waiter.

2. Drilling

Learners repeat the words after the teacher to practise pronunciation.

3. Question and Answer Method

The teacher asks simple questions, for example:

What is this?

Who is this?

What does the customer want?

4. Communicative Method

Learners practise the dialogue in pairs, one as the waiter and the other as the customer.

5. Role-play

Learners act out a short restaurant situation using polite expressions.

Tips for Teaching

Start with the pictures before reading the dialogue.

Use gestures to show meaning, for example pretending to give a menu or take an order.

Correct pronunciation gently, especially words like customer, waiter, salad, and water.

Encourage learners to use please and thank you.

Let confident learners model the dialogue first.

Support weaker learners by writing useful sentences on the board.

Keep the activity short, clear, and practical.

Answers

Vocabulary: Coffee-Chef-Salad-Bottle of water-Menu

Customers-Waiter-

Dialogue Understanding

Where are they?

They are in a restaurant.

Who is serving the customer?

The waiter is serving the customer.

What does the customer ask for first?

He asks for the menu.

What food does the customer order?

He orders a salad and chicken with fries.

What drink does the customer order?

He orders mineral water.

What polite words are used?

Please, thanks, of course, with pleasure.

Correct Dialogue

Waiter: Hello, sir. How can I help you?

Customer: Can I see the menu, please?

Waiter: Of course, here you are.

Customer: Thanks. I would like a salad and chicken with fries.

Aims:

Learning Objectives (Reduced):

- Recognise and name restaurant vocabulary (coffee, chef, salad, menu, waiter, etc.).
- Understand a short dialogue in a restaurant context.
- Use polite expressions to order food and drinks.
- Participate in a simple restaurant role-play.

Teaching materials

Pupil's book / coursebook page

Flashcards or pictures of restaurant items

Board and markers

A real or printed menu

Audio recording, if available

Role-play cards: waiter and customer

Worksheet for matching words with pictures

Assessment

The teacher can assess learners through:

Vocabulary check

Learners match the words with the correct pictures.

Oral practice:Learners read the dialogue aloud with correct pronunciation.

Role-play:Learners act as waiter and customer using polite expressions.

Quick questions

The teacher asks:What does the customer want to eat?

What does he want to drink?

Who gives the menu?

Aims:

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

Name common food and drink items: a pot of tea, a bowl of soup, a cup of tea, a glass of water, a loaf of bread, a slice of cheese, a slice of pizza, a piece of cake.

Use quantity expressions correctly: a cup of / a glass of / a bowl of / a slice of / a piece of / a loaf of / a pot of.

Practise polite expressions for ordering food: I would like... / Can I have...? / Would you give me...? / I prefer...

Speak in short dialogues at a restaurant or café.

Teaching Methods

Presentation, Practice, Production method

The teacher presents the vocabulary, learners practise it, then use it in short dialogues.

Communicative approach

Learners use the expressions in real-life situations, such as ordering food.

Repetition and drilling

Learners repeat the words and sentences to improve pronunciation.

Pair work

One learner acts as the waiter and the other as the customer.

Visual learning

The pictures help learners understand the meaning without translation.

Tips for Teaching

Start by showing the pictures and asking:

What can you see?

Pronounce each expression clearly and ask learners to repeat: a glass of water, a slice of pizza, a piece of cake.

Focus on the word of, because learners often forget it.

Explain that we say: a glass of water, not a water glass in this context.

Use gestures to help meaning: holding a cup, cutting a slice, pouring tea, etc.

Encourage polite language: Can I have...? is better than just saying the food name.

Correct gently during speaking activities. Focus first on communication, then accuracy.

Answers

Possible answers for the activity:

I would like to have a cup of tea.

The menu, please.

Can I have a slice of pizza?

Would you give me a glass of water?

I prefer a piece of cake.

Other correct answers are possible, for example:

I would like to have a bowl of soup.

Can I have a slice of cheese?

Would you give me a pot of tea?

I prefer a loaf of bread.



Teaching materials

Student's book page / picture cards

Flashcards of food and drinks

Board and markers

Real objects or toy food, if available

Audio recording, if available

Role-play cards: waiter/customer

Worksheets for matching or filling in the blanks

Assessment

The teacher can assess learners through:

Oral practice

Learners name the food and drink items from the pictures.

Fill-in-the-blank activity

Learners complete sentences using correct food expressions.

Pair dialogue

Learners act out a short restaurant conversation.

Example:

Customer: Can I have a slice of pizza, please?

Waiter: Yes, of course.

Customer: I would like a glass of water, too.

Waiter: Here you are.

Quick check questions

What do we say: a glass of water or a piece of water?

What do we say: a slice of pizza or a bowl of pizza?

How can we ask politely for food?

Present simple

1 We use present simple for things we do many times or all the times.

Positive form	Negative form	Question form
I have You have	I don't have You don't have	Do I have ? Do you have ?
He has She has It has	He doesn't have She doesn't have It doesn't have	Does he have ? Does she have ? Does it have ?
We have You have They have	We don't have You don't have They don't have	Do we have ? Do you have ? Do they have ?

2 Common rule : he / she / it → verb+s

Examples :

 _ He **watches** TV with his friends every evening.
 _ She **plays** tennis with her friends every Saturday.
 _ My dog **barks** a lot.
 _ My sister **studies** English in New Bridge Centre.

3 Circle the right answer

_ He **don't / doesn't** listen to music.
 _ They **plays / play** football on Sundays.
 _ My father **buys / buyes** his clothes from this shop.
 _ I **doesn't / don't** know the answer.

Teaching Methods

1. Presentation

Start with simple examples:

I play football.

He plays football.

They have a dog.

She has a cat.

Then explain that we use the present simple for actions we do many times or all the time.

2. Explanation

Focus on the rule:

I / you / we / they + verb

He / she / it + verb + s

Examples:

I watch TV.

He watches TV.

They play tennis.

She plays tennis.

Then explain the negative form:

I don't have.

He doesn't have.

They don't play.

She doesn't play.

And the question form:

Do you have a pen?

Does he have a book?

Do they play football?

3. Guided Practice

Ask pupils to repeat examples aloud.

Then write sentences on the board and let pupils choose the correct answer.

Example:

He play / plays tennis.

They don't / doesn't have a car.

4. Pair Work

One pupil asks, and the other answers:

Do you play football?

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

Does your father work?

Yes, he does. / No, he doesn't.

5. Individual Practice

Pupils complete the exercise "Circle the right answer".

Tips for Teaching

Use clear pronoun groups:

I / you / we / they together, and he / she / it together.

Repeat the rule many times:

He, she, it → verb + s

Remind pupils that after doesn't, the verb stays in the base form:

Correct: He doesn't play

Incorrect: He doesn't plays

Use daily-life examples pupils know: school, family, sport, food, pets.

Aims:

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

Use the present simple to talk about habits, repeated actions and general facts.

Form positive sentences using have / has.

Form negative sentences using don't / doesn't.

Form questions using Do / Does.

Add -s / -es / -ies with he / she / it.

Choose the correct present simple verb form in short sentences.

Teaching materials

Student's book page / worksheet

Whiteboard and markers

Flashcards or pictures showing daily activities

Grammar table: positive, negative and question forms

Mini cards with pronouns: I, you, he, she, it, we, they

Short practice worksheet

Coloured pens for correction

Assessment

Assessment (Reduced):

- Observation: Check correct use of have/has, don't/doesn't, -s with he/she/it, and Do/Does questions.
- Oral Assessment: Ask simple questions and listen to answers.
- Written Assessment: Complete sentences using the correct verb forms and auxiliaries.

Aims:

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

Recognise common adverbs of frequency: always, usually, often, sometimes, never.

Understand the meaning of each adverb using percentages.

Place adverbs of frequency correctly in a sentence.

Use adverbs of frequency to talk about personal habits and routines.

Complete sentences using the correct adverb of frequency.

Teaching Methods

Presentation: The teacher explains the meaning of each adverb with percentages.

Guided practice: Pupils complete sentences with teacher support.

Question and answer: The teacher asks pupils about their habits.

Pair work: Pupils ask and answer questions using adverbs of frequency.

Individual practice: Pupils complete the exercises on their own.

Tips for Teaching

Start with easy examples from pupils' daily life:

I always brush my teeth. / I never smoke.

Use gestures or a frequency line to show the meaning of each adverb.

Remind pupils that adverbs of frequency usually come before the main verb:

I usually watch TV.

Explain the exception with the verb to be:

She is always punctual.

Drill pronunciation, especially: usually and sometimes.

Encourage pupils to make true sentences about themselves.

Answers

Exercise 5: Complete the sentences with the right adverbs of frequency

They usually read books in their free time. 75%

I sometimes watch tennis matches. 25%

She always drinks coffee after lunch. 100%

Our teacher often gives us homework. 50%

Exercise 6: Complete the sentences about you

Possible answers:

I always brush my teeth in the morning.

I usually do my homework after school.

I often play football with my friends.

I sometimes watch TV in the evening.

I never eat meat.

The key words of the present simple

Always 100%	usually 75%	often 50%
sometimes 25%	never 0%	

The words **above** (Adverbs of frequency) go before the verb. But they go after the verb **to be**.

4 Examples :

- _ I **usually** watch TV when I am free.
- _ She is **always** punctual.
- _ They **sometimes** listen to music.
- _ I **never** eat meat. I am vegetarian.

5 Complete the sentences with the right adverbs of frequency

- _ They _____ read books in their free time. (75%)
- _ I _____ watch tennis matches. (25%)
- _ She _____ drinks coffee after lunch. (100 %)
- _ Our teacher _____ gives us homework (50%)

6 Complete the sentences about you

- _ I always
- _ I usually
- _ I often
- _ I sometimes
- _ I never

Illustrations: A robot holding a 'Grammar' sign, a clock with a face, and a pencil.

Teaching materials

Course book page

Board and markers

Flashcards with adverbs of frequency

Percentage cards: 100%, 75%, 50%, 25%, 0%

Pictures showing daily routines

Worksheet or notebook

Mini whiteboards, if available

Assessment

The teacher can assess pupils by checking if they can:

Match adverbs of frequency with the correct percentages.

Put the adverb in the correct position in a sentence.

Complete sentences accurately.

Produce personal sentences using the present simple.

Answer oral questions such as:

How often do you read books?

How often do you watch TV?

1 Listen and complete the dialogue
salad-water-order

Waiter : hi. May I take your _____?
Mother : yes. I'd like a pizza and spaghetti.
Waiter : anything else?
Son : a green _____, please.
Waiter : a pizza, spaghetti and a green salad. Right?
Mother : yes. That's right.
Son : oh, it's too hot.
Mother : do you want some _____?
Son : yes, please.

2 Listen and write the right words under the pictures.
 Let's study some new words together and make our own sentences with Restaurant vocabulary :

- Give me a napkin, please.
- My family and I go to the restaurant to have dinner.
- The waiter brings us a menu.
- I don't like fish, but my brother likes macaroni!
- I wipe my mouth with a napkin.
- I need to see a menu, because I never eat steak.






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Aims:

By the end of the lesson, pupils should be able to:
 understand a short restaurant dialogue
 complete missing words from listening
 recognise and name restaurant vocabulary
 use polite requests such as "I'd like..." and "Can I have...?"
 practise simple speaking in a restaurant situation

Teaching materials

Coursebook page
 Audio recording / teacher reading the dialogue
 Flashcards or pictures of restaurant items
 Board and markers
 Real objects if possible: menu, napkin, bottle of water
 Worksheets or notebooks

Assessment

Pupils complete the listening gaps correctly.
 Pupils match the restaurant vocabulary with the pictures.
 Pupils pronounce the new words clearly.
 Pupils answer simple questions, for example:
 "What would you like?"
 "Do you want some water?"
 Pupils perform a short role-play using restaurant language.

Teaching Methods

Listening for specific information
 Repetition and drilling
 Picture-based vocabulary teaching
 Question and answer
 Pair work
 Role-play: waiter and customer

Tips for Teaching

Start by asking: "Where do we eat pizza, spaghetti or salad?"
 Pre-teach key words: order, salad, water, waiter, menu, napkin, steak, fish, macaroni
 Read or play the dialogue twice.
 Let pupils guess first, then check together.
 Focus on polite language: please, May I...?, I'd like...
 Use role-play at the end to make the lesson communicative.

Answers

Exercise 1: Complete the dialogue

order

salad

water

Full answers:

Waiter: Hi. May I take your order?

Mother: Yes. I'd like a pizza and spaghetti.

Waiter: Anything else?

Son: A green salad, please.

Waiter: A pizza, spaghetti and a green salad. Right?

Mother: Yes. That's right.

Son: Oh, it's too hot.

Mother: Do you want some water?

Son: Yes, please.

Exercise 2: Words under the pictures

macaroni

napkin

steak

fish

Aims:

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

Read and understand a short text about lunchtime at school.

Identify food vocabulary: sandwich, apple, orange juice, chicken, rice, banana, pizza, carrots, water.

Answer simple comprehension questions.

Use the Present Simple correctly:

I have / She has / They go / She drinks

Put words in the correct order to make meaningful sentences.

Talk simply about their favourite food and lunch habits.

Teaching Methods

Look and say: pupils look at the pictures and name the food.

Question and answer: teacher asks simple questions about the text.

Guided reading: teacher reads first, then pupils repeat.

Pair work: pupils ask each other: "What do you have for lunch?"

Controlled practice: pupils complete the exercises.

Correction on the board: teacher writes the correct answers and explains them.

Tips for Teaching

Start with the pictures before reading the text.

Pre-teach difficult words: lunchbox, playground, bench, bottle, rubbish, bin, healthy.

Use gestures for actions: eat, drink, open, throw, play.

Remind pupils that:

I / You / We / They + eat / drink / go

He / She + eats / drinks / goes

Encourage pupils to answer in full sentences.

Give weaker pupils sentence starters, for example:

Sara has... / Adam eats... / Malak brings...

Answers

Reading questions

Where do the children eat lunch?

They eat lunch in the playground, on a bench under a tree.

What colour is Sara's lunchbox?

Sara's lunchbox is pink.

What does Adam eat with his chicken?

He eats rice with his chicken.

Who brings carrot sticks?

Malak brings carrot sticks.

What do the children do after lunch?

They throw their rubbish in the bin and play tag in the playground.

Put these words in the correct order

really / I / pizza / like.

I really like pizza.

Knows / to / how / she / cook.

She knows how to cook.

favourite / is / food / what / your ?

What is your favourite food?

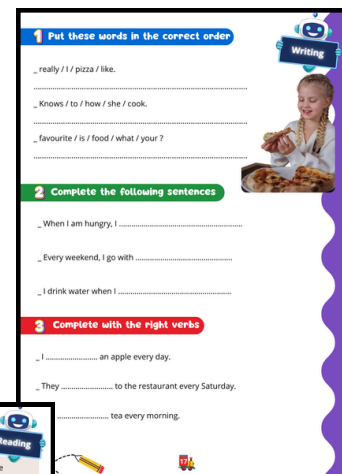
Complete the following sentences

Possible answers:

When I am hungry, I eat food.

Every weekend, I go with my family.

I drink water when I am thirsty.



Teaching materials

Pupil's book pages

Board and markers

Pictures or flashcards of food

Real objects if possible: lunchbox, bottle of water, apple, banana

Worksheets

Coloured pencils

Audio recording, if available

Assessment

The teacher can assess pupils by checking if they can:

Name at least five food items from the lesson.

Read the text with correct pronunciation.

Answer the comprehension questions correctly.

Use the Present Simple correctly.

Arrange words into correct sentences.

Speak about their lunch using a simple sentence, for example:

I have rice and water for lunch.



Build a bridge

Objective :
Learn how engineers design strong bridges using simple materials.

Think About It:
Bridges help people and vehicles cross over rivers, roads, and valleys.
A good bridge must be strong, balanced, and stable.

Materials :

- Popsicle sticks
- Tape or glue
- Coins or small objects for weight
- A ruler
- Two books (to support your bridge)

Instructions :

1. Place the two books about 20 cm apart.
2. Build a bridge between the books using your materials.
3. Test your bridge: How many coins can it hold before it breaks?
4. Try making your bridge stronger. What changes helped?

Record Your Results :

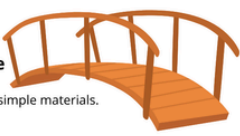
_ How many coins did your bridge hold?
.....

_ What shape did you use in your bridge (e.g., triangle, square)?
.....

_ What would you do differently next time?
.....

Challenge Questions:

1. What materials made the strongest bridge ?
.....
2. Why do you think some bridges are made with triangles ?
.....
3. Can you name a real bridge you saw or crossed ?
.....





Teaching Methods

Demonstration: The teacher shows pupils how to place the two books and how to test a bridge safely.

Group work: Pupils work in small groups to design and build their bridges.

Hands-on learning: Pupils learn by making, testing and improving their model bridge.

Questioning: The teacher asks guiding questions such as: "What makes a bridge strong?" and "Why did your bridge break?"

Problem-solving: Pupils try different shapes and materials to make their bridge stronger.

Tips for Teaching

Start by showing pictures of different bridges and ask pupils what they notice.

Explain the words strong, balanced and stable using simple examples.

Encourage pupils to use triangles, because they help make structures stronger.

Give each group a clear role: builder, tester, recorder and presenter.

Remind pupils to test their bridges fairly by adding coins one by one.

Praise effort and improvement, not only the strongest bridge.

Make sure pupils use glue, tape and small objects safely.

Answers

Record Your Results

How many coins did your bridge hold?

Example answer:

My bridge held 12 coins before it broke.

Pupils' answers will vary.

What shape did you use in your bridge?

Example answer:

I used triangles because they made the bridge stronger.

Other possible answers: square, rectangle, arch.

What would you do differently next time?

Example answer:

Next time, I would add more sticks under the bridge and use more triangles to make it stronger.

Challenge Questions

What materials made the strongest bridge?

The strongest bridge was made with lolly sticks and strong tape or glue.

Why do you think some bridges are made with triangles?

Bridges are made with triangles because triangles are strong shapes. They help spread the weight and stop the bridge from bending easily.

Can you name a real bridge you saw or crossed?

Example answer:

I crossed Tower Bridge in London.

Other answers may vary depending on the pupils.

Aims:

Understand that bridges must be strong, balanced, and stable.

Identify materials used to build a model bridge.

Build a simple bridge using sticks, tape, or glue.

Test the bridge's strength with small weights.

Recognise that triangles help make bridges stronger.

Improve the bridge and explain the changes made.

Teaching materials

Lolly sticks / popsicle sticks

Tape or glue

Coins or small objects for weight

A ruler

Two books to support the bridge

Worksheet / activity page

Board and markers

Pictures of real bridges

Assessment

Observe whether pupils can name the materials, build a simple bridge, and test it using coins.

Check that they record their results clearly and compare different bridge designs. Ask questions to verify their understanding of strength, stability, and the role of triangles. Finally, assess their ability to suggest and explain improvements to their bridge.

Aims:

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

Recognise the long a sound /eɪ/.

Recognise the long e sound /i:/.

Read and point to words with long vowel sounds.

Match pictures to the correct words.

Identify the word with a different vowel sound.

Pronounce the words clearly and correctly.

Teaching Methods

Phonics drilling: The teacher models the sound and pupils repeat.

Read and point: Pupils read the words and point to the correct pictures.

Picture-word matching: Pupils connect the picture with the written word.

Choral repetition: The whole class repeats the words together.

Individual practice: Some pupils read the words aloud.

Odd-one-out activity: Pupils circle the word with a different vowel sound.

Tips for Teaching

Start with the two sounds clearly:

long a = /eɪ/ as in train

long e = /i:/ as in bee

Use gestures: one gesture for long a and another for long e.

Say the words slowly first, then at normal speed.

Focus on sound, not spelling only. For example, key has the long e sound although it does not have the letter “e” in the middle.

Ask pupils to repeat after you several times.

Use pictures to help weaker pupils understand the words.

Correct pronunciation gently and immediately.

Answers

1. Read and point

Long a /eɪ/

train-tray-lake-cake

Long e /i:/

bee

key

leaves

field

2. Circle the word that contains a different vowel sound
tree – sea – tray – bee

Answer: tray

Because tray has the long a sound /eɪ/, while the others have the long e sound /i:/.

case – lake – bake – meet

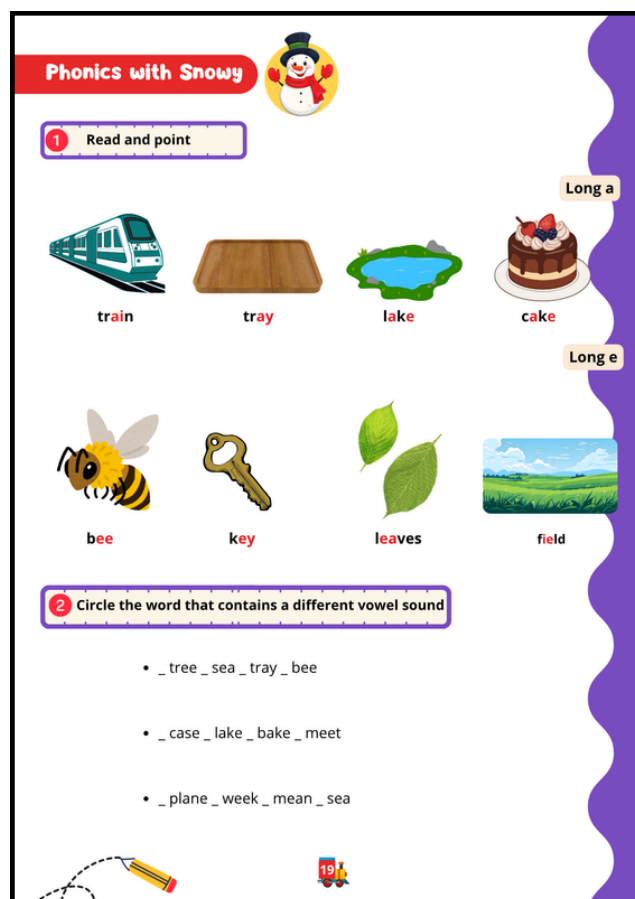
Answer: meet

Because meet has the long e sound /i:/, while the others have the long a sound /eɪ/.

plane – week – mean – sea

Answer: plane

Because plane has the long a sound /eɪ/, while the others have the long e sound /i:/.



Teaching materials

Pupil's book / worksheet

Flashcards with pictures

Board and markers

Audio recording, if available

Word cards: train, tray, lake, cake, bee, key, leaves, field

Real objects or pictures, if possible

Assessment

The teacher can assess pupils by checking if they can:

Read the words correctly.

Point to the correct picture.

Distinguish between long a and long e.

Circle the word with the different vowel sound.

Pronounce the target words clearly.

Quick Assessment Questions

Which sound is in cake?

Long a /eɪ/

Which sound is in bee?

Long e /i:/

Which word has a different sound: tree, sea, tray, bee?

tray

Give one word with the long e sound.

Example: bee, key, leaves, field.

Unit 1

The food is delicious



Aims:

To develop students' reading and speaking skills through acting out a dialogue.

To introduce vocabulary related to birthday celebrations (cake, candles, balloons, gift, etc.).

To encourage students to plan and discuss ideas collaboratively.

To practice asking and answering questions in English.

Teaching Methods

Communicative Approach: Students practice real-life dialogue and express ideas.

Role Play / Drama: Students act out the dialogue to internalise expressions.

Visual Learning: Use pictures to reinforce vocabulary.

Pair or Group Work: Students discuss what kind of cake or gift to prepare.

Tips for Teaching

Model the dialogue first, using expressive intonation and gestures.

Encourage students to use full sentences when suggesting ideas.

Prompt students to use the new vocabulary naturally.

Give positive feedback for participation and creativity.

Keep the activity lively and fun to motivate engagement.

Answers / Expected Student Responses

Dialogue (Students can use this as a guide):

Ali: "Yes, Mum?" / "Yay! Can we have a party?" / "Chocolate cake!" / "I want to make a card." / "Can we also buy balloons?"

Sara: "What is it, Mum?" / "And make a cake?" / "With strawberries on top!" / "Me too! I will draw flowers on mine." / "Dad will be so happy!"

Mum: "Your dad's birthday is tomorrow. We need to plan something special." / "That's a great idea. What kind of cake should we bake?" / "Perfect. We'll make a chocolate cake with strawberries. What about a gift?" / "Wonderful. Let's buy some coloured paper and markers today." / "Yes, we can get balloons and decorate the living room." / "I'm sure he will be. Thank you for helping. Let's make it a birthday he will never forget!"

Vocabulary Recognition / Activities:

Students should correctly match or read aloud: balloons, cake, candles, popcorn, gift, drinks, watch, perfume, tie, sunglasses, wallet, shoes.

1 Read and act out

Mum: Children, come here please!
Ali: Yes, Mum?
Sara: What is it, Mum?
Mum: Your dad's birthday is tomorrow. We need to plan something special.
Ali: Yay! Can we have a party?
Sara: And make a cake?
Mum: That's a great idea. What kind of cake should we bake?
Ali: Chocolate cake!
Sara: With strawberries on top!
Mum: Perfect. We'll make a chocolate cake with strawberries. What about a gift?
Ali: I want to make a card.
Sara: Me too! I will draw flowers on mine.
Mum: Wonderful. Let's buy some coloured paper and markers today.
Ali: Can we also buy balloons?
Mum: Yes, we can get balloons and decorate the living room.
Sara: Dad will be so happy!
Mum: I'm sure he will be. Thank you for helping. Let's make it a birthday he will never forget!

2 Look and read the words

balloons cake candles popcorn gift drinks

3 Circle what you will buy as a gift for your father's birthday.

watch parfum tie sunglasses wallet shoes

Teaching materials

The textbook page with the dialogue and vocabulary (as in the image).

Flashcards or images for vocabulary: balloons, cake, candles, popcorn, gift, drinks, watch, perfume, tie, sunglasses, wallet, shoes.

Coloured paper, markers, or real props for role-play (optional).

Whiteboard and markers.

Assessment

Observation of students' participation in role-play. Check for correct use of vocabulary during the dialogue.

Encourage students to suggest creative ideas for cake, decorations, and gifts.

Optional written activity: Students write a short plan for a birthday party using the vocabulary.

Present Continuous

1 We use present continuous for action that is happening now

Positive form	Negative form	Question form
I am doing You are doing	I am not doing You aren't doing	Am I doing ? Are you doing ?
He is doing She is doing It is doing	He isn't doing She isn't doing It isn't doing	Is he doing ? Is she doing ? Is it doing ?
We are doing You are doing They are doing	We aren't doing You aren't doing They aren't doing	Are we doing ? Are you doing ? Are they doing ?

2 Read the examples





He **is** running She **is** cooking The bird **is** flying

3 Read and learn

Time expressions :
Now _ at the moment _ tonight _ this morning _ this afternoon _ This evening

Teaching Methods

Direct instruction: Present rules and examples from the textbook.

Demonstration: Show pictures or act out actions to illustrate the tense.

Guided practice: Students form sentences in positive, negative, and question forms.

Pair work / group work: Students ask and answer questions about ongoing actions.

Drilling: Repeat correct forms for reinforcement.

Tips for Teaching

Emphasise the structure: subject + be + verb+ing.

Highlight differences between Present Simple and Present Continuous.

Use gestures or real actions to reinforce understanding. Encourage students to use time expressions like now, at the moment, today, this morning.

Correct mistakes immediately to reinforce accurate usage.

Answers / Examples (from the page):

Positive form: He is running, She is cooking, The bird is flying.

Negative form: He isn't running, She isn't cooking, The bird isn't flying.

Question form: Is he running?, Is she cooking?, Is the bird flying?

Assessment

Formative: Ask students to describe what their classmates or characters in pictures are doing.

Worksheet exercise: Fill in the blanks with correct forms of Present Continuous.

Oral assessment: Students act out actions and ask each other "What is he/she doing?"

Aims:

To enable students to recognise and use the Present Continuous tense.

To practise forming positive, negative, and question forms.

To describe ongoing actions using appropriate vocabulary.

To enhance speaking and writing skills through practical examples.

Teaching materials

Textbook page (uploaded image)

Flashcards with action verbs (e.g., run, cook, fly)

Whiteboard and markers

Worksheets with exercises for forming sentences

Audio/visual resources (optional: short video clips showing actions)

Aims:

To practise the Present Continuous tense (am/is/are + verb-ing) in sentences.

To improve sentence formation skills using jumbled words.

To describe actions based on pictures using correct grammar.

To develop students' speaking and writing fluency in everyday activities.

Teaching Methods

Presentation / Demonstration: Teacher explains the structure: am / is / are + verb-ing.

Drill & Practice: Students complete fill-in-the-blank exercises individually.

Communicative Approach: Students describe pictures orally or in writing using the Present Continuous.

Pair / Group Work: Students ask and answer "What is he/she doing?" questions.

Tips for Teaching

Emphasise subject-verb agreement (I → am, He/She/It → is, We/You/They → are).

Remind students to add -ing to the base verb.

Encourage students to look at pictures for clues about the activity.

Use modelling: say the sentences out loud before asking students to write.

Provide hints for spelling changes with -ing verbs (e.g., run → running, swim → swimming).

Answers

Exercise 4 – Fill in the blanks

She is reading a book.

They are playing soccer.

I am watching TV.

He is eating an apple.

We are drawing pictures.

The dog is running in the garden.

Exercise 5 – Put the words in order

I am cleaning my room.

She is writing a letter.

They are playing chess.

He is singing a song.

Exercise 6 – Write what they are doing

Anna is dancing.

Ben and Sam are running.

I am reading a book.

The cat is sleeping.

Assessment

Formative: Monitor students while doing exercises, correct mistakes orally.

Written: Check completed worksheets for correct verb forms and sentence order.

Oral: Ask students to describe new pictures using Present Continuous.

Peer Assessment: Students read each other's sentences and check for grammar and accuracy.

4 Fill in the blanks.
Use: am / is / are + the verb in -ing form
1. She _____ (read) a book.
2. They _____ (play) soccer.
3. I _____ (watch) TV.
4. He _____ (eat) an apple.
5. We _____ (draw) pictures.
6. The dog _____ (run) in the garden.

5 Put the words in order
1. (am / I / my / cleaning / room)
.....
2. (is / she / a / writing / letter)
.....
3. (are / they / playing / chess)
.....
4. (is / he / singing / song / a)
.....

6 Write what they are doing

1. Anna _____ (dance)

2. Ben and Sam _____ (run)

3. I _____ (read) a book.

4. The cat _____ (sleep).

Teaching materials

Exercise worksheet / textbook page (the uploaded image).

Flashcards or pictures of people performing actions.

Whiteboard and markers.

Optional: projector/tablet to show animated actions.

1 Listen carefully to this dialogue



Anna: Hi Sam! What are you doing?
Sam: Hi Anna! I'm making a birthday card for my dad.
Anna: Oh, it's your father's birthday?
Sam: Yes! It's tomorrow.
Anna: That's great. Are you going to have a party?
Sam: Yes! We're having a small party at home.
Anna: What will you do?
Sam: We will eat cake and pizza. We will sing "Happy Birthday" and give him presents.
Anna: That sounds fun! What gift do you have for him?
Sam: I bought him a new wallet.
Anna: He will be so happy!
Sam: I hope so!



2 Choose the correct answer

Whose birthday is it? a) Sam's b) Anna's c) Sam's father's	What did Sam buy for his father? a) A watch b) A wallet c) A book
When is the birthday? a) Today b) Tomorrow c) Next week	What are they going to eat? a) Ice cream and fruit b) Cake and pizza c) Sandwiches

3 Read and write true or false

- Sam is making a birthday card.
- They will sing "Happy Birthday."
- Anna is Sam's sister.



Teaching Methods

Listening: Students listen carefully to the dialogue.

Question and Answer: Teacher asks comprehension questions; students answer orally or in writing.

Pair Work: Students practice the dialogue in pairs, switching roles.

Vocabulary Practice: Match words with images or definitions.

Tips for Teaching

Play the audio twice: once for general understanding, once for detail.

Encourage students to underline key information in the dialogue.

Use gestures, visuals, and props to make the vocabulary concrete.

Correct gently and reinforce correct pronunciation of new words.

Answers (for "Choose the correct answer" section):

Whose birthday is it? → c) Sam's father's

When is the birthday? → b) Tomorrow

What did Sam buy for his father? → b) A wallet

What are they going to eat? → b) Cake and pizza

Aims:

Develop listening comprehension skills.

Identify specific information from a conversation.

Learn vocabulary related to birthdays, parties, and gifts.

Practice asking and answering questions about plans and possessions.

Teaching materials

The textbook/dialogue page.

Audio recording of the dialogue (if available).

Flashcards with key vocabulary (birthday, card, cake, gift, wallet, pizza).

Whiteboard/markers or digital equivalent.

Assessment

Formative: Check students' answers to comprehension questions.

Oral Practice: Observe pair work and pronunciation.

Written Task: Have students write 3–5 sentences about their own family birthday plans.

Follow-up: Ask students to draw or describe a birthday card and present for someone.

Aims:

Students will be able to read and understand a short descriptive text in English.

Students will answer comprehension questions based on the text.

Students will practice using the present continuous tense to describe actions happening now.

Students will develop vocabulary related to family, celebrations, and birthday activities.

Teaching Methods

Reading aloud: Teacher reads the text first, then students repeat.

Choral reading: Students read the text together.

Question and answer: Guided comprehension using the text.

Pair work: Students ask and answer questions about the text in pairs.

Visual aids: Use the picture to support understanding of vocabulary and actions.

Tips for Teaching

Emphasize key vocabulary: birthday, cake, card, present, happy, party.

Encourage students to point to actions in the picture while reading.

Use gestures and facial expressions to convey meaning of verbs (e.g., baking, wrapping, sitting).

Give students time to think and respond to comprehension questions.

Praise correct answers to build confidence.

Answers (for comprehension questions):

What are they doing today?

They are having a birthday party for their father.

Where are they having the party?

At home.

What is the mother baking?

A big chocolate cake.

What are the children making?

A beautiful card.

What present are they wrapping?

A new wallet.

Where is the father sitting?

In the living room.

Why is the father smiling?

Because he is happy.

What are they eating and drinking?

They are eating cake and drinking juice.

1 Look and read

My father's birthday

Reading



Today is my father's birthday. We are having a party at home. My mother is baking a big chocolate cake in the kitchen. My sister and I are making a beautiful card for him. We are also wrapping a new wallet for his present. My father is sitting in the living room and smiling because he is happy. We are singing "Happy Birthday" and taking photos. Everyone is laughing and having fun. We are eating cake and drinking juice together. It is a very special day !

2 Questions:

1. What are they doing today?
.....
2. Where are they having the party?
.....
3. What is the mother baking?
.....
4. What are the children making?
.....
5. What present are they wrapping?
.....
6. Where is the father sitting?
.....

Teaching materials

Text and illustration from the textbook (provided)

Flashcards or pictures of birthday-related items (cake, candles, gifts)

Worksheets with comprehension questions

Blackboard/whiteboard and markers

Assessment

Observe students while they read aloud to check pronunciation and fluency.

Check comprehension through answers to the questions.

Evaluate participation in pair work and discussion.

Optional: Students can draw or describe their own birthday celebration to reinforce learning.



1 Put the words in the correct order

_ this / I / TV / watching / am / evening.

 _ He / the / pizza / is / now / eating.

 _ moment / mother / the / my / is / making / a / at / cake.

2 Write sentences starting with words given

_ At the moment,
 _ My father now.
 _ They this evening.

3 Look at the pictures and write the words.

- I am going to buy a  for my father's birthday.
- This  is so beautiful as a gift.
- These  are so nice.
- My sister is going to buy a  for my father.

Teaching Methods

Direct instruction: Explain the rules of present continuous and word order.

Guided practice: Students reorder words to make correct sentences.

Individual work: Students complete exercises on their own.

Pair work: Students compare answers and discuss corrections.

Tips for Teaching

Remind students that present continuous = am/is/are + verb-ing.

Highlight the subject-verb agreement: "I am," "he/she is," "they are".

Encourage students to read the sentence aloud after arranging words.

Use pictures to stimulate ideas for writing sentences in part 2.

Check for spelling mistakes in vocabulary from part 3.
 Answers

1. Put the words in the correct order

I am watching TV this evening.

He is eating the pizza now.

My mother is making a cake at the moment.

2. Write sentences starting with words given

At the moment, my mother is making a cake.

My father is reading the newspaper now.

They are watching TV this evening.

3. Look at the pictures and write the words

I am going to buy a watch for my father's birthday.

This tie is so beautiful as a gift.

These sunglasses are so nice.

My sister is going to buy a book for my father.

Aims:

To practise constructing sentences in the present continuous tense.

To reinforce understanding of word order in English sentences.

To enable students to describe current activities.

To improve vocabulary related to everyday activities and objects.

Teaching materials

Exercise sheet (the uploaded image content)

Whiteboard and markers

Flashcards of actions and objects (optional)

Pictures to prompt vocabulary (optional)

Assessment

Check if students use correct word order.

Observe use of present continuous tense.

Monitor spelling and vocabulary usage.

Ask students to read sentences aloud for fluency.

Optional quiz: Give jumbled sentences and ask students to correct them individually.

Aims:

To observe and understand the water cycle: evaporation, condensation, and precipitation.

To demonstrate how water moves around our planet in a simple, visual experiment.

Teaching Methods

Hands-on Experimentation: Students actively create the water cycle in a bag.

Visual Demonstration: Drawings on the bag illustrate evaporation, condensation, and precipitation.

Observation & Recording: Students watch and note changes over several days.

Tips for Teaching

Make sure the bag is sealed tightly to prevent water from leaking.

Encourage students to label their drawings clearly (sun, clouds, arrows).

Place the bag in direct sunlight for faster results.

Optional: Use blue food colouring for better visibility of water movement.

Discuss observations daily to reinforce understanding.

Answers

What did you see happen in the bag?

Water level slightly decreases; droplets form on the sides of the bag. Clouds appear as condensation, and "rain" droplets fall inside the bag.

Where did you see condensation?

On the inner sides of the zip-lock bag, where water vapour cooled and formed droplets.

What does the water cycle do on Earth?

Moves water around the planet through evaporation (water turning into vapour), condensation (vapour forming clouds), and precipitation (rain falling back to Earth).

Challenge Questions:

What is evaporation?

The process of water turning into vapour due to heat from the sun.

What is condensation?

The process of water vapour cooling and forming liquid droplets.

What is precipitation?

Water falling from clouds as rain, snow, or other forms.



Water Cycle in a Bag

Objective :

- Observe and understand the water cycle: evaporation, condensation, and precipitation.
- The water cycle moves water around our planet. Water evaporates from lakes and oceans, forms clouds by condensation, and falls as rain in precipitation.

Materials :

- A clear zip-lock bag
- A permanent marker
- Water
- Blue food colouring (optional)
- Tape
- A sunny window

Instructions :

- Draw the sun, clouds, and arrows for the water cycle on the bag.
- Add a little water (and blue colouring if you want).
- Seal the bag tightly.
- Tape the bag to a sunny window.
- Watch it for a few days. Look for water droplets on the sides of the bag.

Record your observations:

What did you see happen in the bag?
→ _____

Where did you see condensation?
→ _____

What does the water cycle do on Earth?
→ _____

Challenge Questions:

- What is evaporation?
→ _____
- What is condensation?
→ _____
- What is precipitation?
→ _____

STEAM Vocabulary:

Evaporation,
Condensation,
Precipitation,
Water Cycle, Sun

Can you see the water cycle happen inside a plastic bag?

Teaching materials

A clear zip-lock bag

Permanent marker

Water

Blue food colouring (optional)

Tape

Sunny window

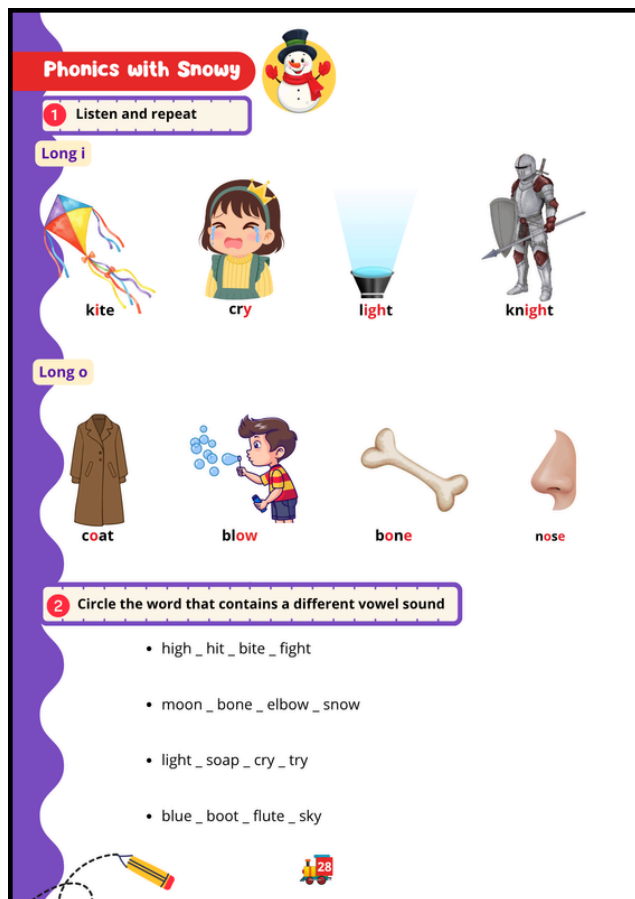
Assessment

Observe students' participation and their ability to follow instructions.

Check their labeled water cycle drawings on the bag for accuracy.

Evaluate their recorded observations for understanding of evaporation, condensation, and precipitation.

Ask reflective questions to test comprehension of the water cycle concept.



Teaching Methods

Direct Instruction: Teacher models pronunciation of long “i” and long “o”.

Choral Repetition: Students repeat the words after the teacher.

Visual Learning: Use the images to reinforce word–sound association.

Interactive Practice: Students identify and circle words with the target vowel sound.

Differentiated Learning: Pair stronger students with weaker ones for peer practice.

Tips for Teaching

Emphasise mouth position when pronouncing long vowels.

Encourage students to exaggerate the vowel sound to hear it clearly.

Repeat the activity several times to reinforce memory. Use gestures or actions (e.g., blowing for “blow”) to connect meaning with sound.

Praise correct pronunciation and gently correct mistakes. Answers (Activity: Circle the word that contains a different vowel sound)

high, hit, bite, fight → different vowel: hit

moon, bone, elbow, snow → different vowel: elbow

light, soap, cry, try → different vowel: soap

blue, boot, flute, sky → different vowel: sky

Assessment

Observe students during choral repetition for correct pronunciation.

Check worksheet answers for identifying different vowel sounds.

Conduct a quick oral quiz: teacher says a word and students classify it as long “i” or long “o”.

Provide feedback and additional practice for students who struggle.

Aims:

To recognise and pronounce the long “i” and long “o” vowel sounds.

To associate long vowel sounds with their corresponding words and images.

To develop listening, speaking, and reading skills in phonics.

To enable learners to differentiate words with different vowel sounds.

Teaching materials

The phonics worksheet/page (the uploaded image).

Flashcards with images and words: kite, cry, light, knight, coat, blow, bone, nose.

Whiteboard and markers.

Audio pronunciation of words (optional).

Pencils and colouring materials for activities.

Aims:

To practice vocabulary related to food, drinks, and gifts.

To use countable and uncountable nouns correctly (a cup, a bowl, a glass, etc.).

To practise the use of adverbs of frequency (always, sometimes, never, etc.).

To form sentences in the present simple tense accurately.

To improve sentence construction skills in English.

Teaching Methods

Visual Learning: Use pictures to introduce and revise vocabulary.

Guided Practice: Students complete exercises with teacher support.

Pair Work: Students compare answers and practice speaking.

Drilling: Correct pronunciation and sentence formation.

Interactive Q&A: Teacher asks students to identify items and complete sentences orally.

Tips for Teaching

Encourage students to say the words aloud when looking at the pictures.

Use real-life examples to reinforce vocabulary (e.g., actual cups, bowls).

For adverbs of frequency, use timelines or gestures to make percentages meaningful.

Remind students about subject-verb agreement in present simple tense.

Provide immediate feedback on pronunciation and sentence structure.

Answers

Exercise 1: Look and write

coffee--water - chef / cooking-menu-salad

Exercise 2: Look and complete

a pot of tea

a glass of water

a cup of tea

a bowl of soup

Exercise 3: Circle the right answer

She doesn't speak French.

They play tennis on Wednesday.

My friend Said watches TV every evening.

I don't eat chicken.

Exercise 4: Complete the sentences with adverbs of frequency

They sometimes read books in their free time. (25%)

I never watch tennis matches. (0%)

She usually drinks coffee after lunch. (50%)

Exercise 5: What are these gift items?

watch-perfume-tie-sunglasses-wallet

Exercise 6: Put the words in the correct order

I am watching TV this evening.

He is eating pizza now.

My mother is making a cake at the moment.



Teaching materials

Textbook images and exercises (provided in the uploaded pages).

Flashcards of food, drinks, and gift items.

Whiteboard and markers.

Worksheets for exercises 1–6.

Real or toy items (optional) to match vocabulary.

Assessment

Observe students while completing exercises for correct vocabulary usage.

Check written answers for accuracy in grammar and sentence order.

Conduct oral questioning to test pronunciation and understanding.

Give a short quiz or worksheet for individual assessment at the end of the lesson.

Unit 3

Jobs



Aims:

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

Name common jobs: teacher, doctor, nurse, pilot, chef, vet, mechanic, engineer, lawyer, taxi driver.

Understand and use the structure: I want to be a/an + job.

Say what people do in different jobs, for example: A doctor helps sick people.

Read and act out a short dialogue about jobs.

Match jobs with their correct descriptions.

Teaching Methods

Presentation: introduce the topic of jobs using pictures.

Question and answer: ask pupils: What is a job? What job do you want to do?

Reading aloud: pupils read the dialogue and repeat key sentences.

Role play: pupils act out the dialogue in groups.

Matching activity: pupils match jobs with their descriptions.

Writing practice: pupils complete the sentences and label the pictures.

Tips for Teaching

Start with familiar jobs such as teacher, doctor, nurse and pilot.

Use pictures before asking pupils to read the words.

Drill pronunciation carefully: engineer, mechanic, lawyer, nurse.

Encourage full answers, not one-word answers.

Example: I want to be a pilot.

Give weaker pupils sentence frames:

I want to be a __.

A __ helps people.

Correct gently and repeat the correct form.

Answers

Read and match

A. Helps sick people → Doctor

B. Teaches students → Teacher

C. Flies an aeroplane → Pilot

D. Cooks food → Chef

Fill in the blanks

Miss Layla is our teacher.

Adam wants to be a pilot.

Sara wants to be a nurse.

A job is what people do to make money.

Look and write

Top row:

Pilot-Nurse-Chef-Middle row:

4. Vet

5. Teacher

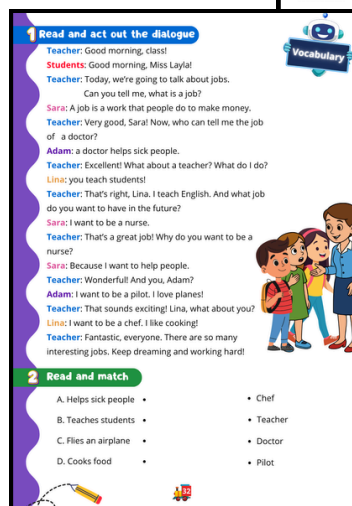
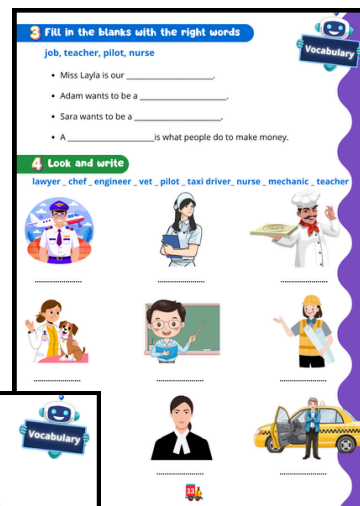
6. Engineer

Bottom row:

7. Mechanic

8. Lawyer

9. Taxi driver



Teaching materials

Coursebook page / worksheet

Flashcards or pictures of jobs

Board and markers

Audio recording, if available

Job word cards

Simple role-play cards

Assessment

The teacher can assess pupils by asking them to:
Name at least five jobs from the lesson.

Match jobs with their descriptions correctly.

Complete the sentences using the correct words.

Say one sentence about their future job:

I want to be a/an __ because __.

Act out the dialogue with correct pronunciation and confidence.



1 Read and learn

Subject pronouns	Possessive adjectives	Object pronouns
I	My	Me
You	Your	You
He	His	Him
She	Her	Her
It	Its	It
We	Our	Us
You	Your	You
They	Their	Them

2 Read the examples

We use **subject pronouns** before a verb.

Examples :

- _ I play football
- _ **She** listens to music.
- _ **They** are my friends.



We use **possessive adjectives** before a noun.

Examples :

- _ **My** best friend's name is Kamal.
- _ **They** live in their big villa.
- _ **She** plays tennis with her classmates.



We use **object pronouns** after the verb or prepositions.

Examples :

- _ Can you give **me** a cup of tea, please ?
- _ I sometimes go out with **them**.
- _ Our teacher gives **us** much homework.



Teaching Methods

Presentation: The teacher presents the table and explains each category.

Guided discovery: Pupils look at the examples and discover the rule.

Question and answer: The teacher asks pupils to choose the correct pronoun.

Drilling: Pupils repeat examples orally.

Pair work: Pupils complete sentences together.

Individual work: Pupils write their own sentences using pronouns.

Tips for Teaching

Explain the difference clearly:

Subject pronouns come before the verb.

Example: She listens to music.

Possessive adjectives come before a noun.

Example: This is my book.

Object pronouns come after a verb or a preposition.

Example: The teacher gives us homework.

Example: I go out with them.

Use colours on the board: one colour for the pronoun and another colour for the verb or noun.

Give many simple examples because pupils often confuse he/him, she/her, we/us, and they/them.

Answers:

Subject pronouns-Person

Subject pronoun

1st person singular-I

2nd person singular/plural-You

3rd person masculine-He

3rd person feminine-She

Animal/object-It

1st person plural-We

3rd person plural-They

Possessive adjectives

Subject pronoun

I-my You-your He-his She-her It-its We-our

They-their

Object pronouns

Subject pronoun

Object pronoun

I-me You-you He-him She-her It-it We-us

Th-ey

them-Correct examples

I play football.

She listens to music.

They are my friends.

My best friend's name is Kamal.

They live in their big villa.

She plays tennis with her classmates.

Can you give me a cup of tea, please?

I sometimes go out with them.

Our teacher gives us much homework.

Aims:

- Identify subject pronouns, possessive adjectives, and object pronouns.
- Use subject pronouns before verbs.
- Use possessive adjectives before nouns.
- Use object pronouns after verbs or prepositions.
- Write simple sentences using the three forms correctly.

Teaching materials

Pupil's book page

Whiteboard and markers

Flashcards with pronouns

Pictures of people, animals and objects

Sentence cards

Short worksheet for practice

Notebook and pens

Assessment

Assess pupils through oral questions, gap-filling exercises, and sentence-writing tasks. Check if they can correctly use subject pronouns, possessive adjectives, and object pronouns in context. Ask them to write simple sentences using each form. End with a quick review of the rules for when each form is used.

Aims:

By the end of the lesson, pupils will be able to:
recognise and use subject pronouns: I, you, he, she, it, we, they
use possessive adjectives correctly: my, your, his, her, its, our, their
identify and use object pronouns: me, you, him, her, it, us, them
replace names and nouns with the correct pronoun
complete simple grammar exercises accurately

Teaching Methods

Presentation: explain the three types of pronouns with examples.

Elicitation: ask pupils questions to produce answers.

Guided practice: complete the first examples together.

Pair work: pupils complete some sentences with a partner.

Individual work: pupils finish the exercises alone.

Correction: check answers orally and on the board.

Tips for Teaching

Start with simple examples:

Tony = he

Sarah = she

cat/dog/thing = it

Anna and Souad = they

Explain the difference clearly:

He is my brother. → subject pronoun

His book is interesting. → possessive adjective

I can see him. → object pronoun

Answers

3. Fill in the blanks with the correct subject pronoun

He is my brother.

They are playing outside.

It is raining.

We love pizza.

It is my cat.

You are happy.

4. Choose the correct possessive adjective

I have a dog. Its name is Max.

Sarah has a doll. Her doll is pretty.

We have a house. Our house is big.

You have a ball. Your ball is red.

The cat has a bed. Its bed is soft.

They have bicycles. Their bicycles are new.

John has a book. His book is interesting.

5. Circle the correct object pronoun

The teacher helps me.

Can you see him?

Anna likes her.

The ball hit him.

I will call them.

Please give me the pencil.

We can hear it.



3 Fill in the blanks with the correct subject pronoun

- _____ is my brother. (Tony)
- _____ are playing outside. (Anna and Souad)
- _____ is raining.
- _____ love pizza. (My friends and I)
- _____ is my cat. (Loly)
- _____ are happy. (You and Sami)

4 Choose the correct possessive adjective

- I have a dog. _____ name is Max.
- Sarah has a doll. _____ doll is pretty.
- We have a house. _____ house is big.
- You have a ball. _____ ball is red.
- The cat has a bed. _____ bed is soft.
- They have bicycles. _____ bicycles are new.
- John has a book. _____ book is interesting.

5 Circle the correct object pronoun

- The teacher helps (I / me).
- Can you see (he / him)?
- Anna likes (she / her).
- The ball hit (his / him).
- I will call (they / them).
- Please give (I / me) the pencil.
- We can hear (it / its).



Teaching materials

Pupil's book / worksheet

Whiteboard and markers

Flashcards with people, animals and objects

Pronoun chart

Pictures: boy, girl, cat, dog, friends, teacher

Mini-whiteboards or notebooks

Assessment

Ask pupils to replace names with pronouns:

Tony → he, Sarah → she, the cat → it, my friends and I → we.

Give a short written task:

Complete three sentences using one subject pronoun, one possessive adjective and one object pronoun.

Oral check: ask pupils questions such as:

"Sarah has a doll. What do we say?"

Expected answer: Her doll is pretty.

1 Listen carefully and complete with the right
Teacher_ doctor_ nurse_ policeman

Listening

My name is Ali. My father is a _____.
He works at the hospital. He helps sick people.
My mother is a _____. She works at a school.
She teaches children how to read and write.
My uncle is a _____. He keeps the city safe.
My aunt is a _____. She helps the doctor at the hospital.

2 Fill in the gaps (Student Worksheet)

My name is Ali.

- My father is a _____. He works at the _____.
He helps _____ people.
- My mother is a _____.
She works at a _____.
She teaches _____ how to read and write.
- My uncle is a _____. He keeps the city _____.
- My aunt is a _____.
She helps the doctor at the _____.

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Teaching Methods

Listening method: pupils listen carefully and complete the gaps.

Question and answer: teacher asks simple questions about jobs.

Visual method: using pictures/flashcards to explain vocabulary.

Repetition and drilling: pupils repeat the words and sentences.

Pair work: pupils compare answers with a partner.

Tips for Teaching

Start by showing pictures of the four jobs and ask: "What is his/her job?"

Pre-teach difficult words: hospital, sick, safe, city.

Read or play the listening text twice: first for general understanding, second to complete the gaps.

Emphasise pronunciation: doctor, teacher, nurse, policeman.

Help pupils notice the difference between He and She.

Use gestures or simple drawings to explain meaning.

Answers

Activity 1

My father is a doctor.

My mother is a teacher.

My uncle is a policeman.

My aunt is a nurse.

Activity 2

My name is Ali.

My father is a doctor. He works at the hospital.

He helps sick people.

My mother is a teacher.

She works at a school.

She teaches children how to read and write.

My uncle is a policeman. He keeps the city safe.

My aunt is a nurse.

She helps the doctor at the hospital.

Assessment

Check pupils' completed worksheets.

Ask pupils to read the sentences aloud.

Ask oral questions, for example:

"What is Ali's father?"

"Where does the doctor work?"

"Who works at a school?"

"Who helps the doctor?"

Give a short follow-up task: pupils write two sentences about a family member's job.

Aims:

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

Identify jobs: doctor, teacher, nurse, policeman.

Link each job with its workplace and duty.

Listen for specific information and complete missing words.

Use simple sentences with He / She.

Talk about family members and their jobs.

Teaching materials

Pupil's book / worksheet page.

Audio recording or teacher's reading of the text.

Flashcards or pictures of jobs.

Board and markers.

Word cards: teacher, doctor, nurse, policeman, hospital, school, sick, safe.

Aims:

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

Read and understand a short text about a person's job and daily routine.

Answer comprehension questions based on the reading text.

Rearrange jumbled words to form correct sentences about jobs and family.

Complete sentences about future job aspirations using appropriate grammar structures (want to be, will be, etc.).

Use job-related vocabulary (taxi driver, engineer, teacher, pilot, doctor, nurse) accurately in writing.

Teaching Methods

Integrated Skills Approach: Combine reading comprehension with guided writing practice.

PPP (Present-Practice-Produce): Present vocabulary and structures, practise through controlled exercises, then produce personal sentences.

Scaffolded Learning: Start with supported reading and word-order activities, move to freer sentence completion.

Communicative Language Teaching: Encourage pair discussion about future dreams after the exercises.

Tips for Teaching

Begin with a warm-up: Show job pictures and ask, "What does he/she do?" and "What do you want to be in the future?"

Pre-teach or revise key vocabulary from the text (taxi driver, passenger, traffic, shortcut, proud, etc.).

For the reading text, have students read silently first, then play the audio while they follow.

Instruct students to underline or highlight answers in the text before writing them.

For word-order exercise (Section 1), do the first sentence together on the board as a model.

When completing sentences about the future, remind students of the correct grammar: want to be (not wants for I/you/we/they) and in the future.

Monitor closely during writing tasks and give immediate feedback on spelling and grammar.

After finishing, invite students to read their completed sentences aloud in pairs or small groups to build confidence.

Keep the lesson engaging by relating activities to students' own lives and dreams.

Teaching materials

Student's Book pages 37 and 38 (provided images).

Audio recording of the reading text (optional but recommended).

Flashcards or pictures of different jobs (taxi driver, engineer, pilot, doctor, nurse, teacher).

Whiteboard and markers.

Worksheets with the exercises printed (for students who need extra support).

Coloured pencils for highlighting key information in the text.

1 Look and read

The taxi driver



Mr. Ali is a taxi driver. Every day, he wakes up early and gets ready for work. He wears a clean shirt, checks his car, and starts driving through the busy streets of the city. His job is to pick up people and take them to different places like the market, school, hospital, or airport. Sometimes the streets are full of traffic, but Mr. Ali is patient and careful.

He enjoys his job because he meets many people. Some passengers are tourists, and others are people who go to work or school. Mr. Ali always smiles and talks kindly to everyone. He helps old people carry their bags and makes sure children wear seat belts. He also knows many shortcuts in the city, so he helps people arrive on time.

After a long day of driving, Mr. Ali goes home to rest. He is proud of his job because he helps people every day.

2 Read the text and answer the questions

1. What does Mr. Ali do for a living ?
.....

2. What places does he take people to ?
.....

3. How does Mr. Ali prepare for work in the morning ?
.....

4. Why does he like his job ?
.....

5. How does he help his passengers ?
.....

6. What does Mr. Ali do after work ?
.....



Answers

Page 37 – Reading Comprehension

What does Mr. Ali do for a living?

He is a taxi driver.

What places does he take people to?

He takes people to the market, school, hospital, or airport.

How does Mr. Ali prepare for work in the morning?

He wakes up early, gets ready for work, wears a clean shirt, and checks his car.

Why does he like his job?

Because he meets many people, helps passengers, and is proud of helping people every day.

How does he help his passengers?

He helps old people carry their bags, makes sure children wear seat belts, knows shortcuts, and talks kindly to everyone.

What does Mr. Ali do after work?

He goes home to rest.

1 Put the words in the correct order

_ my / is / an / father / engineer.
.....

_ in / she / a / works / company / big
.....

_ my / wants / a / brother / be / to / teacher.
.....

2 Complete the following sentences

_ In the future, I want

_ My friends wants to be

_ My sister wants to be

3 Complete these sentences

_ In future, Ito be a pilot.

_ My brother to a doctor.

_ Her is a nurse.

Teaching Methods

Direct instruction: Explain the rules of present continuous and word order.

Guided practice: Students reorder words to make correct sentences.

Individual work: Students complete exercises on their own.

Pair work: Students compare answers and discuss corrections.

Tips for Teaching

Remind students that present simple he / she / it + verb + s.

Encourage students to read the sentence aloud after arranging words.

Use pictures to stimulate ideas for writing sentences in part 2.

Check for spelling mistakes in vocabulary from part 3.

Writing Exercises correction

1. Put the words in the correct order

My father is an engineer.

She works in a big company.

My brother wants to be a teacher.

2. Complete the following sentences (suggested answers – accept logical variations)

In the future, I want to be a doctor / pilot / teacher.

My friends want to be engineers / pilots / nurses.

My sister wants to be a nurse / teacher.

3. Complete these sentences

In the future, I want to be a pilot.

My brother wants to be a doctor.

Her mother / aunt is a nurse. (or any logical family member)

Aims:

To practise constructing sentences in the present simple tense.

To reinforce understanding of word order in English sentences.

To enable students to describe current jobs.

To improve vocabulary related to everyday activities and objects.

Teaching materials

Exercise sheet (the uploaded image content)

Whiteboard and markers

Flashcards of actions and objects (optional)

Pictures to prompt vocabulary (optional)

Assessment

Formative Assessment: Observe students while reading and completing exercises. Note participation and accuracy.

Reading Assessment: Check comprehension answers for understanding of the text.

Writing Assessment: Mark worksheets for correct word order, grammar, spelling, and appropriate vocabulary use.

Peer Assessment: Students swap books and check each other's answers in pairs.

Oral Assessment: Ask 4–5 students to read their personal sentences about future aspirations.

Success Criteria: Students complete at least 80% of the exercises correctly and use target structures appropriately.

Extension: Stronger students can write a short paragraph about "My Dream Job".

Aims:

To enable pupils to understand that plants need specific conditions (sunlight/light, water, air, and soil/nutrients) to grow and survive.

To develop scientific enquiry skills through setting up a fair test, making observations over time, recording data, and drawing conclusions.

To encourage pupils to ask questions, predict outcomes, and think critically about the needs of living things.

To link learning to real-life knowledge of how plants grow and the importance of the environment.

Tips for Teaching

Use fast-germinating seeds (beans or cress work well) so results appear within a school week.

Ensure the "Light only" and "No light + No water" cups are kept in the same temperature to keep the test fair.

Take photos each day to create a visual record – useful if a pupil is absent.

Emphasise the importance of a control (Cup 1: Light + Water) to compare against.

Discuss safety: washing hands after handling soil, not drinking the water used.

Extend the activity by discussing what plants give us (oxygen, food) and linking to photosynthesis using the diagram on the worksheet.

For younger pupils, reduce to three cups to simplify.

Encourage scientific vocabulary: germinate, seedling, roots, shoot, photosynthesis, variables, fair test, conclusion.

Answers

Challenge Questions:

In which cup did the seed grow the best? Why?

Cup 1 (Light + Water) usually shows the best growth.

Reason: Plants need both light (for photosynthesis to make food) and water (to transport nutrients and support cell growth). The seed in this cup will germinate, grow green leaves, and develop strong roots.

What do seeds really need to grow?

Seeds need light, water, air (oxygen and carbon dioxide), and a growing medium (soil or cotton). They also need a suitable temperature. The experiment shows that removing light or water significantly reduces or stops growth.

What surprised you in your experiment?

(Open answer – common responses include):

Seeds can start to germinate with just water but stop without light.

The "No light + No water" cup showed almost no change. Plants in light only grew very little or became pale/yellow (etiolated).

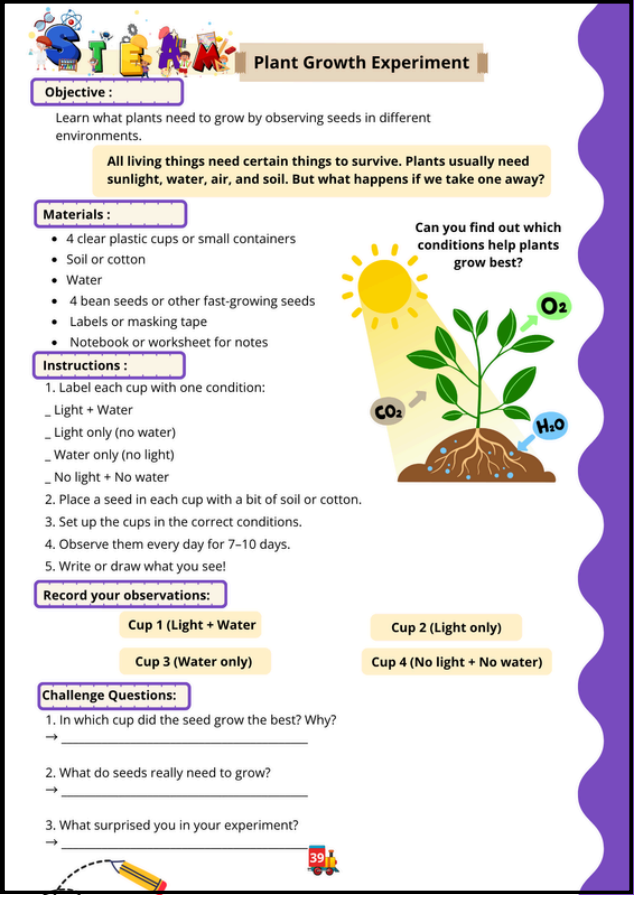
How quickly the successful plant grew compared to the others.

Expected Results Summary

Cup 1 (Light + Water): Strong growth, green leaves, healthy plant.

Cup 2 (Light only): Little or no growth, or very pale, weak shoot.

Cup 3 (Water only): May germinate but remains white/pale and weak; growth soon stops.



Plant Growth Experiment

Objective :
Learn what plants need to grow by observing seeds in different environments.

All living things need certain things to survive. Plants usually need sunlight, water, air, and soil. But what happens if we take one away?

Materials :

- 4 clear plastic cups or small containers
- Soil or cotton
- Water
- 4 bean seeds or other fast-growing seeds
- Labels or masking tape
- Notebook or worksheet for notes

Instructions :

1. Label each cup with one condition:
_ Light + Water
_ Light only (no water)
_ Water only (no light)
_ No light + No water
2. Place a seed in each cup with a bit of soil or cotton.
3. Set up the cups in the correct conditions.
4. Observe them every day for 7–10 days.
5. Write or draw what you see!

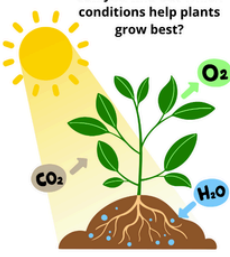
Record your observations:

Cup 1 (Light + Water) Cup 2 (Light only)
Cup 3 (Water only) Cup 4 (No light + No water)

Challenge Questions:

1. In which cup did the seed grow the best? Why?
→
2. What do seeds really need to grow?
→
3. What surprised you in your experiment?
→

Can you find out which conditions help plants grow best?



Teaching Methods

Discussion and prediction: Begin with a whole-class discussion about what plants need to grow.

Use the worksheet image or a mind map. Ask pupils to predict what will happen in each cup.

Practical investigation: Pupils work in small groups or pairs to set up the four conditions (a fair test – same seed, same amount of soil/cotton, same starting point).

Observation and recording: Daily checks over 7–10 days using drawings, measurements, and written notes.

Guided discovery: Teacher facilitates rather than tells answers; pupils discover through their own results.

Plenary and reflection: Group discussion of results, answering the challenge questions, and linking back to the objective.

Differentiation: Provide sentence starters or templates for lower ability; challenge higher ability pupils to design their own extra condition.

Teaching materials

4 clear plastic cups or small transparent containers per group/pupil

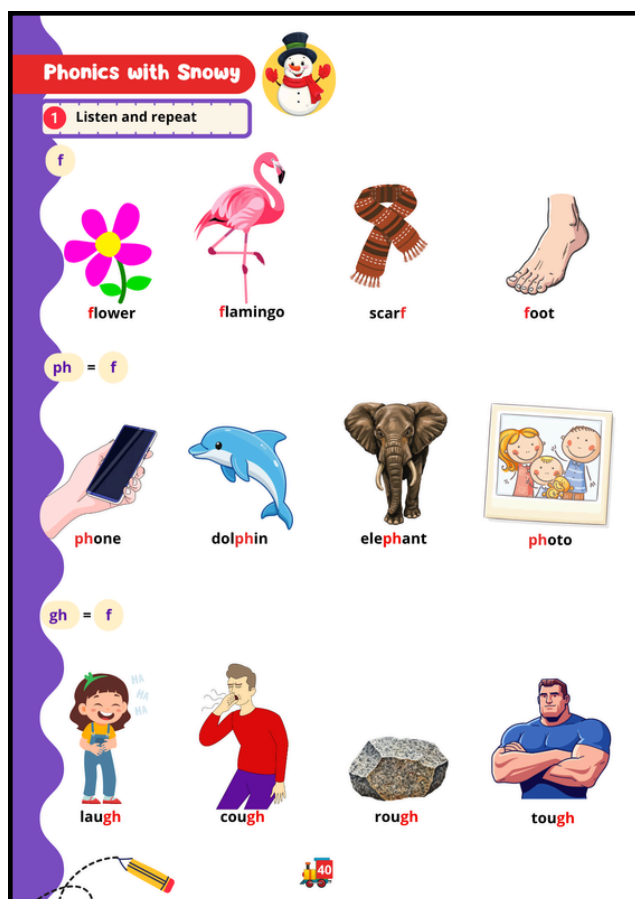
Soil or cotton wool-Water

4 bean seeds (or other fast-growing seeds such as cress, radish, or sunflower)

Labels or masking tape and marker pens

Notebook or observation worksheet (as provided)

Access to a sunny windowsill or light source and a dark cupboard/box



Teaching Methods

Presentation (Whole class)

Show the page and introduce Snowy the snowman.

Explain that today we are learning the /f/ sound.

Model the /f/ sound clearly (teeth on bottom lip, air blowing out – no voice). Pupils repeat.

Guided Practice (Listen and Repeat)

Point to each picture in order. Say the word clearly, emphasise the /f/ sound, and have pupils repeat chorally and individually.

Highlight the spelling:

f = flower, flamingo, scarf, foot

ph = phone, dolphin, elephant, photo

gh = laugh, cough, rough, tough

Practice Activities

Pupils point to each picture in their books and say the word.

Matching game: match picture to word card.

Sorting activity: sort words into three groups (f, ph, gh).

Production (Speaking)

Pupils make simple sentences, e.g., "I see a pink flamingo." or "The elephant is big."

Tips for Teaching

Exaggerate the /f/ sound and use a mirror so children can see the teeth-on-lip position.

For gh words, explain that "gh can sometimes say /f/ – it's a bit tricky!" (common in British English).

Use actions: pretend to laugh for laugh, cough for cough, touch a scarf for scarf, etc.

Give lots of praise for clear pronunciation.

Differentiate: stronger pupils can write the words; weaker pupils focus on listening and repeating.

Keep the pace lively – young learners have short attention spans.

British English pronunciation: use clear /f/ (not /v/) and natural linking (e.g., "elephant" not "elly-fant").

Answers (for the "Listen and Repeat" page)

All pictures and words on the page contain the /f/ sound:

f words: flower-flamingo-scarf-foot

ph words :phone-dolphin-elephant-photo

gh words :laugh-cough-rough-tough

Note: "photo" and "phone" are pronounced /'fəʊtəʊ/ and /'fəʊn/ in British English.

Aims:

Recognise and pronounce the /f/ sound.

Identify words with f, ph, and gh spelling patterns.

Match pictures and words containing the /f/ sound.

Listen carefully and repeat words correctly.

Use target words in simple spoken sentences.

Teaching materials

Workbook page or projected version.

Flashcards of target words and pictures.

Audio recording or teacher pronunciation.

Whiteboard and markers.

Coloured pencils for highlighting the /f/ sound.

Optional: mirrors and real objects (scarf, phone, photo)

Assessment

- Observe pupils' pronunciation and picture-word recognition during the lesson.
- Check understanding through flashcard identification and simple dictation.
- Ask pupils to give a word containing the /f/ sound.
- Exit ticket: each pupil says one /f/ word clearly.
- Homework: Find more /f/ words, colour and label pictures, or create a mini-book of /f/ words.

Unit 4

Whose dress is it ?



1 Read and act out the dialogue



Lina: Hi Sara! You look beautiful today!
Sara: Thank you, Lina! I love your dress too. Is it new?
Lina: Yes, my mum bought it for me yesterday.
Sara: It's so pretty! I like the flowers on it.
Lina: Thanks! Your dress is nice too. I love the colour.
Sara: It's my favourite colour pink! I wear it on special days.
Lina: You look like a princess!
Sara: Aww, thank you! Let's take a picture together.
Lina: Great idea!



Ali: Hey, Omar! I like your sneakers. Are they new?
Omar: thanks, Ali! Yes, I got them last week.
Ali: Cool! What brand are they?
Omar: They're Nike. I love Nike sneakers. They're so comfortable.
Ali: I want a pair like that too. Where did you buy them?
Omar: At the mall. There was a big sale.
Ali: Nice! I'll ask my dad to take me there this weekend.
Omar: Good idea! Maybe we can wear the same ones!

Teaching Methods

Presentation: introduce the topic of jobs using pictures.
 Question and answer: ask pupils: What is a job? What job do you want to do?
 Reading aloud: pupils read the dialogue and repeat key sentences.
 Role play: pupils act out the dialogue in groups.
 Matching activity: pupils match jobs with their descriptions.
 Writing practice: pupils complete the sentences and label the pictures.

Tips for Teaching

Start with familiar jobs such as teacher, doctor, nurse and pilot.
 Use pictures before asking pupils to read the words.
 Drill pronunciation carefully: engineer, mechanic, lawyer, nurse.
 Encourage full answers, not one-word answers.

Assessment

The teacher can assess pupils by asking them to:
 Name at least five jobs from the lesson.
 Match jobs with their descriptions correctly.
 Complete the sentences using the correct words.
 Say one sentence about their future job:
 I want to be a/an __ because __.
 Act out the dialogue with correct pronunciation and confidence.

Aims:

By the end of the lesson, pupils will be able to:
 Name common clothes : socks, blouse, shoes, hoodie, jacket, dress, jeans, skirt, jumper.
 Understand and use the structure: I want to be a/an + job.
 Read and act out a short dialogue about jobs.
 Match jobs with their correct descriptions.

Aims:

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

Identify and name common items of clothing and accessories in English.

Spell and write key vocabulary words correctly (socks, blouse, shoes, hoodie, jacket, dress, jeans, skirt, jumper).

Complete simple spelling exercises using vowel sounds

(a, e, o, u).

Develop listening skills by matching spoken words to pictures.

Use the new vocabulary in short spoken sentences (e.g., "I'm wearing jeans and a jumper.").

Teaching Methods

Audio-visual presentation: Use pictures and listening to introduce and reinforce vocabulary.

PPP (Presentation-Practice-Production): Present words with pictures and pronunciation, practise through listening and matching, then produce through speaking and spelling.

Task-based learning: Pupils complete the listening and writing tasks in the book.

Pair and group work: Matching games and spelling practice in pairs.

Multisensory approach: Combine listening, seeing, writing and speaking.

Tips for Teaching

Start with a short warm-up: Show real items or flashcards and ask, "What's this?" to revise previous clothing words.

Play the audio (or read the words) twice – first for pupils to listen and point, second time for them to write.

Teach pronunciation clearly, especially tricky words: blouse (/blaʊz/), jumper (British English for sweater), hoodie, socks. Use gestures and mime (e.g., pretend to put on socks or a jacket) to make it fun and memorable.

For the spelling activity, focus on the missing vowels: model the first one on the board.

Encourage pupils to say the word aloud after writing it.

Monitor closely during pair work and give positive feedback.

Extend the lesson by asking stronger pupils to make sentences: "I like wearing a pink dress."

Keep the pace lively – young learners stay engaged with movement and games.

Answers

1. Listen and write the words under each picture

Top row: jeans skirt blouse

Middle row: jacket socks jumper

Bottom row: dress shoes hoodie

2. Complete with: a e o u

watch (w a tch)

belt (b e lt)

gloves (gl o ves)

hat (h a t)



Teaching materials

Pupil's Book (the provided page with clothing pictures and spelling activity).

Flashcards or real clothing items / pictures of the target vocabulary (jeans, skirt, blouse, jacket, socks, jumper, dress, shoes, hoodie, watch, belt, gloves, hat).

Audio recording of the vocabulary words (if available) or teacher's voice.

Whiteboard and markers.

Coloured pencils or crayons for pupils to draw or colour the items.

Word cards for matching games.

Small worksheets for extra practice (optional).

Assessment

Formative: Observe pupils during listening, writing, and pair work. Check matching accuracy, spelling, and pronunciation. Provide immediate correction and encouragement.

Summative: Use a picture quiz (name flashcards) and a spelling dictation of 6–8 words.

Checklist: Vocabulary recognition, spelling accuracy, and pronunciation (scored 1–5).

Homework: Draw and label key words from the lesson.

Past simple
We use the past simple to talk about a completed action in the past.

Grammar

1 Regular verbs

We add « ed » to the regular verbs

Examples :

_ He **watched** TV _ She **washed** the dishes _ He **listened** to music

Read the dialogue and underline the verbs in the past simple.

Anna: Hi, Tom! How was your weekend?
Tom: It was great! I visited my grandparents and helped them in the garden.
Anna: That sounds nice. I stayed home and cleaned my room.
Tom: Did you watch any movies?
Anna: Yes, I watched a comedy. It made me laugh a lot!
Tom: Cool! I also enjoyed a good movie last night.

2 Irregular verbs

Positive	Negative	interrogative
I/he/ she / it was	I/he/ she / it wasn't	was I/he/ she / it.... ?
We /you/ they were	We /you/ they weren't	were We /you/ they.?

Examples :

- _ I **wasn't** happy yesterday.
- _ It **was** rainy last weekend.
- _ My friends **were** so excited last week.
- _ We **weren't** in Casablanca last vacation.

Teaching Methods

PPP (Presentation–Practice–Production) approach.

Communicative Language Teaching (CLT) with pair and group work.

Visual and audio-lingual methods (pictures, examples, listening).

Inductive approach: students discover rules from examples in the dialogue and illustrations.

Differentiated instruction for mixed-ability classes.

Tips for Teaching

Start with a warm-up: Ask students “What did you do last weekend?” to activate prior knowledge and introduce the topic naturally.

Use the illustrations on the page to elicit the Past Simple verbs before reading the explanations (He watched TV, She washed the dishes, etc.).

Highlight pronunciation: focus on the three pronunciations of -ed (/t/, /d/, /ɪd/) with examples (watched /t/, cleaned /d/, visited /ɪd/).

For irregular verbs, use the table of was/were and create a “verb hospital” wall chart for common irregular verbs.

Encourage students to underline the Past Simple verbs in the dialogue themselves first, then check as a class.

Make it fun: Use a “Yesterday Chain” game where each student says one sentence about what they did yesterday and the next student repeats all previous sentences.

Monitor pronunciation carefully, especially for young learners who may add extra syllables to -ed.

Relate to students' lives: Ask them to talk about their own weekend using the structures from the dialogue.

Be patient with was/were errors, as students often confuse them with present forms.

Assessment

During the lesson (Formative):

Observation during pair work (students asking/answering about the weekend).

Checking underlined verbs in the dialogue.

Quick oral drilling of regular and irregular forms.

End of lesson (Summative):

Short written task: Write 5 sentences about what you did last weekend (mix of regular and irregular verbs).
 Gap-fill worksheet focusing on was/were and regular Past Simple.

Mini role-play: Students act out the dialogue or create a similar one with their own information.

Homework:

Workbook exercises corresponding to the page.

Write a short paragraph: “My last weekend”.

Aims:

Understand the Past Simple tense for completed actions.

Form regular Past Simple verbs with -ed.

Recognise common irregular verbs (was/were, did, etc.).

Ask and answer questions in the Past Simple.

Identify Past Simple verbs in a short text.

Use vocabulary related to weekend activities in speaking, reading, listening, and writing.

Teaching materials

Student's Book (the provided page from the grammar section).

Whiteboard / interactive board and markers.

Flashcards or pictures of daily activities (watching TV, washing dishes, listening to music, visiting grandparents, cleaning room, etc.).

Audio recording of the dialogue (if available) or teacher-read version.

Aims:

By the end of the lesson, pupils will be able to:
Identify and use the past simple forms of common irregular verbs (e.g. go → went, eat → ate, buy → bought).

Form affirmative, negative and interrogative sentences in the past simple.

Distinguish between regular and irregular past simple forms.

Complete sentences, rewrite present simple sentences in the past simple, and choose the correct past form with confidence.

Teaching Methods

Presentation: Elicit the past simple concept through the irregular verb table at the top of the page. Highlight the difference between regular (-ed) and irregular forms.

Guided Practice: Model the example sentences together, then complete exercise 3 as a class.

Pair/Group Work: Pupils work in pairs to rewrite sentences in exercise 4 and choose the correct forms in exercise 5.

Individual Practice: Pupils complete the exercises.

Tips for Teaching

3. Complete with the correct form of the verb in the past simple

I watched a movie yesterday.

She played with her doll.

We visited our grandparents.

They went to the park.

He ate a sandwich for lunch.

4. Rewrite these sentences in the past simple

They play football. → They played football.

Tawfik eats an apple. → Tawfik ate an apple.

Lucy walks to school. → Lucy walked to school.

Karim and Aya drink milk. → Karim and Aya drank milk.

5. Choose the correct past form of the verb

Yesterday, we (played) in the garden.

My mum (cooked) a big dinner.

I (saw) a cat on the roof.

He (had) a cold last week.

They (bought) a new car.

Past simple of some irregular verbs

go	went	have	had	see	saw
write	wrote	get	got	sleep	slept
buy	bought	eat	ate	drink	drank

... They **wrote** a letter last night.
... He **bought** a new watch.
... I **didn't sleep** early yesterday.
... They **had** a party last Saturday.
... Did you **go** to school yesterday morning?

didn't + verb (infinitive)
negative form

did + subject + verb (infinitive)
interrogative form

3 Complete with the correct form of the verb in the past simple

1. I _____ (**watch**) a movie yesterday.
2. She _____ (**play**) with her doll.
3. We _____ (**visit**) our grandparents.
4. They _____ (**go**) to the park.
5. He _____ (**eat**) a sandwich for lunch.

4 Rewrite these sentences in the past simple

1. They play football. → _____
2. Tawfik eats an apple. → _____
3. Lucy walks to school. → _____
4. Karim and Aya drink milk. → _____

5 Choose the correct past form of the verb

1. Yesterday, we (**play / played**) in the garden.
2. My mum (**cook / cooked**) a big dinner.
3. I (**see / saw**) a cat on the roof.
4. He (**has / had**) a cold last week.
5. They (**bought / buyed**) a new car.



Teaching materials

The pupil's book/workbook page (page 45).

Board and coloured markers (or interactive whiteboard).

Flashcards or word cards with base forms and past forms of irregular verbs (go/went, eat/ate, buy/bought, see/saw, etc.).

Pictures or realia related to the sentences (a watch, a sandwich, a park, a football, etc.).

Worksheet with extra practice sentences (optional extension).

Audio recording of the example sentences (if available in the course materials).

Assessment

Exercise 3: 5 points (1 point each)

Exercise 4: 4 points (1 point each)

Exercise 5: 5 points (1 point each)

1 Listen and complete the gaps



..... clothes who really knows

What you'll wear clothes who really knows

What you'll wear.....?

So many choices just like the many voices

Choosing their words they say.

It could be shorts. You're dressed for sports or are you in a play?

And then you'd up in a costume

or in so many ways.

Clothes, clothes who really

What you'll wear today?

So..... choices just like the many voices

Choosing their words they say.

If it's cold you might be bold

and..... in many layers

with cotton, fleece and warm sheep's wool to watch the football players.

Clothes, clothes who really knows

..... you'll wear today?

So many choices just like the many voices

Choosing their words they say.

If you dress up in your..... best

and you feel all shiny and clean.

In your favourite colours, it's anyone's guess

like any and all colours between.

Clothes, clothes who really knows

What you'll wear today?

So many choices just like the many voices

..... their words they say.




Aims:

Listen for specific words and phrases in a song and complete gaps.

Develop listening skills for gist and detail.

Learn and use vocabulary related to clothes, weather, activities, and feelings.

Practise pronunciation, rhythm, and rhyme through singing.

Predict and confirm language in context (British English).

Teaching materials

Coursebook page (the provided listening activity).

Audio recording of the song (from the teacher's audio pack or CD).

Whiteboard / interactive whiteboard.

Handouts with the gapped lyrics (one per student or pair).

Optional: Pictures of different clothes, weather flashcards, a ball for optional games.

Projector (if showing the lyrics or a karaoke-style version).

Teaching Methods

PPP (Present-Practice-Produce) with a strong focus on listening.

Task-based listening (pre-, while-, post-listening stages).

Communicative approach: pair and group work.

Audio-lingual elements (repetition and drilling of the song).

Differentiated instruction (weaker students receive more support; stronger students predict more words).

Tips for Teaching

Play the audio twice or three times – first for gist, then for detail, and finally for singing.

Encourage prediction before listening: ask students what they think the missing words might be based on pictures and context.

Use gestures and mime (e.g., pretending to put on layers of clothes) to make the vocabulary memorable.

For younger learners, turn it into a TPR (Total Physical Response) activity – students act out the clothes mentioned.

Monitor pronunciation of tricky words: costume, fleece, sheep's wool, shiny, favourite.

If the class is energetic, have a "fashion show" at the end where students describe what they are wearing.

Adapt for mixed-ability classes: provide the first letter of each missing word for weaker students.

Answers (Completed Lyrics)

Verse 1

Mum / Mummy, clothes who really knows

What you'll wear today, clothes who really knows

What you'll wear today?

So many choices just like the many voices

Choosing their words they say.

It could be shorts. You're dressed for sports or are you in a play?

And then you'd end up in a costume

or in so many ways.

Clothes, clothes who really knows

What you'll wear today?

Verse 2

So many choices just like the many voices

Choosing their words they say.

If it's cold you might be bold

and dress in many layers

with cotton, fleece and warm sheep's wool to watch the football players.

Clothes, clothes who really knows

What you'll wear today?

Verse 3

So many choices just like the many voices

Choosing their words they say.

If you dress up in your Sunday best

and you feel all shiny and clean.

In your favourite colours, it's anyone's guess

like any and all colours between.

Clothes, clothes who really knows

What you'll wear today?

So many choices just like the many voices

Choosing their words they say.

Aims:

Read and understand a short text about seasons, weather, and clothing.

Extract key information to answer comprehension questions.

Identify and describe weather conditions and clothes for winter and summer.

Express personal preferences about seasons and clothing.

Develop reading skills (skimming, scanning, and detailed reading).

Use vocabulary related to weather and clothing.

Teaching Methods

Whole-class reading (teacher models, then pupils read aloud).

Guided comprehension (question-answer format).

Pair work for answering questions.

Visual aids and realia to support vocabulary.

Interactive discussion linking the text to pupils' own lives.

Differentiation: Support for weaker readers with pictures; extension for stronger pupils (writing their own sentences).

Tips for Teaching

Begin with a warm-up discussion: "What do you wear in winter/summer in Morocco?" to activate prior knowledge and make the topic relevant to pupils in Casablanca.

Pre-teach key vocabulary using flashcards before reading.

Read the text twice: first for gist ("What two seasons does Rayane talk about?"), then for detail.

Encourage pupils to underline key words in the text before answering questions.

Use praise and positive reinforcement when pupils find answers directly from the text.

For young learners, turn the final question into a class survey: "Who likes summer more? Who likes winter more?"

If time allows, have pupils draw and label their own favourite seasonal outfit.

Monitor pronunciation of clothing words, especially "scarf", "gloves", "sunglasses", and "sandals".

Answers to the Questions

What kind of weather does Rayane describe in winter?

Cold and rainy. Sometimes it snows.

What does Rayane wear to keep warm in winter?

A thick blue jacket, a wool scarf, a hat, gloves, boots, dark pants, and a warm sweater (under his jacket).

What colour is Rayane's jacket?

Blue (thick blue jacket).

What clothes does Rayane wear in summer?

Light clothes: T-shirts, shorts, and sandals. His favourite T-shirt is yellow, his shorts are green. He also wears a red cap and sunglasses.

What does Rayane wear to protect his eyes from the sun?

Sunglasses.

Which season does Rayane like more?

Summer (he likes summer clothes more).

1 Look and read

Rayane talks about his winter and summer clothes

Hello! My name is Rayane. I want to tell you about the clothes, I wear in winter and summer. The weather is different in each season, so I wear different clothes to feel comfortable.

In winter, the weather is cold and rainy. Sometimes, it even snows. I wear my thick blue jacket to stay warm. I also wear a wool scarf around my neck and a hat on my head. My gloves keep my hands warm, and my boots keep my feet dry. I usually wear dark pants and a warm sweater under my jacket. Winter clothes are heavy, but they protect me from the cold.

In summer, the weather is hot and sunny. I wear light clothes like T-shirts, shorts, and sandals. My favourite T-shirt is yellow, and my shorts are green. I also wear a red cap and sunglasses to protect my eyes from the sun. I love playing outside in the summer, so I need clothes that are cool and comfortable.

I like both seasons, but I think I like summer clothes more. They are easy to wear, colourful, and perfect for playing at the beach or in the park.



2 Read the text and answer the questions

1. What kind of weather does Rayane describe in winter?
.....
2. What does Rayane wear to keep warm in winter?
.....
3. What colour is Rayane's jacket?
.....
4. What clothes does Rayane wear in summer?
.....
5. What does Rayane wear to protect his eyes from the sun?
.....
6. Which season does Rayane like more?
.....

Teaching materials

Pupil's Book (the provided page with the reading text and questions).

Flashcards or digital images of winter and summer clothes and weather (jacket, scarf, hat, gloves, boots, T-shirt, shorts, sandals, sunglasses, snow, sun).

Whiteboard and markers.

Coloured pencils or crayons (for optional drawing extension).

Worksheet with the comprehension questions (if not using the book directly).

Audio recording of the text (optional, for listening support).

Assessment

Formative: Observe pupils finding answers in the text and using vocabulary in pair work. Use quick checks (e.g., thumbs up) to check understanding. Summative: Pupils write answers on a worksheet and complete an exit ticket sentence about winter/summer clothes.

Differentiation: Support weaker pupils with sentence starters or pictures; challenge stronger pupils to write a short comparison paragraph.

1 Put the words in the correct order

_ hat _ is _ my _ red.
.....

_ hoodie _ I _ often _ wear _ a.
.....

_ They _ coat _ don't _ a _ like _ wear _ to.
.....

2 Complete with the right verbs. has _ wear _ are

_ I a T-shirt in summer.

_ They very happy with their news trainers.

_ she a nice scarf.

3 Write short paragraphs about what you like to wear

In winter,

.....

In summer,

.....

Teaching Methods

PPP (Present-Practice-Produce)

Guided discovery for word order and verb choice

Pair and group work for speaking and checking answers

Individual writing with scaffolding

Personalisation (linking language to pupils' own lives)

Tips for Teaching

Begin with a quick warmer: "Show and Tell" – pupils point to or name one item of clothing they are wearing today.

For Exercise 1, demonstrate the first sentence on the board: "My hat is red." Highlight capital letters and full stops.

Encourage pupils to say the sentences aloud after ordering them – this helps with pronunciation and rhythm.

In Exercise 2, revise the difference between wear (action) and has (possession) before pupils start.

For Exercise 3, provide sentence starters on the board:

In winter, I like to wear ...

I usually wear ... because it is ...

In summer, I prefer ...

Circulate and offer support to weaker pupils; challenge stronger pupils to add more details or reasons.

Turn the writing into a speaking activity at the end: pupils read their paragraphs to a partner.

Praise effort and creativity rather than just accuracy.

If time allows, create a class poster: "Our Favourite Clothes in Winter and Summer".

Answers

Exercise 1 – Put the words in the correct order

My hat is red.

I often wear a hoodie.

They don't like to wear a coat.

Exercise 2 – Complete with the right verbs (has, wear, are)

I wear a T-shirt in summer.

They are very happy with their new trainers.

She has a nice scarf.

Exercise 3 – Write short paragraphs (model answers – pupils' versions will vary)

In winter,

I like to wear a warm hoodie and a coat. I also wear my red hat because it is cold. My favourite clothes in winter are trainers and a scarf.

In summer,

I like to wear a T-shirt and shorts. I often wear trainers. I don't like to wear a coat in summer because it is hot.

Aims:

Arrange jumbled words to form correct sentences about clothes.

Use wear, has/have, and are correctly in the present simple.

Write short guided paragraphs about winter and summer clothes.

Use clothing vocabulary and seasonal expressions.

Express personal preferences about clothing.

Teaching materials

The workbook page (Exercise 1, 2 and 3)

Flashcards or digital images of clothes: red hat, hoodie, coat, T-shirt, trainers, scarf

Word cards for Exercise 1 (cut-up sentences)

Projector or interactive whiteboard (optional)

Coloured pencils or markers

Extra blank paper or notebook for writing extension

Real clothing items or pictures brought by pupils (optional)

Assessment

Formative: Observe pupils during sentence ordering, verb selection, pair work, and writing activities. Provide immediate feedback.

Summative: Pupils read their paragraphs aloud and complete an exit ticket about winter and summer clothes.

Differentiation: Use sentence starters and word banks for support; challenge advanced pupils to write about their favourite season or describe a perfect outfit.

Aims:

Develop students' practical skills in measuring length and width using standard units (centimetres).

Practise addition and simple multiplication through real-life shopping scenarios.

Reinforce sorting, classification, and data representation skills by creating bar graphs.

Explore patterns and symmetry in everyday objects (clothes).

Integrate mathematical concepts with a familiar theme (clothing) to increase engagement and promote problem-solving in context.

Encourage collaborative learning, communication, and critical thinking.

Teaching Methods

Hands-on practical work: Students measure real or model clothes in pairs or small groups.

Role-play and games: The "Price Calculation Game" uses shopping simulation.

Collaborative learning: Group sorting and graphing activities.

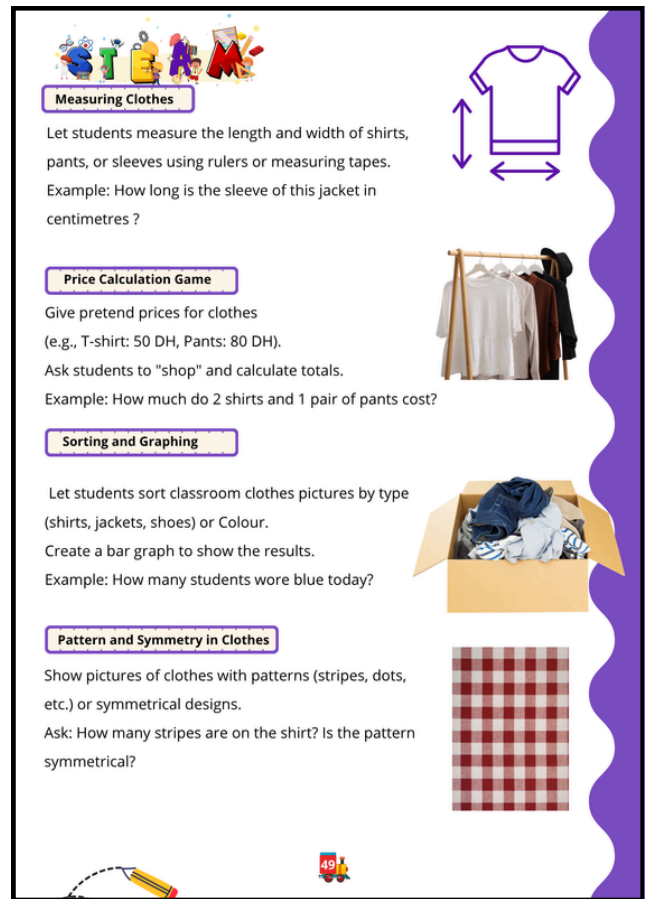
Discussion and questioning: Open questions such as "How long is the sleeve...?", "How much do... cost?", "How many students wore blue today?", and symmetry questions.

Visual and concrete learning: Use of real objects, pictures, and graphs.

Differentiated instruction: Simpler measurements for lower abilities; multi-step calculations or more complex graphs for higher abilities.

Tips for Teaching

- Demonstrate each activity before pupils begin.
- Use Moroccan Dirham (DH) for realistic price activities.
- Emphasise correct measuring and clear graph labels.
- Start with simple calculations before more complex ones.
- Use real examples of patterns and symmetry.
- Organise a clothes-shop corner and group work areas.
- Keep activities short and encourage teamwork.
- Praise accurate work, neat graphs, and cooperation.



Teaching materials

Rulers, measuring tapes, or metre sticks.

Clothing pictures, cards, or real clothes.

Price tags or flashcards in Moroccan Dirham (DH).

Graph paper or a whiteboard for bar charts.

Patterned fabric samples or pictures (stripes, dots, checks).

Clothes rail or display box.

Optional: clean second-hand clothes for measuring activities.

Assessment

- Observe pupils measuring, calculating, graphing, and cooperating during activities.
- Check the accuracy of measurements, totals, and bar graphs.
- Use oral questioning and peer assessment to verify understanding.
- Exit ticket: pupils write one thing they measured or calculated and one pattern they noticed.
- Note pupils who need support and those ready for more challenging tasks.

Phonics with Snowy 

1 Listen and repeat


vet


wet


vest


best


big


pig


pear


bear

2 Complete the words with the right letters.

- On that ig farm, there are a lot of igs.
- I always wear a est when I go to work.
- My sister doesn't like eating ear.
- He was very happy when he got the est mark.
- In Russia, a ear attacked a man.
- I took my cat to the et for vaccination.

Teaching Methods

PPP (Presentation – Practice – Production).

Multisensory phonics approach (see, hear, say, write).

Interactive whole-class, pair, and individual work.

Blended learning (listening + visual + kinesthetic activities).

Tips for Teaching

Keep the lesson lively and fun – use the Snowy snowman character to motivate pupils.

Exaggerate mouth shapes when modelling the /e/ sound (smile widely, short sound).

Use gestures: pretend to listen to a dog for “vet”, shake hands for “wet”, put on a vest, point to a medal for “best”.

Encourage choral repetition first, then individual repetition to build confidence.

Monitor pronunciation closely – correct gently (e.g., “bear” not “beer”).

Differentiate: stronger pupils can make their own sentences; weaker pupils focus on listening and matching.

Integrate movement: pupils stand up and act out the words.

Use positive reinforcement with stickers or the “best” medal image.

Connect to real life (e.g., “Do you have a vest?” “What fruit do you like – pear or apple?”).

Answers (Section 2 – Complete the words)

On that big farm, there are a lot of pigs.

I always wear a vest when I go to work.

My sister doesn't like eating pear.

He was very happy when he got the best mark.

In Russia, a bear attacked a man.

I took my cat to the vet for vaccination.

Note: The first sentence uses big and pigs; the rest follow the pattern from the pictures.

Assessment

- Formative: Observe pronunciation, participation, and sentence-completion activities. Use quick checks to assess vocabulary recognition.
- Summative: Pupils read completed sentences, complete a simple dictation, and match pictures to words.
- Exit Ticket: Pupils say a new word and use it in a short sentence.
- Success Criteria: Correct pronunciation, accurate sentence completion, and fluent reading of the text.

Aims:

Recognise and pronounce the short vowel sound /e/ in words ending in -et and -est.

Identify and say words containing the sounds -ig (/ɪg/), -ear (/eə/ or /ɪə/).

Complete spelling exercises by inserting the correct initial consonant or consonant blend.

Develop listening, speaking, reading, and basic writing skills through phonics practice.

Build confidence in using new vocabulary in simple sentences.

Language focus: vet, wet, vest, best, big, pig, pear, bear.

Teaching materials

Pupil's book (the provided Phonics with Snowy page).

Flashcards or large pictures of: vet, wet (wet T-shirt), vest, best (medal), big (balance scale), pig, pear, bear.

Audio recording or teacher's voice for “Listen and repeat”.

Whiteboard and markers.

Letter cards or magnetic letters (b, p, v, w, etc.).

Coloured pencils or crayons for highlighting.

Optional: real objects (a vest, a pear, a toy pig/bear) or puppets.

Aims:

Identify and name common professions.

Use subject pronouns (he, she, it, they) correctly.

Choose appropriate possessive adjectives (its, her, our).

Use object pronouns (me, him, her) accurately.

Identify and name items of clothing/gifts.

Form regular and irregular verbs in the past simple.

Reorder words to form correct English sentences.

Teaching materials

The workbook pages (Review with Logy) – printed or displayed on screen.

Flashcards or pictures of professions (judge/lawyer, pilot, nurse, teacher).

Realia or pictures of clothing items: jeans/trousers, belt, socks, dress.

Whiteboard and markers.

Projector or tablet (optional, to show the robot Logy character).

Coloured pencils or crayons for circling answers.

Word cards for sentence reordering activity.

Teaching Methods

Presentation-Practice-Production (PPP) approach.

Visual-based learning using the colourful illustrations.

Guided discovery for grammar points.

Pair and group work for speaking practice.

Scaffolded writing activities.

Interactive whiteboard activities where possible.

Tips for Teaching

Start with a short warm-up (5 minutes): Play "What's my job?" mime game with professions.

Use the robot character Logy to motivate pupils – ask "What does Logy want us to review today?"

Encourage pupils to say sentences aloud before writing to reinforce pronunciation.

For weaker pupils, provide sentence starters or first letters.

Praise effort frequently: "Excellent pronoun use!" or "Well done on the past simple!"

Monitor closely during the pronoun and past simple sections, as these are common areas of confusion.

Integrate movement: pupils can stand up and mime the professions or actions in the past simple sentences.

Differentiation: stronger pupils can write extra sentences using the target language.

Keep the atmosphere fun and positive – this is a review lesson, so focus on success and consolidation.

Answers

1. Look and write

lawyer / judge

pilot

nurse

teacher

2. Fill in the blanks with the correct subject pronoun

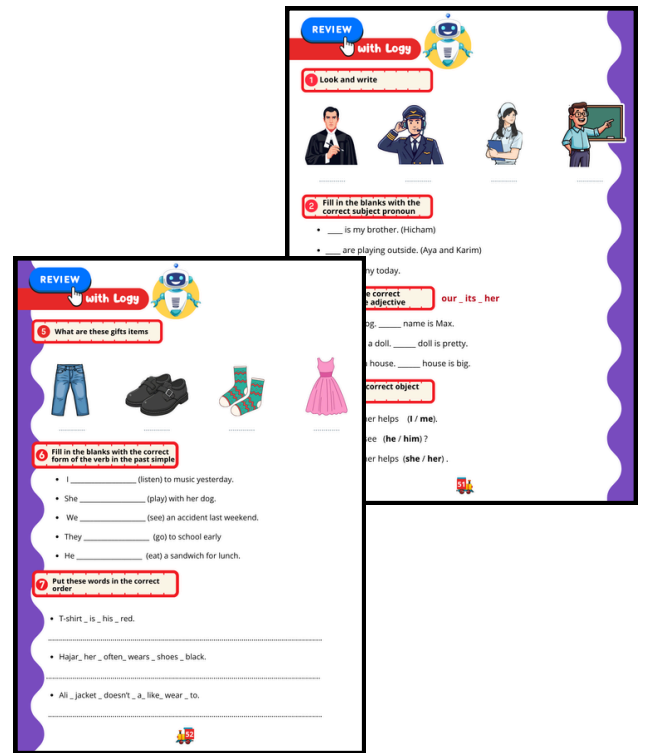
He is my brother. (Hicham)

They are playing outside. (Aya and Karim)

It is sunny today.

3. Choose the correct possessive adjective

I have a dog. Its name is Max.



Sarah has a doll. Her doll is pretty.

We have a house. Our house is big.

4. Circle the correct object pronoun

The teacher helps me.

Can you see him?

The teacher helps her.

5. What are these gifts items

jeans / trousers

belt

socks

dress

6. Fill in the blanks with the correct form of the verb in the past simple

I listened to music yesterday.

She played with her dog.

We saw an accident last weekend.

They went to school early.

He ate a sandwich for lunch.

7. Put these words in the correct order

His red T-shirt is ... (or His T-shirt is red.)

Hajar often wears her black shoes.

Ali doesn't like to wear a jacket.

Unit 5

The weather



Aims:

Use basic weather vocabulary (sunny, cloudy, rainy, warm, hot, cold) in simple sentences.

Ask and answer questions about the weather in the present, past, and future.

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

Identify true and false statements based on a text.

Teaching Methods

Presentation-Practice-Production (PPP) approach.

Communicative Language Teaching (CLT) through role-play and pair work.

Total Physical Response (TPR) for weather vocabulary.

Collaborative learning (acting out the dialogue in groups).

Tips for Teaching

Begin with a warm-up: Ask students about today's real weather to activate prior knowledge.

Model the dialogue clearly with good pronunciation and exaggerated intonation.

Drill the new vocabulary chorally and individually before completing the sentences.

Encourage acting with gestures (e.g., pretending to feel the sun or rain).

For young learners, use praise and stickers to keep motivation high.

Monitor pronunciation of "cloudy", "rainy", and "yesterday" carefully.

Differentiate: stronger students can create their own weather dialogues; weaker students can use sentence frames.

Keep the lesson pace lively and use visual aids frequently.

Answers

Section 2 – Complete the sentences

Today it is sunny.

Yesterday it was cloudy.

Tomorrow it might be rainy.

Section 3 – True or False

Teacher Paul is talking about the weather. True

Yesterday it was sunny. False (It was cloudy.)

The students think it will rain tomorrow. False (Sara says "Maybe!"; the students do not clearly state they think it will rain.)



1 Read and act out the dialogue

Teacher Paul : Good morning, class!

Students: Good morning, Teacher Paul !

Teacher Paul : How are you all today?

Sara: I'm fine, thank you.

Teacher Paul : Great! Now, can anyone tell me; what's the weather like today?

Omar: It's sunny!

Teacher Paul : Yes, it is sunny. Is it hot or cold?

Lina: It's warm, but not too hot.

Teacher Paul : Good! What about yesterday? How was the weather yesterday?

Ali : Yesterday it was cloudy.

Teacher Paul : That's right. And do you think it will rain tomorrow?

Sara: Maybe! I saw clouds in the morning.

Teacher Paul : Well, we'll see. Remember, sunny days are great for playing outside, but rainy days are perfect for reading books!

Students: Yes, Teacher Paul !

2 Complete the sentences with the correct word

sunny, cloudy, rainy, warm, hot, cold

1. Today it is _____.

2. Yesterday it was _____.

3. Tomorrow it might be _____.

3 Read and write True or False

1. Teacher Paul is talking about the weather. _____

2. Yesterday it was sunny. _____

3. The students think it will rain tomorrow. _____



Teaching materials

Student's Book (the provided page).

Flashcards or pictures of different weather conditions (sunny, cloudy, rainy, warm/hot, cold).
Whiteboard and markers.

Audio recording of the dialogue (if available) or teacher's voice.

Weather chart or simple calendar for extension activities.

Worksheets for the exercises (or the book itself).

Assessment

Formative Assessment:

Observe students during pair/group acting out of the dialogue (focus on fluency, pronunciation, and participation).

Check completion of sentences 1–3 and True/False statements.

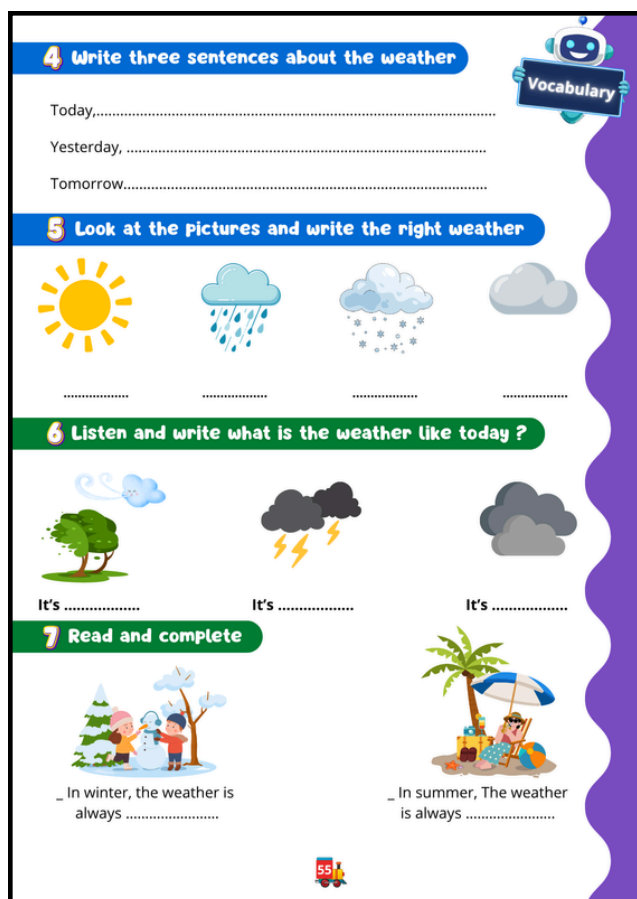
Quick oral questioning: "What's the weather like today?" / "How was the weather yesterday?"

Success Criteria:

Students use at least 4 weather words correctly.
Students can read/act out the dialogue with reasonable accuracy.

Students answer the comprehension questions correctly.

Extension/ Follow-up Assessment: Students draw today's, yesterday's, and tomorrow's weather and write 2–3 simple sentences.



Teaching Methods

Presentation-Practice-Production (PPP) approach.

Visual aids and realia for vocabulary introduction.

Guided listening and controlled writing practice.

Pair and group work for speaking.

Differentiation: support for weaker pupils with sentence starters; extension for stronger pupils (e.g., longer sentences).

Tips for Teaching

Begin with a quick "Weather Song" or "What's the weather like today?" chant to energise the class.

Model pronunciation clearly (especially "thunder", "lightning", "cloudy").

Use gestures and facial expressions when presenting vocabulary.

Encourage pupils to use full sentences rather than single words.

For Exercise 4, give sentence starters on the board:

"Today it is ...", "Yesterday it was ...", "Tomorrow it will be ...".

In Exercise 6, play the audio twice – first for gist, second for detailed writing.

Circulate during writing tasks to offer individual help.

Praise effort and creativity in descriptions.

Link the lesson to real life: ask pupils about the actual weather in Casablanca today.

Keep the lesson pace lively – young learners have short attention spans.

Answers

Exercise 4 (example answers – accept any logical sentences)

Today, it is sunny and warm.

Yesterday, it was cloudy and cool.

Tomorrow, it will be rainy.

Exercise 5

It's sunny. / It's a sunny day.

It's rainy. / It's raining.

It's snowy. / It's snowing.

It's cloudy.

Exercise 6 (typical answers based on pictures)

Left picture: It's windy.

Middle picture: It's stormy. / There is thunder and lightning.

Right picture: It's cloudy.

Exercise 7

In winter, the weather is always cold / snowy.

In summer, the weather is always hot / sunny.

Aims:

Use basic weather vocabulary (sunny, rainy, snowy, cloudy, windy, stormy/thunder and lightning) in simple sentences.

Describe today's, yesterday's, and tomorrow's weather.

Listen for specific weather information and write short descriptions.

Complete reading sentences using correct weather adjectives.

Develop speaking and writing skills when talking about the weather.

Teaching materials

Pupil's book / workbook (weather page).

Weather flashcards or symbol pictures (sun, rain, snow, cloud, wind, thunder & lightning).

Audio recording or teacher read-aloud (Exercise 6).

Whiteboard / markers or interactive board.

Coloured pencils or crayons.

Optional: class weather chart.

Projector or tablet for digital display.

Assessment

Formative: Observe oral participation, check pair/whiteboard answers, and assess listening task accuracy.

Summative: Pupils write 3 weather sentences and complete an exit ticket (draw today's weather + 1 sentence).

Success Criteria: Use of 4–5 weather words, correct simple sentences, and accurate listening comprehension.

Aims:

Understand and explain the use of the Future Simple tense to talk about future events.

Form affirmative, negative, and interrogative sentences using will + base verb correctly.

Complete sentences with appropriate Future Simple structures, expressing personal plans, predictions, or intentions.

Use time expressions such as tomorrow, next summer, next month, and in 2028 with the Future Simple tense.

Target language: Future Simple (will + verb)

Teaching Methods

Presentation-Practice-Production (PPP) approach

Visual-based learning using the illustrations in the book
Guided discovery (students notice the grammar rules from examples)

Pair and group work for sentence completion

Teacher modelling followed by choral and individual drilling

Personalisation (students talk about their own future plans)

Tips for Teaching

Begin with a warm-up discussion: "What will you do tomorrow?" to activate prior knowledge and introduce the idea of future events.

Use the book's illustrations to elicit the examples before revealing the text. Ask: "Why will she stay at home?" and "Why will they go to the beach?"

Highlight contractions (won't = will not) and the fact that will does not change with the subject (no -s ending).

Emphasise pronunciation: /wɪl/ is often weak in sentences; focus on natural rhythm: We will stay → We'll stay.

Encourage students to create true sentences about their own lives to make the language meaningful.

For younger learners, use gestures: point to the future (forward motion) when saying will.

Monitor closely during the completion exercise and provide immediate feedback on form rather than content.

Differentiate: stronger students write longer or more complex sentences; weaker students use the sentence starters provided.

End with a fun prediction game: students predict what the class will do next week.

Answers (Exercise 1: Complete the following sentences)

Here are model answers. Accept any grammatically correct and logical sentences.

Tomorrow, I will go to school. / Tomorrow, it will rain. /

Tomorrow, we will visit my grandparents.

Next summer, I will travel to Spain. / Next summer, we will go to the beach. / Next summer, my family will visit the mountains.

Next month, I will have a birthday party. / Next month, we will start a new English course. / Next month, my sister will move to a new house.

In 2028, I will be fifteen years old. / In 2028, people will use more electric cars. / In 2028, I will finish secondary school.

Grammar Rules – Quick Reference (for teacher display)

Positive: Subject + will + verb → They will go...

Future simple

We use future simple to talk about an event in the future.



_ We **will stay** at home tomorrow because the weather **will be** cold.



_ They **will go** to the beach because the weather **will be** hot.

Grammar rules

- Positive form
Subject pronoun + will + verb
- Negative form
Subject pronoun + will + not + verb
- Interrogative form
Will + subject pronoun + verb ?

1 Complete the following sentences

_ Tomorrow,

_ Next summer,

_ Next month,

_ In 2028,

Teaching materials

Student's book (Future Simple page).

Interactive whiteboard or projector.

Flashcards or pictures (weather, activities, future events).

Worksheet (gap-fill and matching tasks).

Coloured markers/highlighters.

Optional: Kahoot/Quizlet quiz.

Handouts with grammar rules and sentence starters.

Assessment

- Formative: Observe pair work and oral responses; check accuracy of will + verb in Exercise 1; use quick oral questions.
- Summative: Mini quiz (5 questions: positive, negative, and questions in Future Simple).
- Exit ticket: One true future sentence and one prediction about 2030.
- Homework: Write a short paragraph (5–7 sentences) about future plans using Future Simple.

1 Listen and complete the song

How's the weather?
How's the weather?
How's the weather today?
Is it? Is it rainy?
Is it cloudy??
How's the weather today?
Let's look
How's the weather?
Is it sunny today?
Let's look outside.
How's the weather?
Is it today?
Let's look outside.
How's the?
Is it cloudy today?
Let's look outside.
Is it today?
How's the weather?
How's the weather?
How's the weather today?
Is it? Is it rainy?
Is it? Is it snowy?
How's the weather today?

Aims:

- Listen to a song and identify weather vocabulary.
- Complete missing lyrics with correct weather words.
- Ask and answer "How's the weather?" using simple structures.
- Develop listening skills for gist and specific information.
- Use basic weather vocabulary (sunny, rainy, cloudy, snowy, hot, cold, windy).

Teaching materials

- Student's book (the provided listening song page)
- Audio recording of the song (from the teacher's resource pack or accompanying CD/app)
- Interactive whiteboard or projector
- Weather flashcards or pictures (sun, rain, cloud, snow, lightning, etc.)
- Coloured pencils or markers for students to illustrate the weather

Teaching Methods

- Listen and complete (pre-listening, while-listening, post-listening)
- Song-based learning (repetition and rhythm aid memory)
- Visual support using the illustrations on the page
- Total Physical Response (TPR) – students mime weather actions
- Pair work for checking answers and singing together

Tips for Teaching

- Start with a warm-up: Show weather pictures and ask "How's the weather today?" to revise vocabulary.
- Play the song once for gist: "What weather words do you hear?"
- Play the song a second time for students to complete the gaps. Pause after each verse if necessary.
- Encourage students to predict the missing words before listening by looking at the pictures (stormy cloud with rain/lightning → rainy; bright sun → sunny).
- Teach gestures for each weather word (e.g., hands making rain falling for rainy, waving arms for windy).
- Sing the song several times: first slowly with the teacher, then at normal speed, finally with actions or in groups.
- Highlight pronunciation: focus on the /ɪ/ sound in is it and the stressed weather words.
- For younger or weaker students, provide the first letter of each missing word as scaffolding.
- Use the song as a daily classroom routine – sing it every morning while checking the real weather.
- Answers (Listen and complete the song)
- Here are the completed lyrics:

Verse 1

How's the weather?
How's the weather?
How's the weather today?
Is it rainy? Is it rainy?
Is it cloudy? Is it cloudy?
How's the weather today?
Let's look outside.
How's the weather?
Is it sunny today?
Let's look outside.

Verse 2

How's the weather?
How's the weather?
How's the weather today?
Is it sunny today?
Let's look outside.
How's the weather?
Is it cloudy today?
Let's look outside.
Is it sunny today?

Verse 3

How's the weather?
How's the weather?
How's the weather today?
Is it rainy? Is it rainy?
Is it snowy? Is it snowy?
How's the weather today?

Aims:

Read and understand a short narrative text using the future form will.

Extract specific information from the text to answer comprehension questions.

Use key vocabulary related to beach activities and food (towels, swimsuits, sandcastle, lemonade, sandwiches, volleyball, etc.).

Practise predicting, skimming, scanning, and detailed reading skills.

Speak and write simple sentences about future plans using will.

Teaching Methods

Communicative Language Teaching (CLT) – emphasis on meaningful interaction.

Task-Based Learning – pupils complete real reading tasks.

PPP (Present-Practice-Produce) adapted for reading:

Present (pre-reading)

Practice (while-reading)

Produce (post-reading)

Differentiated instruction (support for weaker pupils, extension for stronger ones).

Tips for Teaching

Pre-reading

Show beach pictures and ask: "What do you like doing at the beach?" Elicit vocabulary. Ask prediction questions: "Next Saturday the children will have a party at the beach. What do you think they will do?" This activates schemata and builds interest.

While-reading

Silent reading for gist (first read).

Read aloud together (model pronunciation and intonation).

Pupils scan for specific information to answer the questions. Encourage them to underline key words.

Support weaker pupils by giving them the first letter of each answer or allowing them to work in pairs.

Challenge stronger pupils to write one extra sentence about what they will do at a beach party.

Monitor pronunciation of will (weak form /wɪl/ or /əl/) and contracted forms.

Post-reading

Role-play: pupils act out the beach party in small groups.

Creative extension: draw and label their own "Dream Beach Party".

Keep the atmosphere fun and energetic – use beach-themed praise ("Fantastic sandcastle sentences!").

Answers

When will the children have the beach party?

Next Saturday (in the morning / early in the morning).

What will Omar prepare for the party?

(Some) sandwiches.

What will Sara make?

Fresh lemonade.

What will the children do when they arrive at the beach?

They will play in the sand and build a huge sandcastle.

Who will swim in the sea?

Some children (will swim in the sea).

What will they eat for lunch?

1 Read

A Summer Beach Party

Next Saturday, the children will have a big party at the beach. They will meet early in the morning and will bring their towels, swimsuits, and beach toys. Omar will prepare some sandwiches, and Sara will make fresh lemonade. When they arrive, they will play in the sand and will build a huge sandcastle. Some children will swim in the sea, and others will collect shells along the shore. Later, they will eat their lunch together under a big umbrella. In the afternoon, they will play volleyball and will run along the beach. At sunset, they will take pictures and will sing songs. Everyone will be happy and tired, but they will remember this summer day forever.

2 Read the text and answer the questions

- When will the children have the beach party?
.....
- What will Omar prepare for the party?
.....
- What will Sara make?
.....
- What will the children do when they arrive at the beach?
.....
- Who will swim in the sea?
.....
- What will they eat for lunch?
.....



Teaching materials

The coursebook page (provided image or photocopies for each pupil).

Flashcards or digital images of: beach, sandcastle, swimsuit, towel, lemonade, sandwiches, volleyball, umbrella, seashells.

Whiteboard / interactive board.

Coloured pencils or markers.

Worksheet with the comprehension questions (or use the book).

Assessment

Formative Assessment (during the lesson):

Observation of participation in prediction and pair-work activities.

Checking answers orally in pairs or as a class.

Monitoring accuracy in pronunciation and use of will.

Summative Assessment (end of lesson):

Pupils write their answers in complete sentences on the worksheet.

Quick exit ticket: "Write one sentence: What will you do next Saturday at the beach?"

Differentiation:

Lower level: multiple-choice options provided.

Higher level: "What else do you think they will do at the party?" (free production).

1 Put the words in the correct order

sunny / is / today / it

_____ is / the/ how / today / weather ?

_____ you / snowy / do / like / weather ?

2 Complete the following sentences

_____ I a cold weather.

_____ The today is sunny.

_____ In the weather is always hot.

_____ In winter the weather is always

3 Complete this paragraph

_____ In summer vacation, I

_____ I don't like winter season because

_____ When it is sunny, I prefer

Teaching Methods

Communicative Language Teaching (CLT): Students discuss the weather and their preferences in pairs or small groups.

Task-based learning: Students complete the structured exercises progressively from controlled (word order) to freer practice (paragraph).

Visual scaffolding: Use pictures and the sun/cloud illustration to support vocabulary.

Differentiated instruction: Provide more support (e.g., sentence starters) for weaker students and encourage extension for stronger ones.

Guided discovery: Elicit grammar patterns (e.g., "It is + adjective", "I like / don't like") from the examples.

Tips for Teaching

Start with a warm-up: "What's the weather like today?"

Model each activity orally before writing.

Use peer checking to support collaboration and correction.

Brainstorm ideas before paragraph writing.

Focus on effort and creativity, not perfection.

Link learning to real-life weather (e.g., Casablanca, seasons).

Monitor common grammar and spelling mistakes.

Use gestures and mime to keep the lesson active and engaging.

Answers

1 Put the words in the correct order

It is sunny today.

How is the weather today?

Do you like snowy weather?

2 Complete the following sentences (suggested answers)

I don't like a cold weather. (or "hate" / "dislike")

The weather today is sunny.

In summer the weather is always hot. (or "my country" / "the desert")

In winter the weather is always cold / snowy.

3 Complete this paragraph (sample completion)

In summer vacation, I like to go to the beach and swim because the weather is hot and sunny.

I don't like winter season because it is very cold and sometimes rainy. I can't play outside.

When it is sunny, I prefer to play football with my friends or go for a picnic with my family.

Aims:

Arrange jumbled words into correct English sentences and questions about the weather.

Use appropriate vocabulary and structures to complete sentences and a short paragraph related to weather and seasons.

Express personal preferences and opinions about different types of weather and seasons using simple present tense and basic connectors.

Develop basic writing fluency and accuracy at elementary level (A1/A2).

Teaching materials

The provided workbook page (or photocopies for each student).

Flashcards or digital images of different weather conditions (sunny, rainy, snowy, cloudy, hot, cold, etc.).

A large weather poster or interactive whiteboard with seasonal pictures.

Coloured pencils or markers for students.

Word cards for the jumbled sentences in Exercise 1.

Optional: Audio recording of weather descriptions or a short weather song.

Assessment

Formative: Observe pair work and participation; check Exercises 1 and 2 orally or on the board.

Summative: Mark workbook pages for grammar accuracy, word order, and paragraph quality (coherence, relevance, creativity).

Self-assessment: Pupils tick what they can do (write weather sentences, express likes/dislikes).

Aims:

To enable pupils to engineer a simple wind vane that accurately measures wind direction.

To help pupils understand how engineers design tools to measure natural forces such as wind.

To develop pupils' problem-solving, testing, and iterative design skills by evaluating the effectiveness of their wind vane and making improvements.

Teaching Methods

This is a practical, hands-on STEAM lesson combining science, technology, engineering, and mathematics.

Lesson structure:

Introduction (Engagement) – Pose the question: “How do people know which way the wind is blowing?” Show real-world examples of wind vanes (on rooftops, farms, weather stations).

Explanation – Discuss how engineers create instruments to measure natural forces.

Construction – Pupils follow step-by-step instructions to build their wind vane.

Testing & Observation – Pupils use a compass to mark North, South, East, and West and record wind direction.

Engineering Challenge – Test on a windy day, evaluate performance, and iterate (improve) the design.

Plenary – Class discussion on what worked well, what needed adjusting, and real-life applications.

The activity encourages active learning, collaboration, and the engineering design process (design → build → test → improve).

Tips for Teaching

- Demonstrate each step clearly before pupils start.
- Ensure balance so the wind vane spins smoothly.
- Fix common issues (friction, imbalance, poor spinning) with simple adjustments.
- Pre-cut materials or use templates for younger pupils.
- Test outdoors in real wind; use a fan if needed.
- Label and photograph pupils' work for portfolios.
- Link the activity to weather, forces, and direction.
- Supervise carefully when using scissors and pins.

Expected Outcomes:

- The arrow points into the wind direction.
- Pupils identify cardinal directions correctly (N, S, E, W).
- They explain wind direction using simple statements.

Design a Wind Vane

Objective :

Students will engineer a simple wind vane to measure wind direction. They will test its effectiveness and make improvements.

Materials :

- Cardboard or thick paper
- Plastic straw
- Pencil with eraser
- Pin or paperclip
- Scissors
- Tape or glue
- Compass (or phone compass app)

Instructions :

Ask: “How do people know which way the wind is blowing?”
Show a picture of a real wind vane (on rooftops, farms, etc.).
Explain: Engineers design tools to measure natural forces like wind.

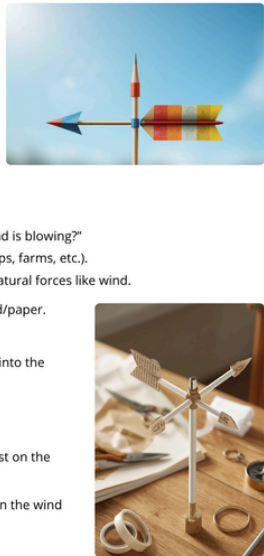
- _ Cut an arrowhead and a tail from cardboard/paper.
- _ Tape them to the ends of a straw.
- _ Push a pin through the middle of the straw into the pencil eraser (so the straw spins freely).
- _ Place the pencil upright outside.

Record your observations:

Use a compass to mark North, South, East, West on the ground (or a paper plate under the pencil).
Observe: Which way does the arrow point when the wind blows?

Engineering challenge:

- _ Students test their design on a windy day.
- _ If it doesn't spin well, they adjust materials (lighter paper, smoother pin, balanced tail/arrow).
- _ Record which direction the wind blew at different times.



Teaching materials

Cardboard or thick paper

Plastic straw

Pencil with eraser

Pin or paperclip

Scissors

Tape or glue

Compass (or phone compass app)

Assessment

Formative assessment (during the lesson):

Observation of construction skills and teamwork.

Quality of the finished wind vane (balance, neatness, functionality).

Accuracy of compass use and recording of observations.

Success criteria (can be shared as a simple rubric):

Constructs a working wind vane that spins freely.

Correctly identifies and records wind direction using compass points.

Makes at least one improvement based on testing.

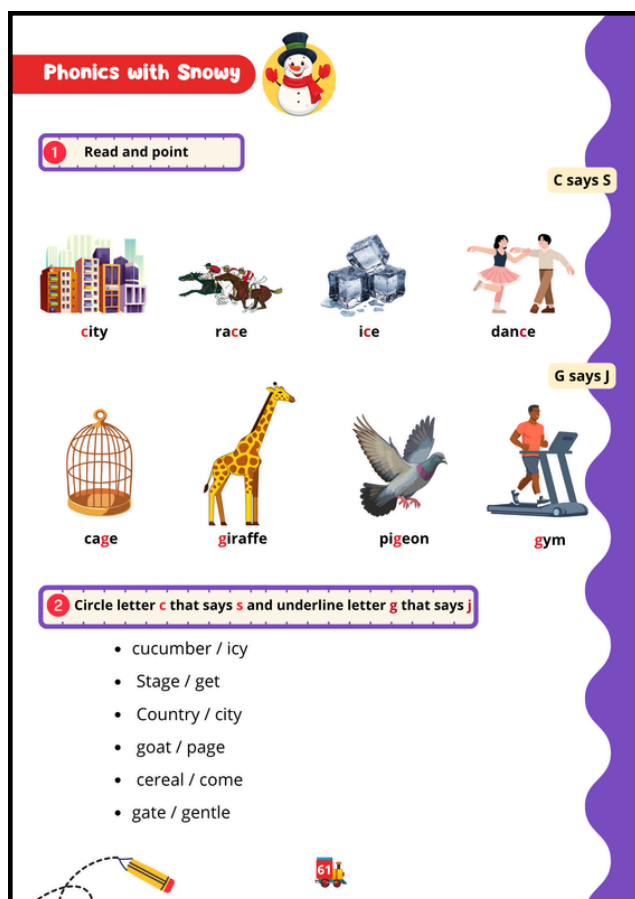
Explains how the wind vane works and why balance is important.

Differentiation:

Support: provide pre-cut shapes or adult assistance with pinning.

Extension: pupils design and test a more complex version (e.g., with a scale or digital integration) or research famous wind vanes.

This lesson plan is ready to use and fully aligned with the activity shown in the image.



Teaching Methods

Direct instruction (modelling the sounds and rules).
 Visual and kinaesthetic learning (pointing to pictures and tracing letters).
 Guided practice (whole class and paired work).
 Independent practice (the workbook activities).
 Multi-sensory approach (see it, say it, write it, move it).

Tips for Teaching

Review hard /k/ (c) and /g/ (g) sounds before introducing soft sounds.
 Teach rules: c before e, i, y → /s/ and g before e, i, y → /j/.
 Use a fun character (Snowy) to identify soft sounds.
 Model clear mouth movements for /s/ and /j/.
 Encourage pupils to explain why sounds change.
 Support weaker learners with pictures and cues.
 Differentiate: tracing/repeating for some, creating words for stronger pupils.

Answers

Activity 1 – Read and point

All the words shown use soft c or soft g:

city – soft c (/ˈsɪti/)

race – soft c (/reɪs/)

ice – soft c (/aɪs/)

dance – soft c (/dɑːns/)

cage – soft g (/keɪdʒ/)

giraffe – soft g (/ˈdʒɪrɑːf/)

pigeon – soft g (/ˈpɪdʒən/)

gym – soft g (/dʒɪm/)

Activity 2 – Circle letter c that says /s/ and underline letter g that says /j/

cucumber / icy → Circle c in icy

Stage / get → Underline g in Stage

Country / city → Circle c in city

goat / page → Underline g in page

cereal / come → Circle c in cereal

gate / gentle → Underline g in gentle

Assessment

Formative (during the lesson):

Observation while pupils read and point to pictures.

Thumbs up/down or mini-whiteboard checks (“Show me a word with soft c”).

Pair discussion: “Why is the c in dance soft?”

Summative (end of lesson):

Completed workbook page (Activity 2).

Quick exit ticket: Write one word with soft c and one with soft g.

Optional: Pupils read aloud a short list of mixed words (nice, age, magic, large, rice, bridge) and identify the soft sounds.

Aims:

Recognise that the letter c can make the soft sound /s/ (as in city, ice).

Recognise that the letter g can make the soft sound /j/ (as in giraffe, gym).

Read and identify words containing soft c and soft g sounds.

Circle the letter c that says /s/ and underline the letter g that says /j/ in given words.

Teaching materials

Interactive whiteboard or projector to display the workbook page.

Printed copies of the workbook page (one per pupil).

Coloured pencils or highlighters (red for soft c, blue for soft g).

Flashcards with the key words: city, race, ice, dance, cage, giraffe, pigeon, gym.

Snowman puppet or picture of “Snowy” (to match the workbook theme).

Mini whiteboards and markers (for quick practice).

Word list on large paper or PowerPoint slide.

Unit 6

Wild animals



Aims:

Read and understand a simple dialogue about wild animals.

Identify and describe basic characteristics of wild animals (e.g., strong, big, long trunk, funny, climb trees, long necks, dangerous, fast, black and white stripes).

Act out a short dialogue with appropriate expression and pronunciation.

Distinguish between true and false statements based on the text.

Use new vocabulary related to wild animals in simple sentences.

Teaching Methods

Communicative Language Teaching (CLT): Pupils practise language through meaningful interaction.

Role-play and Drama: Acting out the dialogue in pairs or groups.

Task-based Learning: Completing the true/false exercise.

Visual aids and Total Physical Response (TPR): Using pictures and gestures for vocabulary presentation.

Pair and group work: For acting the dialogue and checking answers.

Whole-class discussion: Sharing favourite animals and reasons.

Tips for Teaching

Pre-teach key animal vocabulary with flashcards and pronunciation practice.

Model the dialogue with correct intonation, then repeat in chorus.

Use gestures during role-play to support meaning and engagement.

Monitor and correct difficult pronunciations (e.g., giraffe, zebra, trunk).

Support weaker pupils with sentence starters or reading help.

Differentiate: stronger pupils add extra sentences.

Keep a positive atmosphere and praise effort.

Briefly link to protecting wild animals in real life.

Answers (True or False)

Sara likes lions. True

Amal's favourite animal is the monkey. False (It is the elephant.)

Giraffes have short necks. False (They have long necks.)

Zebras have black and white stripes. True

Tigers are peaceful animals. False (They are dangerous.)

1 Read and act the dialogue

Teacher: Good morning, children! Today we will talk about wild animals.

Sara: I like lions. They are very strong.

Youssef: Yes, lions are the kings of the jungle!

Amal: My favourite wild animal is the elephant. It is very big and has a long trunk.

Omar: I like monkeys. They are funny and they can climb trees quickly.

Lina: I think giraffes are beautiful. They have long necks.

Adam: Are giraffes dangerous?

Sara: No, they are peaceful animals.

Youssef: But tigers are dangerous. They can run very fast.

Amal: I saw a zebra in the zoo. It has black and white stripes.

Omar: Wow! I want to see a zebra too.

Teacher: Great job, children! Wild animals are amazing, but we must protect them.

2 Read the sentences and write : True or False

- Sara likes lions.
- Amal's favourite animal is the monkey.
- Giraffes have short necks.
- Zebras have black and white stripes.
- Tigers are peaceful animals.



Teaching materials

Pupil's Book (the provided page with the dialogue and true/false exercise).

Flashcards or pictures of the animals mentioned: lion, elephant, monkey, giraffe, tiger, zebra.

Whiteboard and markers.

Audio recording of the dialogue (if available) or teacher's voice.

Assessment

During the lesson (Formative):

Observe participation and pronunciation while acting the dialogue.

Check understanding through oral questioning (e.g., "What does Amal like about elephants?").

Monitor pair work and provide immediate feedback.

End of lesson (Summative):

Correct the true/false exercise (oral or written).

Aims:

Identify and name five common wild animals (lion, elephant, giraffe, zebra, monkey).

Describe basic characteristics of these animals using simple adjectives and phrases (e.g., has a long trunk, can climb trees).

Answer simple comprehension questions about wild animals based on a short text or picture.

Use new vocabulary related to wild animals in speaking and writing activities.

Understand the difference between wild animals and pets/farm animals.

Teaching Methods

PPP (Present-Practice-Produce): Present vocabulary and descriptions, practise through controlled exercises, then produce language in freer speaking/writing.

Visual scaffolding: Heavy use of pictures and flashcards.

Communicative approach: Pair and group work for speaking.

Task-based learning: Completing the workbook exercises.

Differentiated instruction: Support weaker pupils with visual prompts; challenge stronger pupils with extra descriptions.

Tips for Teaching

Start with a warm-up using animal pictures (name + habitat).

Pre-teach vocabulary with flashcards and actions.

Read and discuss the "Did You Know?" text as a class.

Ensure understanding of story context before answering questions.

Encourage full-sentence answers.

Focus on correct pronunciation of key animal words.

Use praise and positive reinforcement.

Keep activities active and varied; add a game or role-play if time allows.

3 Answer the Questions

The lion is the king of the jungle.

Amal's favourite wild animal is the monkey. (This is the most common answer in such units; confirm with the story text if available.)

The monkey is funny and can climb trees.

4 Choose from the words

The elephant is very big and has a long trunk.

The lion is the king of the jungle.

The giraffe has a long neck.

The monkey can climb trees.

The zebra has black and white stripes.

The image shows a page from a workbook. At the top right, there is a small robot icon with the word 'Vocabulary' next to it. The page is divided into two main sections. The first section is titled '3 Answer the Questions' and contains three numbered questions with dotted lines for answers. The second section is titled '4 Choose from the words:' and lists five animals: lion, elephant, giraffe, zebra, and monkey. Below this, there are five numbered questions with dotted lines for answers. At the bottom right, there is a cartoon illustration of a savanna scene with a giraffe, a lion, a zebra, and a monkey. A small 'Did You Know?' box is also present, containing text about wild animals.

3 Answer the Questions

1. Which animal is the king of the jungle?
.....

2. What is Amal's favourite wild animal?
.....

3. Which animal is funny and can climb trees?
.....

4 Choose from the words:

lion - elephant - giraffe - zebra - monkey.

1. The is very big and has a long trunk.

2. The is the king of the jungle.

3. The has a long neck.

4. The can climb trees.

5. The has black and white stripes.

Did You Know?

Wild animals are animals that live in nature and survive on their own without help from humans. Unlike pets or farm animals, they find their own food, water, and shelter in their natural habitats.

Teaching materials

Pupil's Book / Workbook page (the provided page with questions 3 and 4).

Flashcards or large pictures of the five animals (lion, elephant, giraffe, zebra, monkey).

Word cards with the animal names.

Audio recording of the reading text (if available) or teacher reading aloud.

Colouring pencils or crayons.

Assessment

Formative assessment (during the lesson):

Observation of pupil participation during flashcard activities and pair work.

Checking oral responses when practising descriptions.

Monitoring completion of workbook exercises.

Summative assessment (end of lesson):

Workbook answers (marked against the key above).

Quick exit ticket: Each pupil says or writes one sentence about their favourite wild animal and why (e.g., "My favourite wild animal is the giraffe because it has a long neck.").

Differentiation for assessment:

Support: Provide sentence starters or picture prompts.

Challenge: Ask pupils to write two additional sentences about another animal.

1
Work in Pairs. Ask your partner

- What is your favourite wild animal ?
- Why do you like it?
- Is it dangerous or peaceful?

2
Write and say the names of these animals

lion _ cheetah _ wolf _ bear






3
Write and say which of these animals are : safe or dangerous






Teaching Methods

Communicative Language Teaching (CLT): Pair work and information-gap activities.

Task-based learning: Students complete meaningful tasks (interviewing a partner and labelling animals).

Visual learning: Heavy use of pictures to support vocabulary acquisition.

Differentiated instruction: Stronger students can add more reasons; weaker students use sentence frames.

Tips for Teaching

Start with a short warmer using animal pictures and simple questions.

Monitor pair work and correct pronunciation (e.g., cheetah, wolf, bear).

Encourage full-sentence answers with reasons.

Teach/revise "safe" vs "dangerous" before writing tasks.

Keep the lesson engaging with positive reinforcement.

Manage time carefully across each activity.

Adapt for large classes using pair/group reporting.

Answers

Section 2 – Names of the animals (left to right):

wolf bear lion cheetah

Section 3 – Safe or dangerous

Gazelle (antelope) → safe

Eagle → dangerous (can attack small animals)

Hare (rabbit) → safe

Cobra (snake) → dangerous

Model answers for Section 1 (example):

"My favourite wild animal is the cheetah because it is very fast and beautiful. It is dangerous."

Assessment

During the lesson (formative):

Observe pair work: check participation, use of target vocabulary and correct question forms.

Listen for accurate pronunciation of animal names.

Check written answers in Sections 2 and 3 (quick marking or peer checking).

End-of-lesson assessment:

Quick oral feedback: Ask 3–4 students to tell the class about their partner's favourite animal.

Exit ticket: Students write one sentence: "My favourite wild animal is ... because ..." and "It is safe/dangerous."

Success criteria:

All students can name the four animals in Section 2 correctly.

At least 80% of students use "safe"/"dangerous" appropriately in Section 3.

Students participate actively in pair discussions.

Aims:

Ask and answer questions about favourite wild animals.

Identify and name common wild animals (lion, cheetah, wolf, bear).

Classify animals as safe or dangerous with simple reasons.

Practise speaking in pairs using animal vocabulary.

Improve pronunciation of animal names and adjectives.

Use simple questions, answers, and descriptive language.

Teaching materials

Communicative Language Teaching (CLT): Pair work and information-gap activities.

Task-based learning: Students complete meaningful tasks (interviewing a partner and labelling animals).

Visual learning: Heavy use of pictures to support vocabulary acquisition.

Differentiated instruction: Stronger students can add more reasons; weaker students use sentence frames.

Aims:

Understand what a comparative adjective is and when it is used.

Form comparative adjectives correctly for short adjectives (one syllable), adjectives ending in -y, long adjectives (two or more syllables), and irregular adjectives.

Use comparative adjectives in sentences with *than* to compare two things.

Complete fill-in-the-blank exercises accurately.

Teaching Methods

Presentation (guided discovery): Elicit examples from pupils, then present the rules clearly.

Practice: Controlled exercises from the book followed by freer speaking activities.

Pair and group work: Pupils compare objects or people in the classroom.

Visual and kinesthetic support: Use flashcards, pictures, and gestures.

Differentiation: Provide sentence starters for weaker pupils; challenge stronger pupils with more complex comparisons.

Tips for Teaching

Begin by asking pupils to compare things they know (e.g., "Who is taller in your family?") to activate prior knowledge. Highlight the spelling rules clearly on the board with colour coding (e.g., red for -er, blue for more).

Emphasise the use of *than* after every comparative.

Monitor pronunciation, especially the /ə/ sound in -er endings.

Correct errors positively and encourage pupils to self-correct by referring to the rules.

Keep the lesson lively with movement: ask pupils to stand up and compare heights, ages, etc.

For young learners, use lots of praise and make comparisons fun and relevant to their lives (sports, games, favourite food, etc.).

If pupils struggle with irregular adjectives, create a special "irregular wall" poster they can refer to.

Answers (Exercise 3)

This house is bigger than that one.

My bike is faster than my friend's bike.

English is easier than Maths.

Sara is better at drawing than Ali.

Summer is hotter than winter.

1 What is a comparative adjective?

A comparative adjective is used to compare two people, animals, or things.

We usually add -er to the adjective or use *more* before it.

2 How to form comparative adjectives:

Short adjectives (1 syllable): → add -er + than tall → taller than small → smaller than fast → faster than	Adjectives ending in -y: → change y → i and add -er happy → happier than easy → easier than
Long adjectives (2+ syllables): → use <i>more</i> ... than beautiful → more beautiful than interesting → more interesting than	Irregular adjectives: good → better than bad → worse than far → farther than

Examples:

- My dog is **bigger** than your cat.
- This book is **more interesting** than that one.

3 Fill in the blanks with the correct form of the adjective

1. This house is _____ (**big**) than that one.
2. My bike is _____ (**fast**) than my friend's bike.
3. English is _____ (**easy**) than Maths.
4. Sara is _____ (**good**) at drawing than Ali.
5. Summer is _____ (**hot**) than winter.

Teaching materials

Pupil's textbook (the provided page).

Whiteboard and coloured markers.

Flashcards with common adjectives (tall, small, fast, happy, easy, beautiful, interesting, good, bad, hot, etc.).

Pictures or real objects for comparison (e.g., two books of different sizes, two pencils).

Worksheet with additional practice sentences (optional extension).

Projector or interactive whiteboard (if available) to display examples.

Assessment

During the lesson (formative):

Observe pupils while they complete the textbook exercise.

Listen to pair-work comparisons and note accuracy of form and use of *than*.

Quick thumbs-up check: "Is this sentence correct?"

End of lesson (summative):

Exit ticket: Each pupil writes one true sentence comparing two things (e.g., "My bag is heavier than my sister's bag.").

Quick oral quiz: Teacher says an adjective; pupils give the comparative form.

Follow-up (next lesson):

Short test with 8–10 sentences to complete.

Project: Pupils bring two photos and write 5 comparative sentences.

1 Listen and complete the paragraph

Monkeys - Lions - Giraffes - Elephants - Zebras

_____ live in Africa. They are very strong and brave.

_____ are the biggest land animals. They have long trunks.

_____ are tall. They eat leaves from trees.

_____ can jump and climb very well.

_____ have black and white stripes. They run very fast.






1. Where do lions live?
.....

2. What is the biggest land animal?
.....

3. What do giraffes eat?
.....

4. What can monkeys do very well?
.....

5. What colours are zebras?
.....

Teaching Methods

Listening skills development: Pre-listening, while-listening, and post-listening activities.

Communicative approach: Pair and group work for discussion and checking answers.

Visual support: Use of real pictures and flashcards to activate prior knowledge.

Differentiated instruction: Support weaker pupils with picture prompts; challenge stronger pupils to create their own sentences.

Integrated skills: Listening + reading + writing + speaking.

Tips for Teaching

Start with a short pre-listening activity using animal pictures and key questions.

Pre-teach and write key vocabulary on the board.

Play the audio twice: first for listening, second for gap-filling.

Encourage pupils to predict answers before listening.

Use pictures and gestures to support understanding.

Monitor pair work and support weaker learners.

Keep the lesson active and engaging with mime and praise.

Read the text aloud if audio is not available.

Answers

Gap-fill paragraph:

Lions live in Africa. They are very strong and brave.

Elephants are the biggest land animals. They have long trunks.

Giraffes are tall. They eat leaves from trees.

Monkeys can jump and climb very well.

Zebras have black and white stripes. They run very fast.

Comprehension questions:

Where do lions live?

Africa.

What is the biggest land animal?

The elephant. (or Elephants.)

What do giraffes eat?

Leaves from trees.

What can monkeys do very well?

Jump and climb. (or They can jump and climb very well.)

What colours are zebras?

Black and white.

Aims:

Identify and name five African animals (monkeys, lions, giraffes, elephants, zebras) and match them to key characteristics.

Listen for specific information and complete a gap-fill paragraph.

Answer simple comprehension questions about the animals.

Use basic descriptive language related to animals (e.g., biggest, tall, stripes, jump and climb).

Teaching materials

The coursebook page (provided image).

Audio recording of the paragraph (if available) or teacher-read script.

Flashcards or pictures of the five animals (monkeys, lions, giraffes, elephants, zebras).

Whiteboard and markers.

Worksheet with the paragraph and comprehension questions (or the book itself).

Assessment

Formative: Observe pupils during listening and pair checking; identify those who complete gaps correctly and those needing support.

Summative: Mark worksheets (gap-fill + comprehension questions).

Speaking (optional): Pupils describe one animal using simple sentences.

Success Criteria: At least 4/5 correct in gap-fill and 4/5 correct in comprehension.

Self-assessment: Pupils rate their understanding using smiley faces.

Aims:

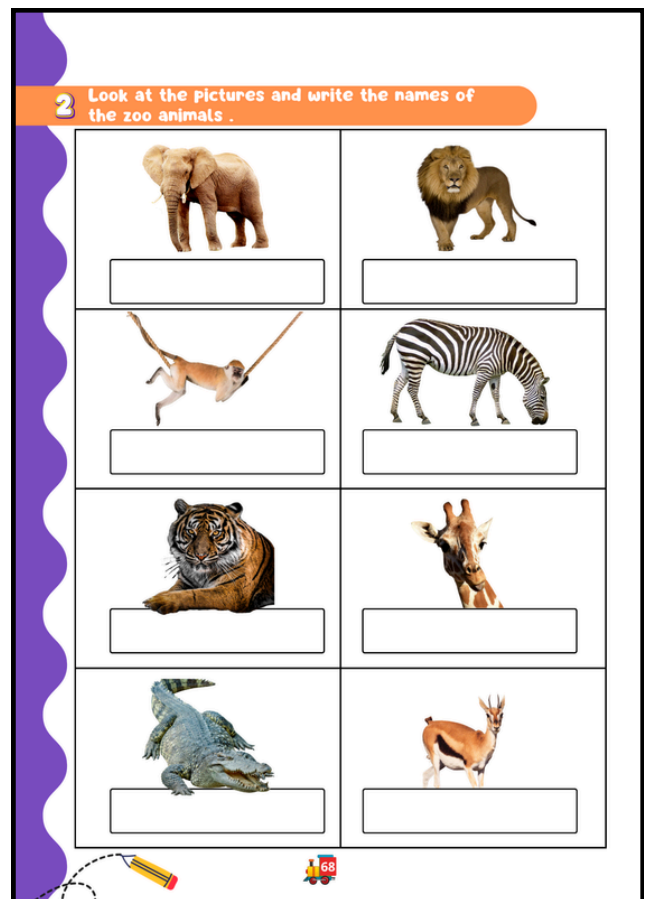
- To enable pupils to identify and name common zoo animals.
- To develop vocabulary related to zoo animals.
- To practise observation skills by matching pictures to animal names.
- To build confidence in recognising and spelling basic animal names.
- To raise awareness of animals found in zoos and their characteristics.

Teaching Methods

- Whole-class introduction: Show the worksheet on the interactive board or hold it up and elicit animal names from pupils.
- Guided practice: Model writing the first one or two names together.
- Pair or group work: Pupils work in pairs to name the animals, helping each other with spelling.
- Individual work: Pupils complete the worksheet independently.
- Interactive games: Use flashcards for a quick matching game or "What animal am I?" guessing activity.
- Differentiation: Provide word banks for weaker pupils; ask stronger pupils to write a short sentence about one animal.

Tips for Teaching

- Pre-teach or revise animal vocabulary before the worksheet.
- Guide pupils to use picture clues for meaning (e.g., stripes, long neck).
- Focus on effort in spelling and pronunciation, not perfection.
- Circulate and provide gentle support during the task.
- Link learning to real-life experiences (zoo, animal sounds).
- Practise pronunciation through repetition (choral and individual).
- Keep the lesson active, fun, and well-timed (10–15 minutes).
- Top row
 - Left: elephant
 - Right: lion
- Second row
 - Left: monkey
 - Right: zebra
- Third row
 - Left: tiger
 - Right: giraffe
- Bottom row
 - Left: crocodile
 - Right: antelope (or gazelle)



Teaching materials

- The provided worksheet (Activity 2).
- Flashcards with pictures and names of the animals (elephant, lion, monkey, zebra, tiger, giraffe, crocodile, antelope/gazelle).
- Coloured pencils or crayons.
- A large whiteboard or blackboard.
- Optional: a short video clip of zoo animals or a picture book about the zoo.
- Word cards for matching games.

Assessment

- Formative: Observe pupils during pair work and individual completion. Note who confidently names the animals and who needs support.
- Worksheet marking: Check accuracy of animal names (accept reasonable phonetic spelling for younger pupils).
- Quick oral assessment: At the end, point to pictures randomly and ask pupils to name them.
- Success criteria: Pupils can correctly name at least 6 out of 8 animals.
- Extension assessment: Ask pupils to draw and label one additional zoo animal or say one thing they know about each animal.

1 Read

The Atlas Lion



The Atlas lion is a special kind of lion that once lived in the Atlas Mountains of Morocco. It is also called the Barbary lion. This lion was very big and strong, with a long, dark mane around its head. People believed it was the most beautiful lion in the world.

Long ago, Atlas lions lived in North Africa. Sadly, they disappeared from the wild because people hunted them. Today, we can only see Atlas lions in some zoos. Many people want to protect them and maybe bring them back to nature.

The Atlas lion is a symbol of strength and courage. It also appears on the old history of Morocco, where kings used it as a sign of power.



2 Read the sentences and write : True or False

1. The Atlas lion is also called the Barbary lion. _____
2. Atlas lions still live in the wild today. _____
3. The Atlas lion had a short, light mane. _____
4. The Atlas lion was a symbol of strength. _____



3 Fill in the blanks with the correct words

1. The Atlas lion lived in the _____ Mountains.
2. People want to _____ the Atlas lion.
3. The Atlas lion was very _____ and strong.



Teaching Methods

Whole-class discussion (introduction and pre-reading).
 Guided reading (teacher models, then pupils read aloud or silently).
 Pair and group work for discussing answers.
 Interactive questioning (true/false justification).
 Differentiation: Stronger pupils work independently; weaker pupils use the text with highlighted key sentences.
 Visual aids and realia to support understanding.

Tips for Teaching

Start with a short discussion about lions in Morocco to activate prior knowledge.
 Pre-teach key vocabulary using pictures and simple explanations.
 Encourage pupils to underline key information in the text.
 In True/False tasks, ask pupils to justify answers with evidence from the text.
 Remind pupils to check the text carefully for gap-fill answers.
 Link the topic to real-life issues (animal protection and extinction).
 Maintain a respectful and positive classroom atmosphere.
 Extend learning with a short writing task if time allows.

Answers

2. Read the sentences and write: True or False
 The Atlas lion is also called the Barbary lion. True
 Atlas lions still live in the wild today. False
 The Atlas lion had a short, light mane. False
 The Atlas lion was a symbol of strength. True

3. Fill in the blanks with the correct words
 The Atlas lion lived in the Atlas Mountains.
 People want to protect the Atlas lion.
 The Atlas lion was very big and strong.

Aims:

Read and understand a factual text about the Atlas lion and its historical and cultural significance in Morocco.
 Identify and extract specific information from the text to complete True/False statements.
 Use contextual clues to fill in missing words in sentences.
 Develop vocabulary related to wild animals, habitats, and conservation (e.g., mane, disappeared, protect, symbol, courage).

Teaching materials

Pupil's book (reading text, True/False, gap-fill).
 Projected or enlarged version of the text.
 Flashcards/pictures (Atlas lions, Atlas Mountains, modern lions).
 Word cards with key vocabulary.
 Worksheets (extra writing space if needed).
 Audio recording (optional).
 Colouring pencils/markers for follow-up tasks.

Assessment

During the lesson (formative):
 Observe participation in pre-reading discussion.
 Check pupils' ability to locate answers in the text.
 Listen to pair discussions for correct use of key vocabulary.

At the end of the lesson (summative):
 Collect completed exercises and mark against the answer key above.
 Quick exit ticket: "Write one thing you learned about the Atlas lion today."

Aims:

Rearrange jumbled words to form grammatically correct simple sentences about zoo animals.

Complete sentences using appropriate vocabulary related to animals and the zoo.

Write simple descriptive sentences about their favourite wild animal.

Practise using capital letters, full stops, and basic sentence structure.

Teaching Methods

Warm-up

Show animal pictures and ask: "What animals can you see at the zoo?" "What do lions eat?" Elicit vocabulary.

Presentation

Model the first sentence on the board. Underline capital letters and full stops.

Practice Guided word-order activity (individual then pair work)

Sentence completion (supported with word bank if needed)

Free writing (guided with sentence starters)

Production

Pupils write about their favourite animal and then share with a partner (think-pair-share).

Plenary

Pupils read one sentence aloud. Class gives positive feedback.

Tips for Teaching

Differentiate tasks: support weaker pupils with word banks or pairs; extend stronger pupils with longer sentences and reasons.

Remind pupils to use correct capital letters and punctuation.

Circulate and give immediate feedback on spelling and writing.

Praise effort and good sentence building.

Link learning to real-life zoo experiences to keep it engaging.

Manage time with clear limits for each task.

Use correct British English spelling (e.g., "favourite").

Answers

1. Put these words in the correct order

The lion is very strong.

I see the zebra in the zoo.

I like watching the monkeys in the zoo.

2. Complete the sentences (suggested answers – accept logical variations)

When I go to the zoo, I like to see the animals / I feel happy /

I watch the lions.

The giraffe eats leaves / tall trees / grass in the zoo.

Lions eat meat.

There are many animals / lots of monkeys / different animals in the zoo.

3. Write sentences about your favourite wild animal (Accept any grammatically correct, relevant sentences. Example model:)

My favourite wild animal is the lion.

It is very strong and has beautiful fur.

Lions live in Africa.

I like lions because they are the kings of the jungle.

1 Put these words in the correct order

_ is _ lion _ very _ the _ strong

.....

_ see _ the _ I _ in _ zebra _ zoo _ the

.....

_ I _ monkeys _ watching _ like _ the _ zoo _ in

.....

2 Complete the sentences

_ When I go to the zoo, I

_ The giraffe eatsin the zoo.

_ Lions eat

_ There are

3 Write sentences about your favourite wild animal

.....

.....

.....

.....

.....

Teaching materials

The provided workbook page (one copy per pupil)

Flashcards or pictures of zoo animals (lion, zebra, giraffe, monkeys)

Interactive whiteboard or projector to display the worksheet

Coloured pens/pencils for highlighting words

Word cards (printed or written) for the first exercise (for pair work)

Example model sentences on the board

Assessment

Formative assessment during the lesson:

Observe participation in pair work and oral sharing.

Check written work for correct word order, capital letters, full stops, and spelling.

Use a simple checklist:

Correct sentence structure (✓)

Appropriate vocabulary (✓)

Capital letters and full stops (✓)

At least 3–4 sentences written (for Exercise 3)



Animal Adaptations

Objective :

Students will explore how wild animals adapt to survive in their habitats (desert, jungle, savannah, polar regions).

Materials :

Pictures or short video clips of wild animals (camels)
 Chart paper/markers
 Worksheets with observation questions

Introduction

Show a picture of a camel.
 Ask: "Why does a camel have a hump?
 How does it help the camel live in the desert?"

Exploration

Show different animals and ask about their features:
 Camel → stores fat in hump, long eyelashes to protect from sand
 Write observations on the board.

Activity

Divide students into small groups.
 Give each group an animal card (picture + name).
 Task: Identify 2-3 adaptations of the animal and explain how these help it survive.
 Groups draw a quick sketch of the animal and label its adaptations

Sharing & Reflection

Each group presents their animal and its adaptations.
 Class discussion: "Which animal has the most interesting survival skill?"

Assessment

Did students identify at least 2 correct adaptations?
 Did they explain how the adaptation helps survival?
 Participation in group discussion and presentation.




Teaching Methods

Interactive discussion: Teacher-led questioning during the introduction and exploration phases.

Visual learning: Use of pictures and video clips to engage students.

Collaborative group work: Students work in small groups to research, identify adaptations, and create labelled sketches.

Presentation and reflection: Group presentations followed by whole-class discussion.

Inquiry-based learning: Students observe, question, and explain adaptations rather than simply being told the information.

Tips for Teaching

Start with the camel example to activate prior knowledge.

Encourage deeper thinking about animal adaptations beyond visible features.

Support weaker pupils with hint cards and guiding questions.

Use open-ended questions about how features help survival.

Manage time carefully for each stage of the lesson.

Model drawing and labelling before pupils start.

Extend learning by comparing adaptations in different habitats.

Answers (Key Adaptations for the Camel and Examples for Other Animals)

Camel (Desert)

Hump: Stores fat that the camel can use for energy and water when food is scarce.

Long eyelashes: Protect eyes from blowing sand.

Wide, padded feet: Prevent sinking into sand and help walk on hot surfaces.

Ability to close nostrils: Keeps sand out during sandstorms.

Other Possible Animals (for group activity)

Chameleon (Jungle/Rainforest): Colour-changing skin for camouflage; eyes that move independently to spot prey and predators; long sticky tongue.

Polar bear (Polar regions): Thick fur and blubber for insulation; large paws for swimming and walking on ice; black skin to absorb heat.

Lion (Savannah): Sharp claws and teeth for hunting; tawny colour for camouflage in dry grass; strong legs for short bursts of speed.

Toucan or Monkey (Jungle): Large beak (toucan) for reaching fruit; long tail (monkey) for balance and gripping branches.

Aims:

Explore and understand how wild animals adapt to survive in different habitats (desert, jungle, savannah, and polar regions).

Identify specific physical and behavioural adaptations of animals and explain how these adaptations help them survive in their environments.

Develop observation, discussion, and presentation skills through group work and class sharing.

Teaching materials

Pictures or short video clips of wild animals (e.g., camel and others from desert, jungle, savannah, polar habitats).

Chart paper and markers.

Animal cards (picture + name of animal for each group).

Worksheets with observation questions.

Board for recording observations.

Assessment

Content: Did each student/group identify at least 2-3 correct adaptations for their animal?

Explanation: Did students clearly explain how each adaptation helps the animal survive in its habitat?

Skills: Quality of labelled sketches and participation in group discussion and presentation.

Reflection: Students' ability to engage in the final class discussion (e.g., identifying the "most interesting survival skill").

Aims:

Recognise and pronounce the /ɔ:/ sound in words containing aw and or.

Read and point to pictures and words containing the target sound.

Complete sentences by filling in missing letters that produce the /ɔ:/ sound.

Use the target vocabulary in simple spoken and written sentences.

Teaching Methods

Warm-up

Play a short "sound hunt" game: say words with the /ɔ:/ sound (e.g., ball, walk, more, door) and have pupils repeat and show thumbs up when they hear the sound.

Presentation

Introduce the two spellings for the /ɔ:/ sound: aw and or. Model pronunciation clearly (British English: /kɔ:l/, /ɔ:/, /hɔ:k/, etc.).

Use the "Read and point" section: point to each picture, say the word, and have pupils repeat in chorus and individually.

Practice Pupils open their books and do the "Read and point" activity together.

Play a pointing game: teacher says a word, pupils point to the correct picture quickly.

Move to the gap-fill sentences: read each sentence aloud, elicit the missing word, then have pupils write the letters.

Production

Pupils create their own simple sentence using one target word (e.g., "I saw a horse.").

Pair work: pupils point to a picture and ask their partner, "What is this?" → "It's a hawk."

Tips for Teaching

Exaggerate the /ɔ:/ sound (open mouth, rounded lips) so children can see and imitate the mouth position.

Separate aw and or initially, then mix them so pupils notice both spellings make the same sound.

Use positive reinforcement and Snowy the snowman to praise correct answers ("Well done! Snowy is happy!").

For early finishers, ask them to draw and label one more aw or or word (e.g., paw, corn).

Monitor pronunciation carefully – many young learners confuse /ɔ:/ with /ɒ/ or /əʊ/.

Keep the pace lively and use lots of repetition and movement (stand up when you hear /ɔ:/).

Answers

Section 1 – Read and point (pictures already labelled correctly in the book):

aw: crawl, saw, hawk, straw

or: horse, fork, cord, horn

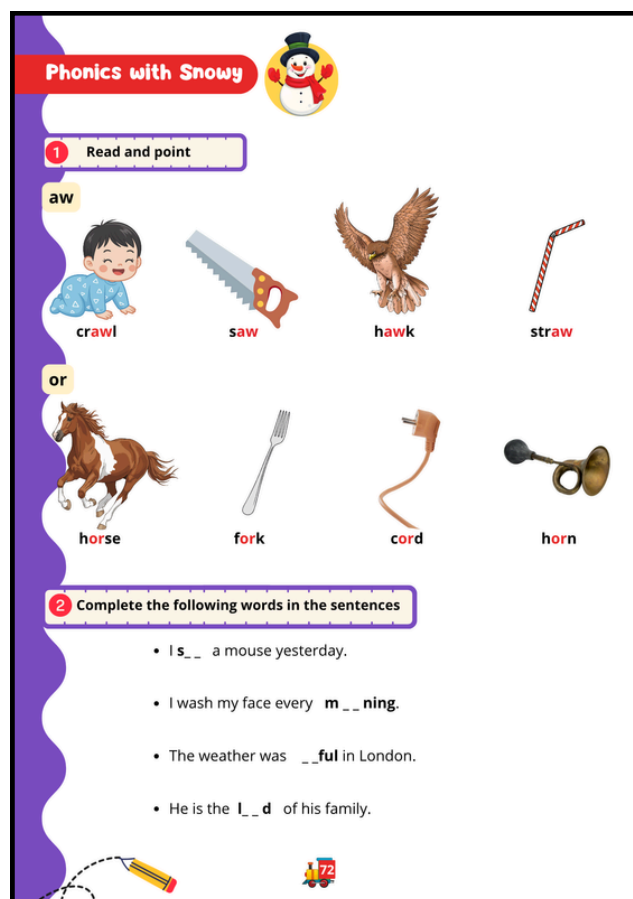
Section 2 – Complete the words

I saw a mouse yesterday.

I wash my face every morning.

The weather was awful in London.

He is the lord of his family.



Teaching materials

The provided workbook page (Phonics with Snowy).

Flashcards of the eight target words: crawl, saw, hawk, straw, horse, fork, cord, horn.

Large pictures or real objects (e.g., a toy horse, plastic fork, piece of cord/string, drinking straw).

Whiteboard and coloured markers (red for aw, blue for or).

Audio recording or teacher pronunciation of the words.

Assessment

Exaggerate /ɔ:/ pronunciation to help pupils notice mouth shape.

Teach aw and or separately, then mix them to show the same sound.

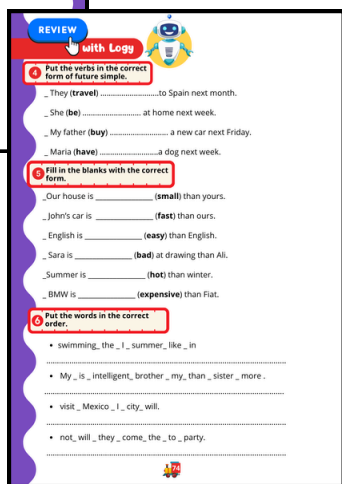
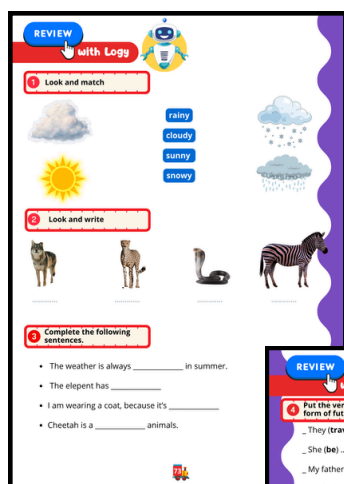
Use Snowy the snowman for motivation and praise.

Support early finishers with extra drawing/labeling tasks.

Watch for confusion between /ɔ:/ and other vowel sounds.

Keep repetition, movement, and pace lively.

Encourage pupils to stand or respond when they hear the target sound.



Aims:

Identify and name weather types and wild animals.
Use Future Simple (will / be going to) in affirmative sentences.

Use comparative adjectives correctly.

Arrange jumbled words into correct sentences.

Improve reading, writing, spelling, and sentence-building skills.

Use key vocabulary (weather, animals, future actions, comparatives) in context.

Teaching materials

The provided workbook pages (Review with Logy)
Flashcards of weather (sun, cloud, rain, snow) and animals (wolf, cheetah, cobra, zebra)

Whiteboard / interactive board and markers

Projector (optional) to display the worksheet or images

Coloured pencils or markers for students

Assessment

Formative: Observe matching and writing tasks; check spelling and pronunciation. Use quick oral questions and peer checking.

Summative: Collect worksheets and use an exit ticket (one Future Simple sentence + one comparative sentence).

Scoring: Mark out of 20–25 (based on 1–2 points per blank).

Success Criteria: 80%+ accuracy and ability to produce 2–3 correct sentences independently.

Teaching Methods

Visual-based learning – using pictures to support vocabulary recognition.

Guided practice – teacher modelling followed by controlled exercises.

Pair and individual work – for matching, writing and sentence building.

Communicative approach – short oral practice of the target structures.

Differentiated instruction – stronger students help weaker ones during pair work.

Tips for Teaching

Start with a quick warm-up on weather and wild animals.

Use gestures and real-life references to support understanding.

Model clear pronunciation of key animal words.

Circulate and give immediate support during tasks.

Encourage pupils to read completed sentences aloud.

Turn activities into games for younger learners.

Use frequent praise to maintain motivation.

Answers

1 Look and match

Grey cloud → cloudy

Yellow sun → sunny

Rain cloud → rainy

Snow/rain cloud with snowflakes → snowy

2 Look and write

Wolf-Cheetah-Cobra (or Snake)-Zebra

3 Complete the following sentences

The weather is always sunny in summer.

The elephant has a trunk (or big ears / tusks – accept logical answers).

I am wearing a coat, because it's cold / snowy / rainy.

Cheetah is a fast animal. (Accept wild, spotted, African, etc.)

4 Put the verbs in the correct form of future simple

They will travel to Spain next month.

She will be at home next week.

My father will buy a new car next Friday.

Maria will have a dog next week.

5 Fill in the blanks with the correct form

Our house is smaller than yours.

John's car is faster than ours.

English is easier than English.

Sara is worse at drawing than Ali.

Summer is hotter than winter.

BMW is more expensive than Fiat.

6 Put the words in the correct order

I like swimming in the summer.

My brother is more intelligent than my sister.

I will visit Mexico City.

They will not come to the party. / Will they not come to the party?

Unit 7

Places to visit



1 Read and act the dialogue

Teacher: Good morning, class! Today we will talk about places to visit. Can you tell me some interesting places?

Fadi: The beach! I like to swim and play in the sand.

Teacher: Very good! The beach is fun. What about you, Sara?

Sara: I want to visit the mountains. I like walking and fresh air.

Teacher: Excellent! The mountains are beautiful. And you, Youssef?

Youssef: I want to go to the zoo. I love animals.

Teacher: Wonderful choice! The zoo is a great place to learn about animals.

Lilia: I want to visit the museum. I can see old things and learn history.

Teacher: That's amazing! The museum is very educational.

Teacher: So, we can visit many places: the beach, the mountains, the zoo, and the museum. All of them are interesting!



2 answer the questions

- Where does Fadi want to go?
.....
- What does Sara like about the mountains?
.....
- Which student wants to go to the zoo?
.....
- Why does Lilia want to visit the museum?
.....



3 Read and write True or False

- Fadi wants to go to the mountains ☐
- Sara likes fresh air. ☐
- Lilia wants to visit the zoo. ☐
- The teacher says the museum is boring ☐



Teaching Methods

Communicative Language Teaching (CLT) – emphasis on meaningful interaction

PPP (Presentation – Practice – Production)

Pair and group work for acting out the dialogue

Total Physical Response (TPR) for vocabulary presentation

Differentiated tasks (support for weaker pupils, extension for stronger ones)

Tips for Teaching

Start with a warm-up discussion about weekend places and elicit vocabulary.

Play/read the dialogue twice (gist then detail).

Model pronunciation and intonation clearly, especially questions.

Act out the dialogue in groups with roles and gestures.

Support weaker pupils with sentence starters.

Challenge stronger pupils to add extra lines.

Monitor and note errors, then correct them at the end.

Use consistent British English spelling.

Answers

2 Answer the questions

Fadi wants to go to the beach.

Sara likes walking and fresh air (in the mountains).

Youssef wants to go to the zoo.

Lilia wants to visit the museum because she can see old things and learn history.

3 Read and write True or False

Fadi wants to go to the mountains. → False

Sara likes fresh air. → True

Lilia wants to visit the zoo. → False

The teacher says the museum is boring. → False

Assessment

During the lesson (formative):

Observation checklist: Are pupils able to read with correct pronunciation? Do they participate in acting out? Can they answer the comprehension questions? Quick thumbs-up/thumbs-down for True/False statements.

Pair work monitoring: listen for accurate use of I want to ... and I like ...ing.

End of lesson (summative):

Pupils write one or two sentences about their own favourite place (exit ticket).

Example: I want to go to the beach because I like swimming.

Homework (optional):

Draw and label one of the places and write 3–4 sentences about why they like it.

Aims:

Listen for specific information and complete a text about different places to visit.

Identify and match places (zoo, beach, museum, mountain) with associated activities.

Speak about their favourite place to visit and give simple reasons using target vocabulary.

Develop listening, reading, vocabulary and speaking skills in the context of places and leisure activities.

Teaching Methods

PPP (Present-Practice-Produce): Present vocabulary → controlled practice (listening & matching) → freer production (pair work speaking).

Communicative Language Teaching: Emphasis on meaningful interaction in the pair-work stage.

Audio-lingual approach for the listening exercise.

Pair work and whole-class feedback.

Tips for Teaching

Pre-teach key vocabulary using flashcards and mime.

Play the audio twice: gist then detailed completion.

Encourage prediction before listening.

Support weaker pupils with a word bank.

Monitor pair work and note common errors.

Use visuals (photos/drawings) to support understanding.

Praise effort and participation.

Differentiate tasks (phrases vs full sentences).

Manage time across all exercises and feedback.

Answers

Exercise 1 – Listen and complete

Hello, everyone! Let's talk about places to visit.

Last Sunday, my family went to the zoo. We saw monkeys, and elephants. It was very exciting!

On Monday, my friend visited the museum. She saw beautiful paintings and dinosaur bones.

In summer, many people go to the beach. They swim, play in the sand, and eat ice cream.

In winter, some families go to the mountain. They walk, climb, and sometimes play in the snow.

(Note: Exact words may vary slightly depending on the audio, but these are the most logical fits based on context and typical coursebook language.)

Exercise 2 – Match the place to the activity

Zoo → see animals

Beach → swim

Museum → see paintings

Mountain → climb

Exercise 3 – Pair work (example answers)

Pupil A: Where do you want to go?

Pupil B: I want to go to the beach because I like to swim and eat ice cream.

Pupil A: I want to go to the zoo because I like to see animals.

1 Work in pairs. Ask your partner

- What place do you like to visit ?
- Which place has more fun ?
- Write the names of these places.

2 Write and say the names of these places

Illustrations of places: Museum, Beach, Mountain, Zoo, Cinema, Shop, Theatre, Restaurant.

3 Give your opinion

- What can you do in the museum ?
- What can you do at the beach ?
- What can you do on the mountains ?
- What can you do in the zoo ?

Illustration of a teacher and students sitting around a table.

Teaching materials

Pupil's Book (the provided page).

Audio recording for Exercise 1 (teacher's audio or CD).

Flashcards or digital images of: zoo, beach, museum, mountain, monkeys, elephants, dinosaur bones, paintings, ice cream.

Whiteboard and markers.

Assessment

During the lesson (formative):

Observation during pair work: check accurate use of vocabulary and ability to give simple reasons.

Listening check: correct completion of Exercise 1 as a class.

Matching: quick whole-class feedback for Exercise 2.

End of lesson (summative):

Pupils tell the class one sentence about their favourite place ("I want to go to the ... because ...").

Optional short written task: "My favourite place" (3–5 sentences).

1 Listen and complete with the right word

Hello,! Let's talk about places to

Last Sunday, my family went to the zoo. We saw, monkeys, and elephants. It was very

On Monday, my friend visited the museum. She saw paintings and dinosaur bones.

In, many people go to the beach. They play in the sand, and eat ice cream.

In winter, some families go to the, They walk, climb, and sometimes play in the

2 Match the place to the activity

Zoo	swim
Beach	see animals
Museum	climb
Mountain	see paintings

3 Which place do you like to visit? Why?

Pair work

Where do you want to go?

I want to go to the beach

Teaching Methods

PPP (Present-Practice-Produce): Present vocabulary → controlled practice (listening & matching) → freer production (pair work speaking).

Communicative Language Teaching: Emphasis on meaningful interaction in the pair-work stage.

Audio-lingual approach for the listening exercise.

Pair work and whole-class feedback.

Tips for Teaching

Pre-teach key vocabulary before listening (zoo, beach, museum, mountain, swim, climb, see animals, see paintings) using flashcards and mime actions.

Play the audio at least twice for Exercise 1: first for gist, second for completion.

Encourage pupils to predict the missing words before listening.

For weaker pupils, provide a word bank on the board. Monitor pair work closely and note common errors for later correction.

Make the lesson fun and visual – use real photos or draw quick pictures on the board.

Praise effort and creativity in the speaking activity ("Well done!", "Great reason!").

Differentiate: stronger pupils can write full sentences; weaker pupils can use short phrases.

Time management: allocate approx. 10 min for Exercise 1, 8 min for Exercise 2, 12 min for Exercise 3 + feedback.

Answers

Exercise 1 – Listen and complete

Hello, everyone! Let's talk about places to visit.

Last Sunday, my family went to the zoo. We saw monkeys, and elephants. It was very exciting!

On Monday, my friend visited the museum. She saw beautiful paintings and dinosaur bones.

In summer, many people go to the beach. They swim, play in the sand, and eat ice cream.

In winter, some families go to the mountain. They walk, climb, and sometimes play in the snow.

(Note: Exact words may vary slightly depending on the audio, but these are the most logical fits based on context and typical coursebook language.)

Exercise 2 – Match the place to the activity

Zoo → see animals

Beach → swim

Museum → see paintings

Mountain → climb

Exercise 3 – Pair work (example answers)

Pupil A: Where do you want to go?

Pupil B: I want to go to the beach because I like to swim and eat ice cream.

Pupil A: I want to go to the zoo because I like to see animals.

Aims:

Listen for specific information and complete a text about different places to visit.

Identify and match places (zoo, beach, museum, mountain) with associated activities.

Speak about their favourite place to visit and give simple reasons using target vocabulary.

Develop listening, reading, vocabulary and speaking skills in the context of places and leisure activities.

Teaching materials

Pupil's Book (the provided page).

Audio recording for Exercise 1 (teacher's audio or CD).

Flashcards or digital images of: zoo, beach, museum, mountain, monkeys, elephants, dinosaur bones, paintings, ice cream.

Whiteboard and markers.

Assessment

Formative: Observe pair work for correct vocabulary use and simple reasoning. Check listening (Exercise 1) and matching (Exercise 2) with whole-class feedback.

Summative: Pupils say one sentence about their favourite place; optional short writing task (3–5 sentences).

Success Criteria: 80%+ accuracy in listening, correct matching of all places/activities, and ability to produce 2–3 simple sentences orally.

Aims:

Understand the meaning and use of superlative adjectives to compare three or more things.

Form superlative adjectives correctly according to the rules (short adjectives, -y adjectives, consonant-vowel-consonant doubling, and long adjectives).

Use "the" before superlative adjectives.

Produce simple sentences using superlative adjectives to describe animals and school subjects.

Teaching Methods

PPP (Present-Practice-Produce)

Visual and inductive approach (students discover rules from examples).

Communicative language teaching (pair and group work).

Differentiated instruction (support for weaker students, extension for stronger ones).

Tips for Teaching

Start with a warm-up using superlatives (tallest, youngest).

Use gestures and real objects to support meaning.

Highlight spelling rules (doubling consonants, y → i).

Encourage full-sentence answers with superlatives.

Correct errors gently and give positive feedback.

Provide sentence starters for weaker pupils.

Link examples to real-life contexts.

Monitor pronunciation of -est endings.

Answers (for the workbook exercise)

Look at the picture and write sentences:

Elephant – big: The elephant is the biggest.

Cheetah – fast: The cheetah is the fastest.

Math – difficult: Maths is the most difficult.

Additional model answers (for further practice):

The giraffe is the tallest animal.

Mount Everest is the highest mountain in the world.

This is the most interesting book in the library.

Assessment

During the lesson (formative):

Observation during pair work and board work.

Quick oral drilling ("What is the superlative of 'happy'?).

Peer checking of written sentences.

End-of-lesson assessment:

Exit ticket: Students write two sentences on a slip of paper:

One about an animal.

One about a school subject.

(Example: "The blue whale is the biggest animal.")

Mini-test / Worksheet (5–7 sentences):

Complete the sentences with the correct superlative.

Write sentences about their own family or class.

Success criteria:

80% of students correctly form at least 4 out of 5 superlatives.

Students use "the" appropriately in written work.

Homework:

Write five sentences about their town/country using superlative adjectives (the biggest, the most beautiful, the tallest, etc.).

Superlative Adjectives

Superlative adjectives are used to show the highest or lowest degree of something.
We use them when we compare three or more things.

Grammar



Examples :

- Mount Everest is **the highest** mountain.
- This is **the most delicious** pizza.
- He is **the youngest** in the class.

Rules:

- For short adjectives (1 syllable) → add -est
tall → the tallest
small → the smallest
- For adjectives ending in -y → change y → i + est
happy → the happiest
easy → the easiest
- For adjectives ending in C-V-C → we double the C + est
big → the biggest
- For long adjectives (2+ syllables) → use the most / the least
Beautiful → the most beautiful
Interesting → the most interesting
- Always use "the" before superlative.

1 Look at the picture and write sentences



- Elephant – big :
- Cheetah – fast :
- Math – difficult :
- Rose – beautiful :

Teaching materials

The provided workbook page (Superlative Adjectives).

Flashcards or pictures of animals (elephant, cheetah, giraffe, etc.) and school subjects.

A large ruler or height chart (for the "tallest/shortest" demonstration).

Whiteboard / interactive board and coloured markers.

Projector (optional) to display the page or additional examples.

1
Read

I Love Travelling.

My name is Fadi, and I love traveling. I visited many places, but some of them are very special to me.

The beach I visited last summer was the most beautiful place I have ever seen. The sand was soft, and the sea was the clearest.

I also went to the mountains with my family. It was the highest place I saw. From the top, I saw the widest view of trees and rivers.

Another great trip was to the museum in my city. It was the most interesting museum because it had the oldest statues and the biggest painting I had ever seen.

For me, traveling is the best way to learn and have fun. The places I visited gave me the happiest memories of my life.

2
Read the text and answer the questions

- What is the boy's name?
- Which place does Fadi describe as the most beautiful?
- What was special about the sea at the beach?
- Where did Fadi go with his family?
- What is the highest place he climbed?
- What did he see from the top of the mountain?
- Which place does he call the most interesting?
- What two things did the museum have?
- What does Fadi say is the best way to learn and have fun?

Aims:

Read and understand a short personal text about travelling and places visited.

Extract specific information from a text to answer comprehension questions.

Use simple past tense and superlative adjectives (most beautiful, highest, oldest, biggest) in context.

Develop speaking skills by talking about their own travel experiences.

Practise skimming and scanning reading strategies.

Teaching materials

Pupil's Book (the provided page with the text and questions).

Interactive whiteboard or projector to display the text and illustrations.

Flashcards or pictures of: beach, mountains, museum, sea, statues, painting, trees, rivers.

Word bank worksheet (key vocabulary: travelling, beach, sand, sea, clearest, mountains, highest, widest view, museum, oldest statues, biggest painting,

Teaching Methods

Whole-class reading (teacher-led and choral reading).

Guided comprehension (question-by-question analysis).

Pair and group work for answering questions and discussion.

Differentiated instruction (support for weaker pupils with sentence starters; extension tasks for stronger pupils).

Communicative approach – linking the text to pupils' personal experiences.

Visual support – using the colourful illustrations in the book.

Tips for Teaching

Start with a warm-up about travelling to activate prior knowledge.

Pre-teach key vocabulary using pictures and gestures.

Read the text aloud, then silently, then together.

Encourage pupils to underline key information (scanning skill).

Guide pupils to specific paragraphs for answers.

Use illustrations to support comprehension.

Be inclusive of pupils with limited travel experience.

Optionally extend with a drawing activity.

Answers

What is the boy's name?

Fadi.

Which place does Fadi describe as the most beautiful?

The beach (he visited last summer).

What was special about the sea at the beach?

It was the clearest.

Where did Fadi go with his family?

To the mountains.

What is the highest place he climbed?

The mountains (It was the highest place he saw).

What did he see from the top of the mountain?

The widest view of trees and rivers.

Which place does he call the most interesting?

The museum in his city.

What two things did the museum have?

The oldest statues and the biggest painting.

What does Fadi say is the best way to learn and have fun?

Travelling.

Assessment

Formative: Observe pair work participation, check answers orally or on mini-whiteboards, and listen to pupils' responses.

Summative: Complete the 9 comprehension questions and an exit ticket sentence.

Differentiation: Support weaker pupils with word banks/sentence starters; extend stronger pupils with a short paragraph using superlatives.

Aims:

Rearrange jumbled words to form grammatically correct simple sentences.

Write simple descriptive sentences about a favourite place using adjectives such as beautiful, fun, big, interesting.

Produce a short paragraph (three sentences) about a place they want to visit, answering guiding questions (what, where, what can you do, why).

Teaching Methods

Whole-class discussion for introducing the topic and modelling.

Guided practice for Exercise 1 (jumbled sentences).

Individual/pair work for Exercises 2 and 3.

Differentiation: Support lower-ability pupils with sentence starters; challenge higher-ability pupils to add more details or complex structures.

Communicative approach: Pupils share their favourite places orally before writing.

Tips for Teaching

Start with a warm-up about weekend or holiday places.

Model Exercise 1, focusing on sentence structure and grammar.

Encourage varied vocabulary in Exercise 2.

Guide pupils to write connected sentences in Exercise 3.

Circulate and give immediate feedback during writing tasks.

Correct common errors (capital letters, punctuation, verb agreement).

Set clear time limits for each activity.

Allow pupils to read work aloud for peer feedback if time allows.

Answers

Exercise 1

I like to visit the museums.

They don't like swimming in the pool.

The beaches are the most beautiful places.

Exercise 2 (Example answers – pupils will write their own)

The beach is beautiful.

It is big and fun.

I like to swim and play there.

The park is interesting.

I go there with my family at the weekend.

Exercise 3 (Example paragraph)

The place I want to visit is Paris. It is in France. I can visit famous museums and the Eiffel Tower there. I want to go there because it is very interesting and beautiful.

1 Put these words in the correct order

to _ visit _ I _ the _ like _ museums.

.....

_ don't _ swimming _ they _ like _ the _ in _ pool.

.....

_ are _ beaches _ the _ beautiful _ most _ places.

.....

2 Write 5 sentences about your favourite place to visit

Use words like: beautiful, fun, big, interesting

Example: The beach is beautiful. I like to swim there.

.....

.....

.....

.....

.....

3 Write a short paragraph (3 sentences) about a place you want to visit.

- What is the place?
- Where is it?
- What can you do there?
- Why do you want to go there?

.....

.....

.....

.....

.....

Teaching materials

Pupil's workbook (pages with the exercises).

Board/markers or interactive whiteboard.

Flashcards or pictures of different places (museums, swimming pools, beaches, theme parks, mountains, cities, etc.).

Projector (optional) to show example photos or a short video of a popular place.

Worksheets (extra sentence strips for Exercise 1 if needed).

Assessment

Formative: Observe participation during oral discussion and guided practice. Check Exercise 1 answers as a class.

Written assessment: Collect workbooks and mark Exercises 2 and 3 using a simple rubric:

Correct sentence structure and punctuation (1–3 marks)

Use of suggested adjectives/vocabulary (1–3 marks)

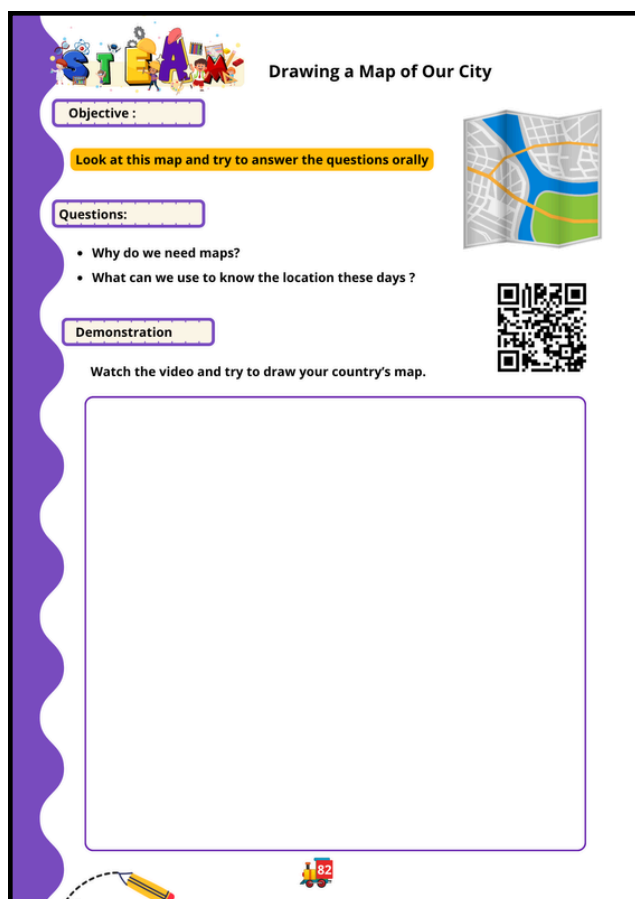
Relevance to the topic and answer to guiding questions (1–3 marks)

Creativity and effort (1 mark)

Success criteria: Most pupils complete all tasks with no more than 3–4 errors per exercise.

Extension: Pupils who finish early can draw their favourite place and label it.

Follow-up: Next lesson – peer editing or a class display of “Our Dream Holiday Places”.



Aims:

Explain why maps are important in daily life.
 Identify modern tools used to find locations (e.g. GPS, smartphones, Google Maps).
 Recognise basic features of a map (roads, rivers, green areas, etc.).
 Draw a simple outline map of Morocco, showing major geographical features and/or cities.

Teaching materials

The pupil's workbook (this page).
 Interactive whiteboard or projector.
 Access to the QR code video (scan to play the demonstration video about maps or Morocco).
 Large printed or digital map of Morocco (outline + political/physical).
 Coloured pencils, crayons, markers, and rulers.
 Blank A4 or A3 paper for drawing (if workbook space is insufficient).

Teaching Methods

Discussion-based learning (oral questions at the beginning).

Visual and multimedia learning (analysing the city map in the book and watching the QR code video).

Demonstration and modelling (teacher shows how to draw Morocco's map step by step).

Hands-on activity (pupils draw their own map of Morocco).

Differentiated instruction (simpler outline for younger/weaker pupils; more detailed maps with labels for advanced pupils).

Collaborative learning (pair or group discussion about map features).

Tips for Teaching

Start with a hook about using maps in real life (phone or travel).

Use the QR code video together as a class.

Model step-by-step how to draw the map of Morocco.

Encourage correct use of colours for land, water, and cities.

Connect learning to familiar places in Morocco.

Allow creativity (symbols, legend, compass).

Circulate and support pupils with map outline drawing.

Link maps to real-life uses (travel, navigation, services).

Assessment

Formative: Observe oral participation, monitor understanding during video and drawing, and give immediate feedback on maps.

Summative: Assess map of Morocco using a simple rubric (outline, features, colour/legend, neatness).

Pupils briefly present their work.

Self-assessment: Pupils tick what they can do (explain maps, name location tools, draw map).

Extension/Homework: Label more cities or draw a map of their neighbourhood/school.

Aims:

Develop listening, speaking and reading skills.
Practise associating pictures with vocabulary.
Improve pronunciation and auditory discrimination.
Personal aim (for teacher):

Teaching Methods

PPP (Presentation – Practice – Production)
Audio-lingual method (listen and repeat)
Visual-auditory association (picture + word + sound)
Guided discovery (pupils work out the rule for each sound)
Whole-class, pair and individual work

Tips for Teaching

Model the three sounds clearly and exaggerate them:

/s/ – hissing sound (cats)

/z/ – buzzing sound (dogs)

/ɪz/ – extra syllable (boxes, foxes)

Use gestures:

/s/ – finger on lips

/z/ – hand on throat (feel the vibration)

/ɪz/ – show two fingers (extra syllable)

Teach the basic rule simply:

After voiceless sounds → /s/ (cats, bikes, works)

After voiced sounds → /z/ (dogs, zebras, kids)

After s, sh, ch, x, z sounds → /ɪz/ (boxes, foxes, watches, sandwiches)

Play the “Snowy says” game: teacher says a word, pupils point to the correct picture and repeat with the right sound.
Encourage pupils to feel the vibration on their throats when saying /z/ and /ɪz/.

Correct gently by modelling the correct pronunciation rather than saying “wrong”.

For younger learners, turn the circling activity into a colouring game (e.g., colour /s/ red, /z/ blue, /ɪz/ green).

Answers (Exercise 2)

Birds → z

Hats → s

Brushes → ɪz

Pens → z

Assessment

During the lesson (formative):

Observe pupils during “Listen, point and say” – check accurate pointing and pronunciation.

Monitor pair work when practising the sounds.

Note who confidently circles the correct ending sounds.

End of lesson (summative):

Quick exit ticket: Show a picture (e.g., “apples”) and ask “What is the ending sound?” Pupils say /z/ or hold up a coloured card.

Collect the completed workbook page and check the circling task.

Optional homework: Write and draw 2 words for each sound (/s/, /z/, /ɪz/).

Phonics with Snowy



1 Listen, point and say

S says S



bikes buses cats works

S says z



zebras dogs plays kids

S says ɪz



Boxes foxes Sandwiches watches

2 Read the words and circle the ending sounds

• Birds	z / ɪz
• Hats	s / z
• Brushes	z / ɪz
• Pens	s / z



Teaching materials

Pupil's Book (the provided page)

Flashcards or large pictures of: bikes, buses, cats, works, zebras, dogs, plays, kids, boxes, foxes, sandwiches, watches

Audio recording of the words (if available) or teacher's clear pronunciation

Whiteboard / interactive board

Coloured pencils or markers for circling

Unit 8

The city and the countryside



Aims:

Read and act out a simple dialogue about preferences for city and countryside living.

Identify and extract specific information from the text (listening/reading comprehension).

Use vocabulary related to city and countryside life (e.g. schools, fresh air, noisy, crowded, peaceful).

Express opinions and give reasons using basic structures (I prefer..., It's full of..., There are...).

Teaching materials

Student's Book (page 85: dialogue, picture, True/False, gap-fill).

Flashcards or images (city and countryside scenes).

Audio recording or teacher read-aloud.

Whiteboard / interactive board and markers.

Printed dialogue copies for role-play (optional).

Word cards with key vocabulary (noisy, crowded, peaceful, etc.).

Teaching Methods

Communicative Language Teaching (CLT): Emphasis on meaningful interaction.

Task-Based Learning: Students complete True/False and gap-fill tasks.

PPP (Present-Practice-Produce):

Present: dialogue and vocabulary.

Practice: controlled exercises (True/False, fill in the blanks).

Produce: role-play and personalised speaking.

Pair and group work for acting out the dialogue.

Visual support through the colourful illustration.

Tips for Teaching

Start with a warm-up about living in the city or countryside.

Pre-teach key vocabulary using pictures.

Play/read the dialogue twice (gist then detail).

Model pronunciation and intonation for new words.

Support weaker pupils with sentence starters.

Encourage personal responses (preferences and reasons).

Use the illustration to reinforce vocabulary.

Keep the lesson lively with praise and clear timing.

2 True or False

Sami thinks the countryside is noisy. False (He thinks the city is noisy and crowded.)

Lilia likes the city because it has shops and schools. False (She says it's full of schools and fun places to visit.)

Sami says the countryside has fresh air. True

Rana says the countryside has many cinemas. False (She says there aren't many buses or cinemas in the countryside.)

All the students agree that each place has good things. True (Jad and Lilia summarise that both are nice.)

3 Fill in the Blanks

The countryside is quieter and cleaner.

The city is full of schools, shops and fun places to visit.

In the countryside, there are many trees and fresh air.



1 Read and act out the dialogue

Jad: Hi, do you prefer living in the city or the countryside?

Lilia: I prefer the city. It's full of schools, and fun places to visit.

Sami: That's true, but the countryside is quieter and cleaner. There are a lot of trees and fresh air.

Rana: Yes, but in the countryside there aren't many buses or cinemas. In the city, you can go anywhere easily.

Sami: Maybe, but in the city it's very noisy and crowded. I like the peace of the countryside.

Jad: I understand. Both places are nice. Maybe the best idea is to visit the countryside on weekends and live in the city for school and work.

Lilia: Good idea! That way we can enjoy both.

2 True or False

1. Sami thinks the countryside is noisy. _____
2. Lilia likes the city because it has shops and schools. _____
3. Sali says the countryside has fresh air. _____
4. Rana says the countryside has many cinemas. _____
5. All the students agree that each place has good things. _____

3 Fill in the Blanks

1. The countryside is _____ and _____.
2. The city is full of _____, _____, and fun places to visit.
3. In the countryside, there are many _____ and _____.

Assessment

Formative (during the lesson):

Observation of students' participation in role-play and pair discussion.

Checking answers to True/False and gap-fill exercises (oral or written).

Monitoring correct use of target vocabulary and structures.

Summative (quick check):

Students write 3–4 sentences about their own preference (city or countryside) using words from the lesson.

Exit ticket: "One good thing about the city / countryside is..."

Success criteria:

Can read the dialogue with reasonable fluency.

Correctly answer at least 4 out of 5 True/False questions.

Complete the gap-fill with appropriate vocabulary. Use at least 3 new words from the lesson in speaking/writing.

This plan is ready to use and fully aligned with the textbook page.

4 Look at the pictures and classify them

Vocabulary

City	Countryside
.....	
.....	
.....	
.....	
.....	

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Teaching Methods

Visual-based learning (picture prompts).

Guided discovery and categorisation.

Pair and group work.

Whole-class discussion and feedback.

Differentiated instruction (support for weaker students, extension for stronger ones).

Tips for Teaching

Pre-teach or revise key vocabulary before the activity (e.g. hospital, university, farm, river).

Encourage students to justify their choices ("Why do you think the farm is in the countryside?") to promote speaking.

For younger or lower-level classes, model the first two examples together on the board.

Circulate during pair work to provide support and note common errors.

Use positive reinforcement and praise creative or well-explained answers.

If time allows, ask fast finishers to write one or two sentences about their town/village.

Be sensitive to students' own environments – some may live in rural areas and can share personal experiences.

Answers

City-hospital-train station-shop-university-police station
restaurant-cinema-Countryside-well-donkey cart-field
farm-river

Note: "Train station" is placed in the city as it is typically associated with urban areas in this context, but a brief discussion about stations in both city and countryside could be useful for higher-level classes.

Assessment

During the lesson (formative):

Observe students while they work in pairs and note participation and accuracy.

Listen to justifications during feedback.

Check completed tables for correct classification.

Quick assessment tools:

Exit ticket: Students write three city places and three countryside places.

Peer checking: Students swap books and check each other's tables.

Mini speaking test: "Tell your partner two places in the city and two in the countryside."

Success criteria:

At least 10 out of 12 items correctly classified.

Students can explain at least two of their choices orally.

This activity fits well into a larger unit on places, towns and villages, and can lead naturally into writing or speaking tasks about students' own neighbourhoods.

Aims:

to give and justify their opinions about city and countryside life using appropriate vocabulary and comparative structures.

Subsidiary aims:

Develop speaking fluency and confidence when expressing personal preferences.

Practise descriptive language related to transport, environment, population density, and lifestyle.

Improve listening skills through pair and group discussion.

Revise and extend vocabulary connected to urban and rural environments.

Teaching Methods

Communicative Language Teaching (CLT) – emphasis on meaningful interaction.

Pair work and small group discussion followed by whole-class feedback.

Visual stimulation using the photographs to activate schemata.

Guided practice moving to freer speaking practice.

Tips for Teaching

Start with a quick comparison of city vs countryside images.

Elicit basic adjectives for each picture.

Pre-teach key vocabulary (transport, pollution, facilities, etc.).

Model how to answer using full sentences and opinion phrases.

Encourage students to justify answers with reasons.

Monitor pair work and note common mistakes.

Support weaker pupils with sentence starters; challenge stronger ones to expand answers.

Include a short debate if time allows.

Answers

1. What kind of transport is easy to find in the city?

In the city, public transport such as buses, underground trains (the Tube/Metro), taxis, and trams is very easy to find. There are usually bus stops and stations everywhere, and ride-sharing apps like Uber are also common.

2. Why is the countryside cleaner?

The countryside is cleaner because there is much less traffic and industry. There are more trees and green spaces that help absorb pollution, and fewer people means less waste and rubbish overall.

3. What makes the city crowded?

The city is crowded because millions of people live and work there. There are also many cars, buses, and delivery vehicles, which cause traffic congestion, especially during rush hours.

4. Where do you prefer to live? Why?

Possible answers:

I prefer to live in the countryside because it is quieter, the air is cleaner, and the pace of life is slower.

I prefer the city because there are more job opportunities, better facilities (shops, hospitals, entertainment), and a more exciting lifestyle.

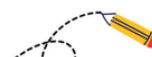
1 Give your opinion

Speaking



1. What kind of transport is easy to find in the city?
2. Why is the countryside cleaner?
3. What makes the city crowded?
4. Where do you prefer to live? Why?





Teaching materials

Coursebook page (city and countryside photos + questions).

Projector / interactive whiteboard (optional).

Handout with useful language (opinions, comparatives, reasons) (optional).

Audio recorder or mobile phones (optional for recording discussions).

Whiteboard and markers.

Assessment

Formative assessment during the lesson:

Observe students' participation and ability to speak for at least 30–45 seconds per question.

Listen for accurate use of target vocabulary and comparative forms.

Note the quality of reasons given (simple vs. developed).

Follow-up:

Students write a short paragraph (100–150 words) at home: "Where would you prefer to live – in the city or in the countryside? Give reasons." This can be collected and assessed for writing skills.

This lesson is suitable for Pre-intermediate / Intermediate (A2–B1) students and can be easily adapted for different class sizes and levels.

1 Listen carefully and write the right place
 park – café – square – library – supermarket – school

Hi! My name is James, and I live in a small, friendly town. I really like my town because it has many places that people visit every day.

In the center of the town, there is a big _____ where you can find lots of shops and restaurants. People often go there to buy things or meet their friends. There is also a _____ where my family and I usually go shopping for food.

Near my house, there is a _____. I love going there, especially in the afternoon. Sometimes I play football with my friends, and other times I just sit and relax. There is also a _____ in my town. I go there every weekday, and I enjoy learning new things and seeing my classmates.

When I want some quiet time, I go to the _____. It's a great place to read books and study. There's also a small _____ next to it where I sometimes have a drink with my friends.



Teaching Methods

PPP (Present-Practice-Produce) combined with Task-Based Learning.

Pre-listening: Vocabulary activation and prediction.

While-listening: Focused listening with gap-fill.

Post-listening: Speaking production and personalisation.

Differentiated instruction: Support for weaker students (word bank visible); extension for stronger students (write their own description).

Tips for Teaching

Play the audio twice (or three times for weaker groups).

First listening for general understanding, second for completing the gaps.

Encourage prediction before listening: show the picture and ask students what they can see and what words might go in the blanks.

Monitor closely during the writing stage and provide scaffolding (e.g., first letter clues for weaker learners).

Use gestures and realia where possible (e.g., show a shopping bag for supermarket).

Make it fun: after the activity, have students stand up and mime going to each place.

Time management: allocate approximately 35–45 minutes for the full lesson.

Be positive and praise effort, especially pronunciation of the target words.

Answers (Key)

square – In the center of the town, there is a big square where you can find lots of shops and restaurants...

supermarket – There is also a supermarket where my family and I usually go shopping for food.

park – Near my house, there is a park. I love going there...

school – There is also a school in my town. I go there every weekday...

library – When I want some quiet time, I go to the library. It's a great place to read books and study.

café – There's also a small café next to it where I sometimes have a drink with my friends.

Aims:

To revise and practise vocabulary for places in a town.

To improve reading comprehension through gap-fill tasks.

To encourage speaking about students' own towns/cities.

To promote cultural awareness of everyday life in a small town.

Teaching materials

Coursebook page (listening text with gaps and picture).

Audio recording (or teacher read-aloud).

Whiteboard / interactive board.

Printed gap-fill worksheets.

Flashcards or images of places (park, café, square, library, supermarket, school).

Projector / screen for picture display.

Coloured pens or markers for feedback.

Assessment

Observation during pair/group checking of answers.

Quick oral feedback: ask individual students to read completed sentences.

Written assessment: Collect worksheets and mark for accuracy (focus on correct spelling of the six target words).

Speaking assessment: In the production stage, listen to students describing their own town and note use of target vocabulary and fluency.

Self-assessment: At the end, ask students: "Which place in your town do you like best? Why?" (thumbs up/down or simple smiley faces for younger learners).

This lesson is engaging, visual, and perfectly suited for young learners. It links listening practice with real-life vocabulary and personalisation.

Aims:

Read and understand a short descriptive text comparing life in the city and the countryside.

Extract specific information from the text to answer comprehension questions.

Use key vocabulary (city, countryside, quiet, shops, cinema, busy, crowded, etc.) in context.

Compare and contrast the advantages and disadvantages of city and countryside life.

Express personal preferences with reasons (speaking and writing).

Teaching Methods

Pre-reading: Discussion and prediction.

While-reading: Guided reading and information extraction.

Post-reading: Comprehension questions, vocabulary practice, and personalisation.

Communicative approach: Pair and group work for discussion.

Differentiated instruction: Support for weaker pupils with sentence starters; extension tasks for stronger pupils.

Tips for Teaching

Start with a warm-up comparing city and countryside.

Encourage pupils to underline key words in the text.

Use illustrations to support understanding.

Model answers to support weaker writers.

Provide useful speaking phrases for pair work.

Link discussion to real-life Moroccan contexts.

Manage time carefully across activities.

Praise correct use of new vocabulary.

Answers

2 Answer the following questions

What is the boy's name?

Adam

What can Adam find in the city?

Cars, buses, tall buildings, school, library, cinema, shops and restaurants.

Why is the city sometimes difficult?

It is noisy and crowded.

What can Adam see in the countryside?

Green fields, trees and animals like cows and sheep.

Why does Adam like the countryside?

It is quiet and peaceful. The air is clean, and he can play outside safely.

Which place do you prefer: the city or the countryside? Why?

(Open answer – accept any well-reasoned response, e.g. “I prefer the city because there are many things to do.” or “I prefer the countryside because it is calm and beautiful.”)

3 Complete the sentences with the words

(city – countryside – quiet – shops – cinema)

In the city, life is busy.

In the countryside, life is peaceful and quiet.

Adam can go to the cinema in the city.

There are many shops in the city.

4 Match the words with their meanings

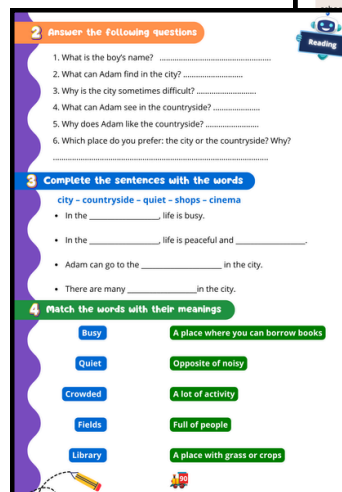
Busy → A lot of activity

Quiet → Opposite of noisy

Crowded → Full of people

Fields → A place with grass or crops

Library → A place where you can borrow books



Teaching materials

Pupil's Book (the provided reading pages and exercises).

Interactive whiteboard or projector to display the text and pictures.

Flashcards or digital images of city and countryside scenes.

Word cards for the vocabulary in Exercise 3 (city, countryside, quiet, shops, cinema).

Matching activity cards for Exercise 4.

Coloured pencils or markers for highlighting key information in the text.

Worksheet (optional extension) for personal writing about “My Ideal Place”.

Assessment

Assessment

During the lesson (formative):

Observation of participation in pair/group discussion.

Checking answers in Exercises 2–4 (oral and written).

Listening to pupils' responses in Exercise 6 for use of target vocabulary and ability to give reasons.

End of lesson (summative):

Quick exit ticket: “Write one advantage of the city and one advantage of the countryside.”

Collection of written answers for Exercise 6.

1 Write sentences about each place.

Use "There are / There aren't."




In the city :

_ There are

_ There aren't

In the countryside :

_ There are

_ There aren't

Write a short paragraph (4–5 sentences) about where you like to live more: the city or the countryside. Explain why.

Example:

"I like the countryside because it is quiet and beautiful. I can play in the fields and see animals. I don't like the noise of the city."

.....

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Teaching Methods

Presentation

Show the two photographs and elicit vocabulary. Ask: "What can you see in the city picture?" and "What can you see in the countryside picture?" Write key words on the board.

Guided Practice (Controlled writing, 10 minutes)

Focus on the "There are / There aren't" structures. Model one or two sentences on the board. Students complete the sentences in the book individually or in pairs.

Freer Practice

Discuss the example in the book. Elicit reasons why people might prefer the city or countryside. Students plan and write their own 4–5 sentence paragraph.

Feedback and Correction

Peer checking followed by teacher feedback on common errors.

Plenary

Ask a few students to read their paragraphs aloud. Class votes on most convincing reasons.

Tips for Teaching

Support weaker pupils with word banks and sentence starters.

Challenge stronger pupils to add adjectives and linking words.

Circulate and give individual support during writing. Praise correct use of There is / There are and good reasoning.

Set a clear time limit to maintain pace.

Assign paragraph writing as homework if needed.

Answers (Model Answers)

In the city:

There are many buildings / shops / cars / people.

There aren't fields / farms / animals / much peace and quiet.

In the countryside:

There are fields / hills / trees / animals / farms.

There aren't many cars / tall buildings / traffic / shops / noise.

Example paragraph (student version – city preference):

I like to live in the city more because there are lots of shops and cinemas. I can meet my friends easily and there is always something to do. There aren't many green spaces, but I enjoy the busy atmosphere. The city is exciting and full of life. However, sometimes I don't like the noise and traffic.

Example paragraph (student version – countryside preference):

I like the countryside more because it is quiet and beautiful. There are green fields and animals everywhere. I can play outside and breathe fresh air. There aren't many cars or tall buildings, so it is very peaceful. I don't like the noise of the city.

Aims:

Use There is / There are and their negative forms correctly.

Write simple sentences describing city and countryside places.

Produce a short paragraph (4–5 sentences) giving a personal preference with reasons.

Develop basic writing skills (organisation and linking ideas).

Use vocabulary related to urban and rural environments.

Teaching materials

Student's Book (city street and countryside photos).

Whiteboard / interactive board.

Projector (optional).

Word bank handout (city and countryside vocabulary).

Coloured pens/markers for highlighting sentences.

Writing worksheet (for paragraph drafting, optional).

Assessment

Formative assessment during the lesson:

Observe students' ability to use There are / There aren't correctly in the sentence completion task.

Check for accurate spelling and basic punctuation.

Summative assessment of the paragraph:

Use a simple marking rubric (out of 10 or 20 points):

Aims:

Use There is / There are correctly with singular and plural nouns.

Form affirmative, negative, and question sentences using There is / There are.

Ask and answer questions about the existence of things in familiar places.

Develop speaking and writing skills to describe places and objects.

Use target structures accurately in simple contexts.

Teaching Methods

PPP (Presentation–Practice–Production).

Communicative Language Teaching (CLT).

Pair and group work.

Visual aids and contextual learning.

Tips for Teaching

Start with a “Find the differences” activity to elicit There is / There are.

Highlight singular vs plural rules using colour coding.

Drill pronunciation of target structures.

Monitor controlled practice and correct errors immediately.

Model answers before guided pair work.

Encourage personalised speaking in freer practice.

Differentiate with sentence starters or extended sentences.

Focus on common grammar errors and correct gently.

Answers

1 Fill in the blanks:

There is a pencil on the desk.

There are three apples in the basket.

2 Answer the following questions (example answers – accept any logical, grammatically correct responses):

B: Yes, there are. / No, there aren't. There are many trees in my city.

B: Yes, there is. / No, there isn't. There isn't a well next to my house.

3 Complete the following sentences (suggested completions – many possible answers):

In the restaurant:

There are many tables and chairs.

There aren't any cats. / There aren't any computers.

On the farm:

There are cows, horses and chickens.

There aren't any cars. / There aren't any tall buildings.

There is / There are

_ We use there is with a singular noun.
_ We use there are with a plural noun.

Examples :
_ There are a lot of buildings in the city.
_ There is a sport gym in the city.

1 Fill in the blanks:

_ a pencil on the desk. (There is / There are)
_ three apples in the basket. (There is / There are)

2 Answer the following questions

A : Are there trees in your city ?
B :
A : Is there a well next to your house ?
B :

3 Complete the following sentences

In the restaurant :
_ There are
_ There aren't

On the farm :
_ There are
_ There aren't

Teaching materials

Worksheet (one per student).

Flashcards or real objects (pencil, apples, city/restaurant/farm pictures).

Whiteboard / interactive board.

Projector (optional).

Coloured sticky notes/cards for pair work.

Audio recording (optional).

Assessment

Formative: Observe pair work and oral responses; check Exercise 1 accuracy and listen to Exercise 2 answers.

Summative: Write a 5–7 sentence paragraph using There is / There are (at least 6 uses) + exit ticket (2 true, 1 false classroom sentences).

Success Criteria: 90% accuracy in Exercise 1, at least 4 correct sentences in freer practice, and correct use of singular vs plural forms.

Comparing City and Countryside

Objective :

Students will observe differences between city and countryside environments and design a simple structure that could be useful in both places.

Materials :

- Paper and pencils
- Coloured markers or crayons
- Small blocks, LEGO, or clay (optional)

Observation and Discussion

- Look at the pictures (city – countryside).




- _ What do you see in the city? (Buildings, roads, traffic)
- _ What do you see in the countryside? (Trees, farms, rivers)
- _ Which problems might people have in each place? (Crowded streets, flooding, etc.)

Engineering Challenge

Task: "Design a structure that can help people in both the city and the countryside."
 Example ideas: a bridge, a water tower, a playground, or a small shelter.
 _ Students draw their design on paper and label the parts.
 _ Encourage creativity!

Share and Explain

Each student explains:

- _ What they designed
- _ How it helps people in the city and countryside

Teaching Methods

Whole-class discussion: Guided observation of the two pictures.

Think-pair-share: Students discuss what they see and possible problems in each environment.

Creative design activity: Individual or paired work to draw and label a structure.

Presentation and explanation: Students share their designs with the class or in small groups.

Cross-curricular links: Geography (human/physical features), Design & Technology (structures), English (speaking and listening).

Tips for Teaching

Begin with pictures and open questions to activate ideas and encourage description.

Provide sentence starters to support weaker pupils in speaking and writing.

Emphasise creativity and problem-solving (no "wrong" answers).

Link the task to real-life issues (traffic, flooding, lack of services).

Differentiate: simpler labelling for some pupils, explanations and improvements for stronger ones. Allow optional 3D models (LEGO/clay) if time and materials permit.

Manage time carefully for discussion, design, and sharing.

Praise clear ideas, effort, and creativity rather than artistic quality.

Assessment

Formative assessment during the lesson:

Observe participation in discussion.

Listen to students' explanations of differences and problems.

Check understanding through questions while they design.

Summative assessment of the design task:

Use a simple rubric (out of 12 points or smiley faces for younger pupils):

Success criteria for students:

I can describe differences between city and countryside.

I can design a structure.

I can explain how my structure helps people in both places.

Extension/Homework

Write a short paragraph explaining their design.

Research a real structure (e.g., the Millau Viaduct in France) that is useful in different environments.

Aims:

Identify and describe key differences between city and countryside environments.

Discuss advantages and challenges faced by people living in each setting.

Design and label a simple structure that could be useful in both city and countryside contexts.

Develop creativity, observation skills, and basic engineering/design thinking.

Teaching materials

Paper and pencils

Coloured markers or crayons

Small blocks, LEGO, or clay (optional, for 3D modelling)

Printed or projected images of a city and countryside scene (as shown in the worksheet)

Whiteboard or flipchart for whole-class discussion

Aims:

Recognise and pronounce the three -ed endings (/t/, /d/, /ɪd/).
Understand basic rules for pronouncing regular past tense verbs.

Read and use past tense verbs in simple sentences.

Improve listening and speaking skills through -ed pronunciation practice.

Develop phonics awareness of past tense verb endings.

Teaching Methods

Presentation (Whole class – 10 minutes)

Introduce the topic using the worksheet. Explain that regular verbs in the past tense end in -ed, but the pronunciation changes depending on the final sound of the base verb.

Guided Practice (Pair/Group work – 15 minutes)

Read and point activity (Section 1): Teacher models the pronunciation, pupils repeat chorally and individually while pointing to the pictures.

Sort the verbs into three columns on the board: /t/, /d/, /ɪd/.

Highlight the rules:

/t/ after voiceless sounds (p, k, f, s, sh, ch, x).

/d/ after voiced sounds (b, g, v, z, m, n, l, r, and vowels).

/ɪd/ after /t/ or /d/ sounds.

Controlled Practice (Individual/Pairs – 10 minutes)

Pupils complete Exercise 2 (filling in the pronunciation).

Production & Consolidation (10 minutes)

Pupils create their own simple sentences using the verbs from the worksheet.

Teaching Tips

Use gestures and exaggerated mouth movements when modelling the three sounds (/t/ – tongue behind teeth, /d/ – voiced, /ɪd/ – extra syllable).

Make it fun with “Snowy” the snowman: he “loves” correct pronunciation and gives thumbs up.

Drill the words in a rhythmic chant: “Walked-t, played-d, painted-id!”

Focus on listening first, then speaking. Play a game where pupils stand up when they hear /ɪd/.

For mixed-ability classes: stronger pupils help weaker ones during pair work.

Correct gently by modelling the correct sound rather than saying “wrong”.

British English pronunciation: use /ɪd/ (not /əd/) and clear /t/ and /d/ sounds.

Keep the lesson pace lively – maximum 45 minutes total.

Connect to real life: ask pupils what they “did” yesterday using the verbs.

Answers (Exercise 2)

She cooked /t/ dinner for her family.

She cleaned /d/ her room yesterday.

She decided /ɪd/ to read a new book.

Full pronunciation key for all words on the worksheet:

ed says /t/: walked /t/, worked /t/, finished /t/, washed /t/

ed says /d/: played /d/, rained /d/, called /d/, cleaned /d/

ed says /ɪd/: painted /ɪd/, started /ɪd/, visited /ɪd/, wanted /ɪd/



The worksheet is titled "Phonics with Snowy" and features a snowman character. It is divided into two main sections. Section 1, "Read and point", is further divided into three groups based on the ending sound of the -ed words: "ed says t" (Walked, Worked, Finished, Washed), "ed says d" (played, rained, called, cleaned), and "ed says id" (Painted, Started, visited, wanted). Each word is accompanied by a small illustration. Section 2, "Read the ed words then write what they say « id » « t » « d »", contains three sentences for completion: "1. She cooked _____ dinner for her family.", "2. She cleaned _____ her room yesterday.", and "3. She decided _____ to read a new book."

Teaching materials

The provided “Phonics with Snowy” worksheet (one copy per pupil).

Flashcards or picture cards of the verbs shown (walked, worked, finished, washed, played, rained, called, cleaned, painted, started, visited, wanted).
Whiteboard/markers or interactive board.

Audio recording or teacher pronunciation of the words (or use a simple device to play examples).
Coloured markers/highlighters (for sorting activities).

Optional: Snowman puppet or mascot named “Snowy” to make the lesson fun.

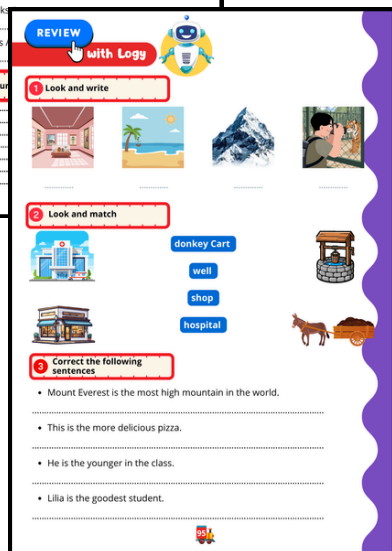
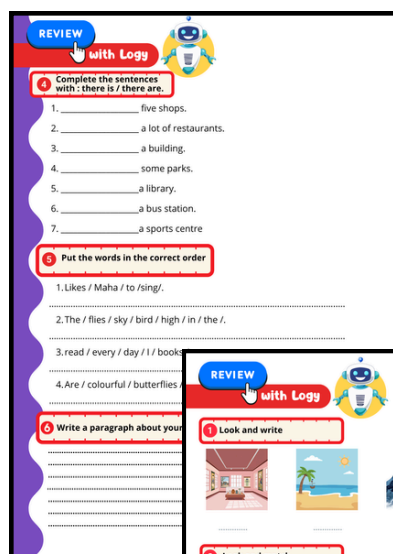
Assessment

Formative: Observe choral and individual repetition; check pronunciation when pupils point and say words; monitor pair work and Exercise 2.

Summative: Exit ticket (write and pronounce 3 verbs, one per -ed sound group).

Oral check: Say base verbs (e.g., cook, clean, decide) and pupils give correct past form with pronunciation.

Optional assessment: Dictation of 6–8 verbs or a matching/worksheet extension.



Teaching Methods

PPP (Present-Practice-Produce) structure.

Visual matching and labelling (Look and write / Look and match).

Guided discovery for grammar (Correct the sentences).

Controlled practice (there is/there are and word order).

Free production (paragraph writing).

Pair and group work for correction and speaking.

Tips for Teaching

Start with a quick flashcard/gesture warmer (mountain, beach, hospital).

Use think-pair-share to build confidence.

Circulate and support pupils during exercises 1–5.

Provide sentence starters for weaker pupils in writing tasks.

Praise correct use of target language regularly.

Manage time (8–10 minutes per section).

Use British English spelling consistently.

Turn matching activity into a team game.

Give early finishers an extension drawing task.

Answers

1 Look and write (suggested answers)

Picture 1: living room / room / house interior

Picture 2: beach

Picture 3: mountain

Picture 4: zoo (or boy looking at a tiger)

2 Look and match

Hospital → hospital

Shop → shop

Well → well

Donkey cart → donkey cart

3 Correct the following sentences

Mount Everest is the highest mountain in the world.

This is the most delicious pizza.

He is the youngest in the class.

Lilia is the best student. / Lilia is the goodest student →

Lilia is the best student.

4 Complete the sentences with there is / there are

There are five shops.-There are a lot of restaurants.

There is a building.-There are some parks.

There is a library.-There is a bus station.

There is a sports centre.

5 Put the words in the correct order

Maha likes to sing.

The bird flies high in the sky.

I read books every day.

There are some colourful butterflies.

6 Write a paragraph about your city

(Sample model for pupils – Casablanca)

My city is called Casablanca. It is a big city in Morocco.

There are many shops and restaurants. There is a beautiful beach and a big port. There are also parks and a sports centre. I like my city because it is modern and lively.

Aims:

Identify and name common places, natural features, and everyday scenes.

Use comparative and superlative adjectives correctly.

Use there is / there are accurately.

Rearrange words to form correct sentences.

Write a short descriptive paragraph about their city.

Develop reading, writing, and basic speaking skills.

Teaching materials

Pupil's Workbook (provided pages).

Flashcards / pictures (living room, beach, mountain, zoo, hospital, shop, well, donkey cart).

Whiteboard / interactive board.

Projector (optional).

Coloured pencils or markers.

Word cards / cut-up sentence strips.

Model paragraph (Casablanca or local city).

Assessment

Formative Assessment (during the lesson):

Observation of pair work and participation.

Quick checks while circulating (e.g. "Show me your answer for number 3").

Peer correction of sentences 3, 4 and 5.

Summative Assessment (end of lesson):

Collection and marking of the workbook pages (focus on accuracy of grammar and vocabulary).

Paragraph writing (assess: use of there is/there are, vocabulary range, spelling, and coherence – 1–5 scale or simple rubric).

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