

KID'S BRIDGE ENGLISH 5TH

TEACHER'S BOOK



Introduction

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

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

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

The Philosophy of Kid's Bridge

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

Home and school

Play and learning

Language and real life

Imagination and knowledge

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

Songs and chants

Games and movement

Stories and role play

Hands-on activities

Visual and auditory support

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

Course Structure

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

Vocabulary

Speaking

Listening

Reading

Writing

Kid's Island

STEAM

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

Vocabulary

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

Flashcards and real objects (realia)

Songs and chants

Picture-based activities

Total Physical Response (TPR)

Games and matching tasks

Vocabulary is always presented in meaningful contexts rather than isolation.

Recycling is essential. Words are reviewed regularly through:

Quick warm-ups

Pair work

Classroom routines

Mini quizzes

Colouring and labelling tasks

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

Speaking

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

Children practise speaking through:

Repetition drills

Pair dialogues

Role play

Question-and-answer routines

Classroom language practice

Pronunciation is supported through:

Clear teacher modelling

Listening tracks

Rhythm and chant

Stress and intonation patterns

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

Listening

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

Listening for gist

Listening for specific information

Following simple instructions

Recognising key vocabulary

Listening activities include:

Songs

Short dialogues

Stories

Matching tasks

Listen-and-colour exercises

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

Reading

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

The reading component includes:

Sight words

Simple sentences

Picture-supported texts

Short dialogues

Mini stories

Reading tasks encourage:

Word recognition

Matching words to pictures

Sentence comprehension

Sequencing events

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

Writing

Writing is introduced gradually, beginning with:

Tracing letters

Copying words

Completing sentences

Labelling pictures

Learners practise:

Correct letter formation

Spacing between words

Capital letters and full stops

Writing simple sentences

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

Phonics

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

This section may include:

Sounds and letters practice

Rhyming games

Blending and segmenting activities

Songs and chants

Word-building games

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

STEAM

The STEAM section integrates:

Science

Technology

Engineering

Art

Mathematics

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

STEAM activities promote:

Problem-solving

Critical thinking

Creativity

Teamwork

Curiosity

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

Assessment and Teacher Support

This Teacher's Book provides:

Clear lesson objectives

Step-by-step procedures

Differentiation tips

Extension activities

Assessment suggestions

Assessment is continuous and formative, including:

Observation

Oral participation

Workbook activities

Simple checklists

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

Final Message to Teachers

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

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

Together, let us build the bridge.

Aims:

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

Greet people and introduce themselves using basic personal information (name, age, nationality/country of origin).

Use the verb to be (am/is/are) correctly in positive and negative forms.

Use the Present Simple tense for daily routines and general facts.

Develop listening, speaking, reading, and writing skills through controlled practice.

Tips for Teaching

Start with high energy: greet each student personally as they enter ("Hello, what's your name?") to model the language.

Use gestures and facial expressions when teaching "How are you?" and "Nice to meet you."

Encourage students to stand up and shake hands during the speaking practice – this makes the lesson more memorable.

Monitor pronunciation carefully, especially the /w/ in "Wales" and the /θ/ in "thirteen/twelve".

For weaker students, provide sentence starters on the board.

Praise effort frequently ("Well done! Great pronunciation!").

Keep the atmosphere fun and supportive – mistakes are part of learning.

Use British English consistently (e.g., "I'm from Wales", not American variants).

Answers

1. Complete the conversation.

A: Hello, what's your name?

B: I am Ben.

A: How are you Ben?

B: I'm fine, thank you.

A: Where are you from?

B: I am from Wales.

A: How old are you?

B: I am 12 years old.

A: Nice to meet you.

B: Nice to meet you too.

2. Read and write the right words.

Donald (USA flag): the USA / America / the United States

Nicola (French flag): France

Maria (Spanish flag): Spain

3. Fill in the blanks with: am / is / are

I am a pupil. She is my friend.

They are in the garden.

We are happy today.

He is a good student.

It is a big cat.

4. Complete the sentences with: 'm not / isn't / aren't.

I'm not a doctor. He isn't at home. We aren't sad.

You aren't from Spain.

It isn't small.

5. Put the verbs in the brackets in the Present Simple.

She plays the piano every day.

3 Fill in the blanks with: am / is / are

- I _____ a pupil.
- She _____ my friend.
- They _____ in the garden.
- We _____ happy today.
- He _____ a good student.
- It _____ a big cat.

4 Complete the sentences with: 'm not / isn't / aren't.

- I _____ a doctor.
- He _____ at home.
- We _____ sad.
- You _____ from Spain.
- It _____ small.

5 Put the verbs in the brackets in the present simple.

- She _____ (play) the piano every day.
- They _____ (go) to school by bus.
- My father _____ (watch) TV in the evening.
- The sun _____ (rise) in the east.
- I _____ (like) apples.

Teaching Methods

PPP (Present-Practice-Produce)

Communicative Language Teaching (pair and group work)

Visual aids and realia (flags and pictures)

Guided discovery for grammar

Differentiated tasks (support for weaker students, extension for stronger ones)

Teaching materials

Student's workbook (the provided pages 1–5)

Flashcards or pictures of flags (USA, Wales, France, Spain)

A world map or digital projector (optional)

Whiteboard and markers

Audio recording of the conversation in Exercise 1 (if available) or teacher-read version

Sticky notes or small cards for pair work

Coloured pencils for the flag activity

During the lesson (Formative):

Observation during pair work (introduction role-play).
Assessment Checking answers on the board as a class.

Quick thumbs up/down for grammar sentences.

End of lesson (Summative):

Students write a short paragraph about themselves:
Hello, my name is ... I am ... years old. I am from ... I am a pupil. I like ...

Peer assessment: Students read their paragraph to a partner and the partner gives one positive comment. themselves with speech bubbles using the target language.

Unit 1

My School



Aims:

Main aim: By the end of the lesson, students will be able to talk about their favourite school subjects and give simple reasons using the target vocabulary and structures.

Subsidiary aims:

Develop reading and listening skills through a short dialogue.

Practise asking and answering personal questions about preferences.

Expand vocabulary related to school subjects and reasons for liking them.

Teaching Methods

Communicative Language Teaching (CLT): Focus on meaningful interaction.

Task-Based Learning: Students move from controlled practice (reading the dialogue) to freer production (talking about their own preferences).

PPP (Present-Practice-Produce):

Present the dialogue and vocabulary.

Controlled practice through comprehension questions.

Freer production through pair/group speaking.

Collaborative learning: Students work in pairs and small groups.

Tips for Teaching

Begin with a warm-up by asking students "What is your favourite school subject?" to activate prior knowledge and generate interest.

Model pronunciation of key vocabulary clearly (especially "favourite", "science", "experiments", "creative").

Use gestures and visuals when presenting the reasons (e.g. mime doing an experiment for science).

Encourage students to use full sentences when answering ("I like ... because ...").

Monitor pair work closely and note down common errors for a brief feedback slot at the end.

Differentiate: Provide sentence starters for weaker students ("I like ... because I enjoy ...").

Make it fun: Allow students to draw a quick picture of themselves doing their favourite subject.

Be inclusive: Celebrate all subjects and emphasise that different preferences are positive (as in the dialogue).

Answers (to the comprehension questions)

a) What is Youssef's favourite subject?

Science

b) Why does Youssef like science?

He enjoys doing experiments and learning about animals.

c) Which subject does Amina like?

Art

d) Who likes reading stories?

Adam

e) What does Sara like about history?

It's interesting to learn about the past.

1 Read and act the dialogue

Lina: Hi everyone! What's your favourite school subject?
Youssef: I like science. I enjoy doing experiments and learning about animals.
Maria: That's cool! I prefer Math because I love solving problems and numbers.
Adam: For me, English is the best. I like reading stories and learning new words.
Amina: I think art is fun. I can draw, paint, and be creative.
Sara: I like history. It's interesting to learn about the past.
Youssef: We all have different favourites! That's what makes school interesting.



2 Answer the questions:

a) What is Youssef's favourite subject? _____
b) Why does Youssef like science? _____
c) Which subject does Amina like? _____
d) Who likes reading stories? _____
e) What does Sara like about history? _____



Teaching materials

Coursebook page with the dialogue and comprehension questions (as shown in the image).

Flashcards or digital slides of school subjects (Science, Maths, English, Art, History, etc.).

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

Whiteboard and markers.

Worksheets with the comprehension questions and a personalised speaking task.

Coloured pencils or markers for a follow-up drawing/writing activity.

Assessment

Formative assessment (during the lesson):

Observe students' participation in pair work and their ability to ask/answer about favourite subjects.

Check accuracy of answers to the comprehension questions (a-e).

Production assessment:

Students complete a short writing task: "My Favourite Subject" (3-5 sentences).

Pair interviews: Students ask and answer "What's your favourite school subject? Why?" and report back to the class.

Success criteria:

Students can read and understand the dialogue.
Students correctly answer all comprehension questions.

Students produce at least 3 sentences about their own favourite subject using "I like ... because ...".

3 Match the subject with what we do:

Maths •	• Draw pictures
Science •	• Learn about the past
Geography •	• We learn about animals and plants.
Art •	• We learn to calculate and solve problems
History •	• We learn about countries and maps.

4 Read and complete with the right school subjects.

I like learning _____ because
I love learning new words, and talk with
different people around the world.

5 Label the following school subjects.

Aims:

By the end of the lesson, pupils will be able to:
Identify and name common school subjects.
Match school subjects with their main activities.
Use school subject vocabulary in simple sentences.
Label pictures with the correct school subject names.

Teaching materials

The provided worksheet (pages with exercises 3, 4, and 5).
Flashcards of school subjects (Maths, Science, Geography, Art, History, English, etc.).
Pictures or realia related to each subject (globe, paintbrushes, calculator, microscope, history timeline, books, sports equipment).
Whiteboard and markers.
Projector (optional) to show subject-related images.

Assessment

Formative assessment: Observe pupils during matching and labelling activities. Check participation in pair work.
Worksheet completion: Mark Exercises 3, 4, and 5 for accuracy.
Quick oral assessment: At the end of the lesson, ask individual pupils: "What subject is this?" while showing pictures, or "Which subject do you like and why?"
Success criteria: Pupils correctly match and label at least 80% of the items.

Teaching Methods

Presentation-Practice-Production (PPP) approach.
Matching activity (controlled practice).
Guided sentence completion.
Visual labelling activity.
Pair and group work for speaking practice.

Tips for Teaching

Begin with a warm-up by asking pupils what subjects they study at school and which is their favourite.
Use gestures and mime to make the activities memorable (e.g., pretend to paint for Art, solve a sum for Maths).
Encourage pupils to repeat the subject names chorally and individually for correct pronunciation.
For Exercise 4, pre-teach or elicit "new words" and "talk with different people around the world" to guide pupils towards "English".
Differentiate by giving extra support (word bank) to weaker pupils and asking stronger pupils to write full sentences.
Make the lesson fun and interactive – use praise and small rewards for correct answers.
Integrate movement: pupils can stand up and mime the subject when they hear the description.

Answers

Exercise 3: Match the subject with what we do
Maths – We learn to calculate and solve problems.
Science – We learn about animals and plants.
Geography – We learn about countries and maps.
Art – Draw pictures.
History – Learn about the past.

Exercise 4: Read and complete

I like learning English because I love learning new words, and talk with different people around the world.

Exercise 5: Label the following school subjects

Top row (left to right):

Maths
Geography
French (or Languages)
Art

Bottom row (left to right):

Science
History
English (or Reading/Literature)
PE / Physical Education / Sport

Aims:

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

Use a range of expressions to talk about their interests and preferences (e.g., I like..., I'm into..., I'm keen on...).

Speak about school subjects, giving reasons for their likes and dislikes.

Ask and answer questions about favourite and least favourite subjects.

Develop fluency in expressing personal opinions with supporting reasons.

Main language focus: Expressing likes, interests and reasons.

Skills focus: Speaking and listening (with some reading support).

Teaching Methods

Communicative Language Teaching (CLT): Emphasis on meaningful interaction and real personal information.

Elicitation: Draw language from students before presenting new phrases.

Pair and group work: To maximise speaking time.

Modelling and drilling: Teacher models pronunciation and intonation.

Information gap and personalisation: Students share genuine opinions.

Tips for Teaching

Start with the visual on the page (the boy at the board) to engage students immediately. Ask: What is he doing? What subject does he like?

Be sensitive to students who may not enjoy certain subjects — focus on positive language and personal choice.

Model the target phrases clearly and write them on the board in a word bank for reference.

Encourage students to give reasons (because it's challenging / interesting / fun / creative / difficult, etc.).

Circulate during pair work to note common errors for later correction (delayed feedback).

For weaker students, provide sentence starters on the board.

For stronger students, challenge them to ask follow-up questions.

Keep the atmosphere light and fun — interests are personal!

Answers (Model Answers)

Here are example answers you can share or use as a model:

What school subject are you into?

I'm into Maths because it's challenging and I enjoy solving problems.

Which one has more fun?

I think Art has more fun because we can be creative and draw what we like.

What language are you interested in?

I'm interested in English because it's useful for travelling and watching films.

Which school subject is boring?

I find History a bit boring sometimes because there are many dates to remember.

Do you enjoy studying history?

Yes, I do, but only when we learn about interesting stories from the past. / No, I don't really enjoy it.

Why?

Because I prefer practical subjects where I can do experiments or solve puzzles.

1 Showing interests :

- I like ...
- I love ...
- I really enjoy ...
- I'm interested in ...
- I'm fond of ...
- I'm crazy about ...
- I'm keen on ...
- I'm into ...



2 Answer the questions:



- What school subject are you into ?
- Which one has more fun ?
- What language are you interested in ?
- Which school subject is boring ?
- Do you enjoy studying history ?
- Why ?

Teaching materials

Student's book (the provided page).

Flashcards or pictures of common school subjects (Maths, English, History, Science, Geography, Art, PE, etc.).

Whiteboard and markers.

Projector (optional) to display the page or example sentences.

Sticky notes or small pieces of paper for group activities.

Recording device (optional) for speaking practice.

Assessment

During the lesson (formative):

Observe students during pair work and note how confidently they use the target expressions.

Listen for accurate use of I'm into..., I'm keen on..., because...

End-of-lesson assessment:

Quick speaking activity: Each student stands and says two sentences about their favourite and least favourite subject.

Peer feedback: Students can give each other a thumbs up for good use of expressions.

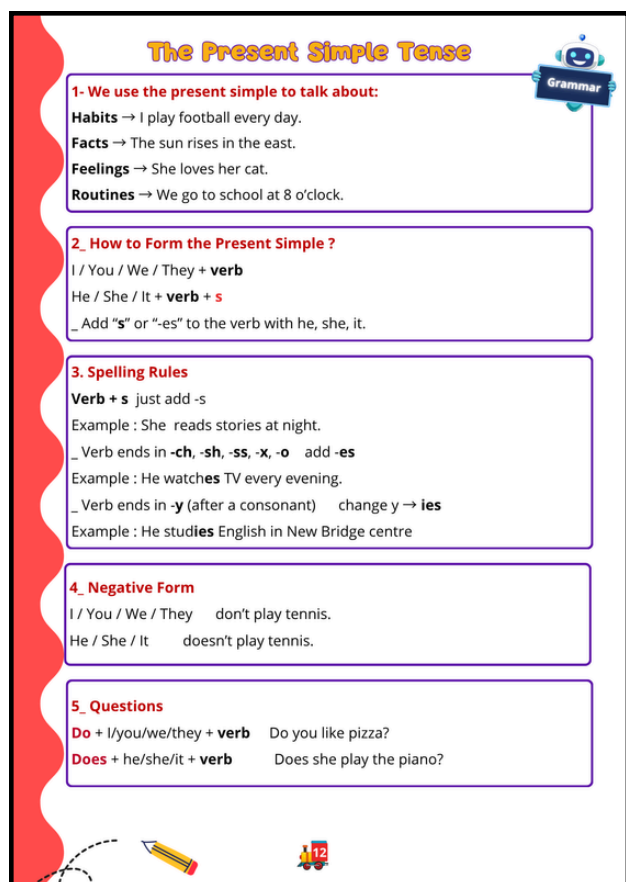
Written follow-up (if time): Students write a short paragraph (4–6 sentences) about their school subjects using the target language.

Success criteria:

Uses at least 3 different expressions from the page correctly.

Gives at least one reason for each opinion.

Speaks clearly with reasonable pronunciation.



Aims:

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

- Identify and explain the main uses of the Present Simple tense (habits, facts, feelings, and routines).
- Form affirmative sentences correctly with the appropriate subject-verb agreement (adding -s or -es for he/she/it).
- Apply basic spelling rules when adding -s/-es to verbs.
- Form negative sentences using don't and doesn't.
- Ask and answer yes/no questions using Do and Does.
- Use the Present Simple tense accurately in speaking and writing about their daily lives.

Assessment

Formative Assessment (during the lesson):

- Observation of pair work and drilling.
- Quick board races or thumbs-up/thumbs-down checks for correct form.
- Mini whiteboards: Students write sentences for you to check instantly.

Summative Assessment (end of lesson):

- Written Task: Gap-fill exercise and sentence transformation (10 sentences).
- Speaking Task: Pair interview – “Ask your partner about their daily routine” (using Do you...? questions). Teacher listens and notes accuracy.

Homework:

- Write a short paragraph (6–8 sentences) titled “My Daily Routine” using the Present Simple tense.

Teaching materials

- Student's coursebook (the provided page on The Present Simple Tense).
- Whiteboard and coloured markers.
- Flashcards with verbs and pictures (e.g., play football, watch TV, study English, rise, love).
- Projector or large screen (optional) to display example sentences.
- Handouts/worksheets: matching exercises, gap-fill activities, and sentence transformation tasks.
- Pictures or a short video clip showing daily routines (optional).
- Coloured cards for affirmative/negative/question forms.

Teaching Methods

PPP (Present-Practice-Produce) Approach:

- Present:** Introduce the form and uses through clear examples from the coursebook.
- Practice:** Controlled and semi-controlled exercises (gap-fills, matching, drilling).
- Produce:** Freer communicative activities (pair interviews, speaking about daily routines).

Communicative Language Teaching (CLT): Encourage students to talk about their own lives.

Visual and Kinesthetic Learning: Use pictures, gestures, and boardwork.

Inductive Approach: Guide students to discover spelling rules themselves before explicit explanation.

Differentiation: Provide extra support (sentence frames) for weaker students and extension tasks (writing a short paragraph) for stronger ones.

Tips for Teaching

- Engagement:** Start with a short "Find someone who..." activity (e.g., Find someone who plays football every day) to activate prior knowledge and get students moving.
- Pronunciation Focus:** Highlight the pronunciation of the third-person -s (/s/, /z/, /ɪz/) with choral and individual drilling. Common problem: forgetting to add -s with he/she/it.
- Common Errors:** Anticipate and correct:
 - She play → She plays
 - He don't → He doesn't
 - They watches → They watch
- Spelling:** Use colour-coding on the board (e.g., red for -es endings).
- Contextualisation:** Relate examples to students' real lives in Casablanca (e.g., school routines, local habits, weather facts).
- Pacing:** Spend more time on the third-person singular as it is usually the most challenging area.
- Classroom Management:** Use pair and group work to maximise speaking time. Circulate and offer individual feedback.
- Multisensory:** Have students mime actions while saying sentences (e.g., I brush my teeth every morning).

Aims:

Main Aim: By the end of the lesson, students will be able to use the Present Simple tense correctly to talk about daily routines, habits, and general truths, with accurate subject-verb agreement (especially third person singular -s/-es).

Subsidiary Aims: Students will develop their ability to recognise and produce the Present Simple in both affirmative sentences and short texts.

Personal Aim: Students will practise describing everyday activities using the target language.

Teaching Methods

Presentation: Teacher-led explanation of the Present Simple (form, spelling rules for 3rd person singular, and usage) using clear examples on the board.

Practice: Controlled practice through the worksheet exercises (fill in the blanks, multiple choice, and text completion).

Production: Semi-controlled and freer practice (pair work or speaking about their own routines).

Interaction Patterns: Whole class (explanation and feedback), individual work (worksheet), pair/group work (checking answers and speaking).

Tips for Teaching

Begin with a short warmer: Ask students what they do every day to activate prior knowledge (e.g., "I go to school.").

Highlight the third person singular rule clearly on the board (-s, -es, -ies) and give pronunciation guidance (/s/, /z/, /ɪz/).

Circulate the classroom while students work on the worksheet to provide individual support.

Encourage peer correction in pairs before whole-class feedback to promote learner autonomy.

Use visual aids (the pictures on the worksheet) to make the lesson more engaging for visual learners.

For weaker students, provide sentence starters or extra examples.

For stronger students, ask them to create their own sentences about Mr. Nixon or their family.

Keep the lesson pace lively and use positive reinforcement when students produce correct forms.

Answers

1. Fill in the blanks with the correct verb form.

She goes to school every day.

I like apples.

They watch TV in the evening.

He plays football on Sundays.

We study English at school.

2. Circle the correct answer.

She (goes) to school by bus.

They (play) football.

My cat (likes) milk.

We (watch) TV.

He (studies) English.

3. Read the text and put the verbs in the correct form of Present Simple.

Mr. Nixon is an active man. He always gets up early to prepare his breakfast before he goes to work. He drives his car to be on time.

He starts his work at 8:30 a.m.

In the afternoon, he takes his lunch with his friends at the restaurant. When he comes home at 5:00 p.m., he has a shower and he relaxes.

Before he goes to sleep, he always takes an apple. Then, he brushes his teeth.

1 Fill in the blanks with the correct verb form.

1. She _____ (go) to school every day.
2. I _____ (like) apples.
3. They _____ (watch) TV in the evening.
4. He _____ (play) football on Sundays.
5. We _____ (study) English at school.

2 Circle the correct answer.

1. She (go / goes) to school by bus.
2. They (plays / play) football.
3. My cat (like / likes) milk.
4. We (watch / watches) TV.
5. He (study / studies) English.

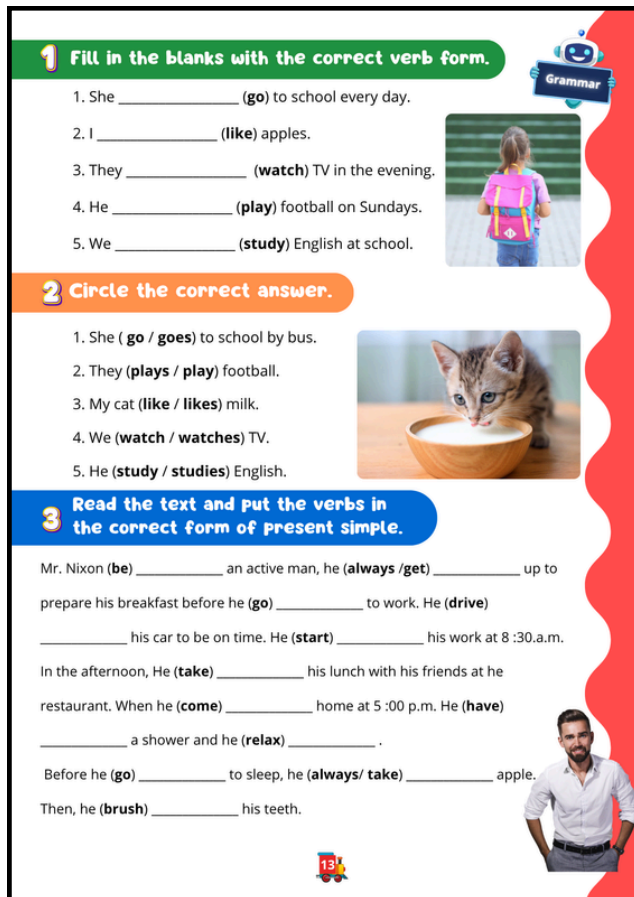
3 Read the text and put the verbs in the correct form of present simple.

Mr. Nixon (be) _____ an active man, he (always / get) _____ up to prepare his breakfast before he (go) _____ to work. He (drive) _____ his car to be on time. He (start) _____ his work at 8:30 a.m.

In the afternoon, He (take) _____ his lunch with his friends at the restaurant. When he (come) _____ home at 5:00 p.m. He (have) _____ a shower and he (relax) _____.

Before he (go) _____ to sleep, he (always / take) _____ apple.

Then, he (brush) _____ his teeth.



Teaching materials

The provided grammar worksheet (printed for each student).

Whiteboard and markers.

Projector (optional) to display the worksheet or example sentences.

Flashcards or pictures illustrating daily routines (e.g., go to school, watch TV, eat breakfast, brush teeth).

Coloured pens or highlighters for circling/correction activities.

Assessment

During the lesson: Monitor students' performance while completing the worksheet. Note common errors (especially forgetting -s in 3rd person singular).

Formative Assessment: Quick oral check at the end (e.g., "Tell me three things Mr. Nixon does every day.").

Worksheet: Collect and mark the completed worksheets, focusing on accuracy of verb forms.

Extension Activity: Students write a short paragraph (6–8 sentences) about their own daily routine. This can be assessed for correct use of Present Simple.

1 Listen and fill in the gaps with the right words.
Maths - Science - English - Art

Listening

Hello! My name is Jad. I'm in grade five. I like going to school because I learn many things. My favourite subject is _____. I love reading stories and learning new words. I also like _____ because we do fun experiments in class. _____ is a little hard for me, but my teacher helps me understand. On Fridays, we have _____. I enjoy drawing and painting with my friends. School is fun because I learn something new every day!

2 Choose the correct answer:

1. Jad is in grade: a) 4 b) 5 c) 6

2. Jad likes English because she: a) loves stories b) loves numbers c) loves music

3. On Fridays, he has: a) Physical Education b) History c) Art

3 Complete the sentences with the right words.

1. Jad likes _____ because she does experiments.

2. Jad finds _____ a little hard.

3. Jas enjoys _____ and painting.




Teaching Methods

Pre-listening / Lead-in: Discussion and brainstorming.

While-listening: Listening for specific information (gap-fill).

Post-listening: Reading, multiple-choice questions, and sentence completion.

Communicative approach: Pair and group work to personalise the language.

Differentiated instruction: Support weaker students with visual prompts; challenge stronger students with extension questions.

Tips for Teaching

Play the audio at least twice: first for gist, second for students to fill in the gaps.

Pause after each sentence if students find it difficult.

Pre-teach or revise key vocabulary: favourite subject, experiments, drawing and painting, a little hard.

Encourage students to predict the missing words before listening.

Use gestures and pictures when explaining subjects (e.g., mime mixing chemicals for Science).

Monitor pair work closely and provide positive feedback on pronunciation of school subjects.

For young learners, turn the final part into a "Find someone who..." activity (e.g., Find someone who likes Science because...).

Be sensitive to the pronoun inconsistency in the book ("he" vs "she" in questions) and gently correct it to "he" when referring to Jad.

Answers

1. Listen and fill in the gaps

My favourite subject is English.

I also like Science because we do fun experiments in class.

Maths is a little hard for me...

On Fridays, we have Art.

2. Choose the correct answer

Jad is in grade: b) 5

Jad likes English because she: a) loves stories

On Fridays, he has: c) Art

3. Complete the sentences

Jad likes Science because she does experiments.

Jad finds Maths a little hard.

Jad enjoys Art and painting.

Aims:

To develop students' listening skills by identifying and filling in missing subject names in a text.

To improve reading comprehension and vocabulary related to school subjects (Maths, Science, English, Art).

To enable students to talk about their own preferences regarding school subjects and reasons why.

To practise selecting correct information from a short text through multiple-choice and gap-fill activities.

To build confidence in using simple present tense structures when describing likes, dislikes, and routines.

Teaching materials

Student's Book (the provided page with the listening text, multiple-choice questions, and sentence completion).

Audio recording of the listening text (Jad's monologue).

Flashcards or digital slides showing the four subjects: Maths, Science, English, Art with pictures.

Whiteboard and markers.

Worksheets (optional printed copies of the gap-fill and exercises for written practice).

Pictures of school activities (experiments, reading books, drawing/painting, solving sums).

Assessment

Observe students during gap-fill activity and note participation.

Check written answers to exercises 2 and 3 (accuracy of subject names and understanding of reasons).

Self-assessment: Ask students "Which subject do you like best and why?" and have them raise hands or use thumbs up/down.

Speaking assessment (extension): Students present their own short paragraph about their favourite subject (can be recorded or presented orally).

Success criteria: Students correctly identify all four subjects in context and can produce at least two correct sentences about Jad or themselves.

Aims:

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

Use the structure "I like ... because ..." to give reasons for their preferences.

Use the conjunctions because, but, and, and or correctly in sentences about school subjects.

Rearrange jumbled words to form grammatically correct sentences.

Write a short, simple paragraph about their favourite school subjects.

Language focus: Vocabulary of school subjects (Maths, English, Biology, French, Art, etc.), expressing likes/dislikes and reasons.

Skills focus: Writing, sentence construction, and basic paragraph writing.

Teaching Methods

PPP (Presentation – Practice – Production) approach.

Interactive whole-class discussion.

Guided practice (completing sentences together).

Pair and individual work.

Scaffolded writing.

Tips for Teaching

prior knowledge.

Model every sentence on the board before students write.

Encourage students to use full sentences and correct capitalisation/punctuation.

For weaker students, provide sentence starters or a word bank.

Praise creative but grammatically correct answers.

Circulate the classroom during individual work to offer support.

Keep the atmosphere fun and positive – relate the lesson to students' real school life.

Time management: allocate specific minutes for each exercise.

Answers

1. Complete the following sentences. (Example answers – accept any logical and grammatically correct responses)

I like Maths because it is interesting / I am good at numbers / I enjoy solving problems.

I am into English because I like reading stories / I want to speak with people from other countries / it helps me travel.

Maria enjoys learning Biology because she loves learning about plants and animals / she finds it fascinating / she wants to be a doctor.

2. Complete with: because, but, and, or.

Do you like English or French?

I like learning English because it is easy and the teacher is nice.

She wants to be a doctor but she isn't good at scientific subjects.

Maria is good at Maths and Art.

3. Put the words in the correct order.

Maria is good at languages.

I am into learning English language.

(More natural: I am into learning the English language.)

James enjoys Biology courses.

4. Write a short paragraph about your favourite school subjects.

(Example model paragraph for students)

My favourite school subjects are English and Maths. I like English because I enjoy reading books and learning new words. Maths is also my favourite because I love solving problems. I am good at both subjects and they help me in everyday life. My teacher is very nice, which makes the lessons more interesting.

1 Complete the following sentences.

_ I like Maths because

_ I am into English because

_ Maria enjoys learning Biology because

2 Complete with : because _ but _ and _ or.

_ Do you like English _____ French ?

_ I like learning English _____ it is easy and the teacher is nice.

_ She wants to be a doctor _____ she isn't good at scientific subjects.

_ Maria is good at Maths _____ art.

3 Put the words in the correct order.

_ not _ Maria _ good _ is _ languages _ at

.....

_ into _ English _ I _ learning _ am _ language.

.....

_ enjoys _ courses _ James _ Biology.

.....

4 Write a short paragraph about your favourite school subjects.

.....

.....

.....

.....

.....

.....

Teaching materials

Student's workbook (the page shown).

Whiteboard / interactive board.

Projector (optional) to display the workbook page.

Word cards or flashcards with school subjects and conjunctions.

Lined paper or exercise books for the final writing task.

Visual aids: pictures of school subjects (Maths equipment, books, science lab, art materials, etc.).

Assessment

Formative assessment:

Observe participation during whole-class and pair work.

Check completed exercises 1–3 for accuracy (conjunctions and word order).

Monitor use of "because" for giving reasons.

Summative assessment:

Evaluate the short paragraph in Exercise 4 using a simple rubric:

Content & ideas (2 marks)

Use of "because" and conjunctions (2 marks)

Grammar and spelling (2 marks)

Self-assessment: Ask students: "Can you now write sentences with because? Can you use but and and correctly?"

1 Read the text and answer the questions below.

Lilia Loves English and Maths

Lilia is a brilliant student in Bright Minds School, she is in grade five. She enjoys learning and having fun with her friends at school. Every single day, she goes to school and she is so motivated to learn new things in maths and English which her best school subjects.

In English, Lilia enjoys reading short stories and writing about her personal profile, family and friends. She also likes speaking activities with her classmates. She always participates in Public Speaking competition that is organized by **New Bridge publishing house**.

Lilia loves Maths too much she always enjoys solving problems and playing number games. When her friends ask her about some exercises, she always helps them. Maths makes her loving challenges and see life in a different way.

In the future, Lilia wants to be a teacher of Maths. She finds herself so motivated to teach children English and Maths. She always says « teaching is an art »

1. What grade is Lilia in ?
.....

2. What are Lilia's favourite subjects ?
.....

3. What does she like doing in English ?
.....

4. How does she feel when she studies Maths ?
.....

5. What does Lilia want to be in the future ?
.....



2 Match the words with their meanings :

Competition •	• A person who teaches students
Confident •	• The action of winning a prize
Teacher •	• Sure and happy about yourself
Problems •	• Questions to solve in Maths.



Teaching Methods

PPP (Presentation, Practice, Production) approach.

Interactive reading (pre-, while-, and post-reading stages).

Pair and group work for speaking activities.

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

Communicative Language Teaching (CLT) – personalisation of content.

Tips for Teaching

Pre-reading (5–7 minutes): Show the picture of Lilia and ask prediction questions: What do you think this story is about? What subjects do you think Lilia likes? What do you want to be in the future? Activate students' prior knowledge.

Make the lesson engaging by relating it to students' own lives.

Ask: Do you like English and Maths? Why?

Encourage students to read aloud in pairs to practise pronunciation.

For the matching activity, teach students to use context clues from the passage before matching.

Monitor pair work closely and provide sentence starters on the board for weaker students:

Lilia is in ...

Her favourite subjects are ...

In the future she wants to be ...

Praise effort and positive attitudes towards learning ("Well done! You are very motivated like Lilia!").

Use British English consistently (Maths with an 's', favourite, organised, etc.).

Answers

Comprehension Questions:

What grade is Lilia in?

She is in grade five.

What are Lilia's favourite subjects?

Her favourite subjects are English and Maths.

What does she like doing in English?

She likes reading short stories, writing about her personal profile, family and friends, speaking activities with her classmates, and participating in Public Speaking competitions.

How does she feel when she studies Maths?

She enjoys solving problems and playing number games. Maths makes her loving challenges and helps her see life in a different way. She feels motivated.

What does Lilia want to be in the future?

She wants to be a teacher of Maths (and to teach children English and Maths). She says "teaching is an art".

Match the words with their meanings:

Competition → The action of winning a prize

Confident → Sure and happy about yourself

Teacher → A person who teaches students

Problems → Questions to solve in Maths.

Aims:

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

Read and understand a short biographical text about a child's school life and interests.

Answer comprehension questions using information from the text.

Match key vocabulary words with their correct meanings.

Talk and write about their own favourite school subjects and future ambitions using simple sentences.

Develop positive attitudes towards learning English and Maths.

Teaching materials

The textbook page (provided image or photocopies for each student).

Whiteboard / interactive board.

Flashcards or digital slides with key vocabulary (competition, confident, teacher, problems, motivated, public speaking).

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

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

Colouring pencils or markers for the illustration discussion.

Assessment

During the lesson (Formative):

Observation of pair/group work participation.

Checking answers during feedback stages.

Monitoring how students personalise the language.

End of lesson (Summative):

Completed worksheet (comprehension questions + matching activity[c1]). [c1]

Aims:

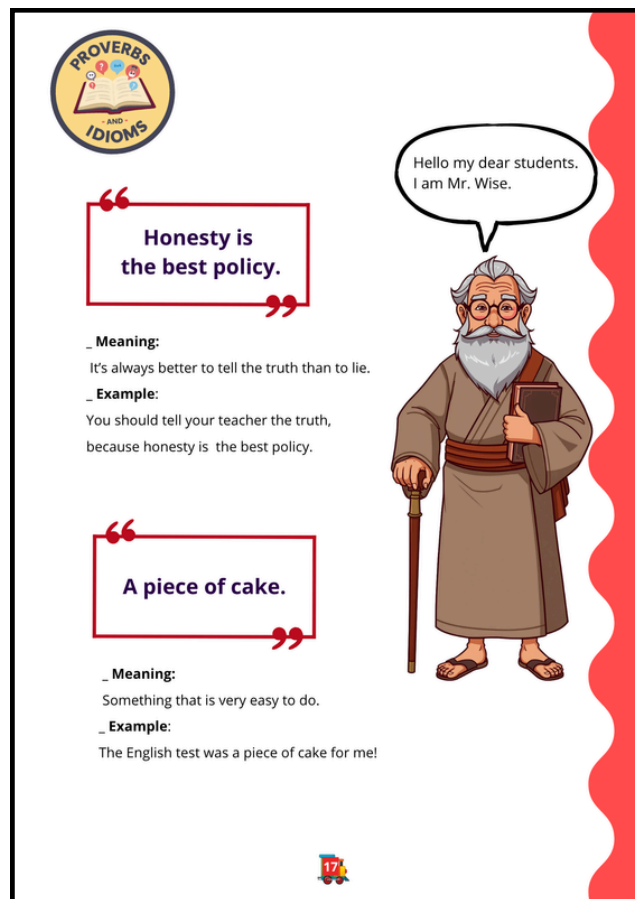
By the end of the lesson, students will be able to:
Understand the literal and figurative meanings of the idioms
"Honesty is the best policy" and "A piece of cake".
Use the idioms correctly in spoken and written sentences.
Explain why these expressions are used in everyday English communication.
Develop greater confidence in recognising and applying common English idioms.

Teaching Methods

Presentation (PPP approach): Present the idioms through the colourful Mr. Wise illustration, explain meanings clearly, and model pronunciation.
Interactive Discussion: Elicit from students what they think the idioms might mean before revealing the explanations.
Guided Practice: Controlled practice through matching, gap-filling, and choral/individual repetition.
Communicative Practice: Pair and group work where students create and share their own example sentences.
Personalisation: Students relate the idioms to their own experiences (e.g., "Was your last exam a piece of cake?").
Differentiation: Provide extra support (visual aids, sentence starters) for weaker students and extension tasks (creating dialogues) for stronger students.

Tips for Teaching

Begin with the visual of Mr. Wise to engage students and make the lesson fun and memorable.
Emphasise the difference between literal and idiomatic meaning using humour (e.g., "Is the test really made of cake?").
Drill pronunciation naturally: focus on stress patterns ("HONesty is the best POLicy" / "a PIECE of CAKE").
Encourage students to keep an "Idiom Journal" to record new expressions with illustrations.
Link the idioms to values education (honesty) and everyday classroom language.
Monitor pair work closely and provide immediate, positive feedback on correct usage.
If time allows, play a quick "Idiom Charades" game for energy and reinforcement.
Use British English examples where possible to maintain consistency.



Teaching materials

The provided illustrated page featuring Mr. Wise and the two idioms (projected or printed copies for each student/pair).
Whiteboard or interactive board.
Flashcards with the idioms on one side and meanings/examples on the reverse.
Worksheet with matching exercises, gap-fill sentences, and sentence creation tasks.
Pictures or realia to illustrate meanings (e.g., a slice of cake, a person telling the truth).
Audio recording or video clip of native speakers using the idioms in context (optional).
Coloured markers and sticky notes for group activities.

Assessment

Formative Assessment (during the lesson):
Observation of pair/group work participation.
Oral questioning: "Can you give me an example of something that was 'a piece of cake' for you?"
Mini whiteboard responses or quick thumbs-up checks for understanding.
Summative Assessment (end of lesson):
Short worksheet including:
Matching idioms to meanings.
Completing sentences with the correct idiom.
Writing two original sentences (one for each idiom).



Create a Mini Water Filter

Objective :

1. Understand how filtration helps clean dirty water.
2. Build a simple water filter using everyday materials.
3. Test and improve their design.
4. Connect the activity to real-world environmental issues.

Materials :

- Plastic bottles (cut in half)
- Cotton balls or coffee filters
- Sand
- Gravel or small stones
- Activated charcoal (optional)
- Dirty water (mix of soil and water)
- Cups or containers
- Spoons
- Paper towels
- Markers and labels

Create

1. Turn the plastic bottle upside down (top as a funnel).
2. Layer materials inside:
 - Cotton or coffee filter (bottom)
 - Charcoal (optional)
 - Sand
 - Gravel or small stones (top)
3. Pour dirty water slowly through the filter into a cup.
4. Observe what happens!



Teaching Methods

This is a practical, hands-on STEAM activity best delivered using the following approaches:

Inquiry-based learning: Pupils explore filtration through experimentation rather than direct instruction.

Constructivist approach: Children build knowledge by creating and testing their own filters.

Group work: Pupils work in small groups (3–4) to encourage collaboration, discussion, and shared problem-solving.

Demonstration: Teacher models the bottle preparation and layering process before pupils begin.

Predict-Observe-Explain (POE): Pupils predict what will happen, carry out the experiment, and explain their results.

Differentiation: Provide pre-cut bottles for younger pupils; challenge older pupils to test different layer orders or quantities.

Tips for Teaching

Preparation: Pre-cut plastic bottles and prepare the dirty water mixture in advance. Ensure the soil-water mix is quite muddy for a clear before-and-after effect.

Safety: Supervise the use of scissors/knives for cutting bottles. Remind pupils not to drink the filtered water.

Engagement: Begin with a discussion about why clean water is important. Show pictures of polluted water sources or communities without clean water.

Layering order: Emphasise that the order matters – finest materials (cotton) at the bottom and coarsest (gravel) at the top.

Extension ideas:

Let pupils test different materials or layer combinations.

Measure the clarity of water (using a simple turbidity scale).

Discuss limitations of their filter (e.g., it doesn't remove bacteria or chemicals).

Time management: Allow 10–15 minutes for building, 10 minutes for testing, and 15–20 minutes for discussion and reflection.

Mess management: Use trays or work over a sink. Have plenty of paper towels ready.

Cross-curricular links: Science (filtration, particles), Geography (water cycle, environmental issues), Design & Technology (product design and evaluation).

Expected Answers / Key Learning Points

How filtration works: The different layers trap particles of different sizes. Gravel catches large particles, sand catches smaller ones, and cotton/charcoal catches the tiniest particles.

Observations: The water collected in the cup should be noticeably clearer than the original dirty water.

Improvements: Pupils might suggest adding more layers, using finer sand, packing materials more tightly, or using multiple filters in sequence.

Real-world connection: This simple filter is similar to the first stages of water treatment plants. However, real systems also use chemical treatment and UV light to kill bacteria.

Aims:

By the end of this activity, pupils will be able to:
Understand how filtration works to clean dirty water by removing particles of different sizes.

Build a simple water filter using everyday household materials.

Test their filter, observe results, and suggest improvements to their design.

Make connections between the activity and real-world environmental issues, such as water pollution and access to clean water.

Teaching materials

Plastic bottles (cut in half – top section used as funnel)

Cotton balls or coffee filters

Sand (clean) Gravel or small stones

Activated charcoal (optional)

Dirty water (prepared mixture of soil and water)

Clear cups or containers (for collecting filtered water)

Spoons- Paper towels

Markers and labels (for labelling layers)

Worksheet or notebook for recording observations

Access to a sink or cleaning area

Images or short video of real water filtration/treatment plants (optional)

Assessment

Observation of pupils during building and testing (Are they working collaboratively? Following instructions?

Problem-solving?)

Why did you put the gravel at the top?", "What would happen if we changed the order of layers?"

Aims:

By the end of the lesson, students will be able to:
Read and understand a simple narrative story in English.
Identify and use synonyms for common adjectives and adverbs from the context of the story.
Develop vocabulary related to daily routines, curiosity, and personal qualities.
Practise reading comprehension and critical thinking skills appropriate for young learners (age 9–12).
Main language aims: Synonyms, past simple narrative, adjectives describing people and objects.

Teaching Methods

PPP (Presentation-Practice-Production) approach.
Interactive reading with whole-class and pair work.
Contextual vocabulary learning (students find words in the text rather than memorising lists).
Communicative language teaching through discussion and prediction.

Tips for Teaching

Begin with a warm-up discussion about students' own morning routines to make the story relatable.
Use the colourful illustration to elicit vocabulary before reading (e.g., "What can you see? How old is the boy? Where is he going?").
Read the story aloud expressively, modelling good pronunciation and intonation. Pause to check understanding.
Encourage students to guess meanings from context rather than translating every word.
For weaker students, provide the first letter of the synonym or a sentence clue.
Promote positive values: curiosity, honesty (leading into later chapters about the lost wallet), and love of learning.
Keep the lesson pace lively – young learners have short attention spans. Use gestures and mime when explaining words.
Differentiate: stronger students can write full sentences using the new synonyms.
Answers (Synonym Exercise)
1 Read the story and find the synonym of these words.
Word
Synonym from the story
Twice
Once (from "Once upon a time")
Hated- Loved (opposite meaning used for contrast; note: "loved" appears directly)
Young
11 years old (contextual reference to age)
Empty -(Not directly stated – students may infer or use "small" as related to size/emptiness)
Always
Always (the word appears directly in the story: "He was always curious")
Big -Small (opposite – the story uses "small brown wallet"; useful for teaching antonyms alongside synonyms)
Teacher note: Some words are direct, while others require contextual understanding or recognition of opposites. Discuss why "small" and "big" are antonyms during feedback.
Suggested model answers for students:
Twice → once
Hated → loved
Young → 11 years old
Empty → (possible discussion – no direct match; extend to "small")
Always → always
Big → small



Rayane and the Lost Wallet

Chapter 1: A Normal Morning



Once upon a time, there was a boy named Rayane who loved studying and knowing new things. Although he was 11 years old. He was always curious to find out new things. One day in the morning, he walked to school as usual, but full of thinking about English test. On his way, he saw something lying on the sidewalk near the bakery. It was a small brown wallet.

1 Read the story and find the synonym of these words.

Twice	.....	Empty	.....
Hated	.....	Always	.....
Young	.....	Big	.....

Teaching materials

The Storytime textbook or printed/photocopied page of Chapter 1. Projector or large screen to display the page and illustration (optional).
Whiteboard and coloured markers.
Word cards with the target words: twice, hated, young, empty, always, big.
Worksheet copies of the synonym table for each student.
Audio recording of the story (if available) or teacher's own reading.
Flashcards or pictures showing a wallet, a boy going to school, and a bakery (for pre-reading).

Assessment

During the lesson (Formative):
Observe participation during pre-reading discussion and pair work.
Check synonym tables as students complete them (circulate and give immediate feedback).
Quick oral questioning: "Find a word in the story that means the same as 'always'."
End of lesson (Summative):
Students write 3–4 sentences about Rayane using at least two new synonyms (e.g., "Rayane is young. He always loves studying.").



Aims:

By the end of the lesson, pupils will be able to:
Identify and recognise the /dʒ/ sound (the soft "j" sound) in spoken words, whether spelt with j or g.
Distinguish between the hard /g/ sound and the soft /dʒ/ sound.

Circle pictures containing the /dʒ/ sound.

Complete spelling gaps by choosing the correct letter (j or g) for the /dʒ/ sound.

Target age group: Early primary (Year 1–2 / KS1)

Teaching materials

The provided phonics worksheet ("Phonics with Snowy")

Flashcards with pictures and words: jam, jet, giraffe, giant, juice, jeans, orange, jewellery, gym

Audio recordings or teacher pronunciation of target words

Whiteboard/markers

Coloured pencils or crayons (for circling)

Optional: Snowy the snowman puppet, real objects (jar of jam, toy jet, orange, pair of jeans)

Assessment

Formative assessment (during the lesson): Observe pupils while circling and writing. Ask targeted questions such as "What sound do you hear at the beginning of giraffe?" or "Is this a /dʒ/ word or a /g/ word?"

Worksheet completion: Check accuracy of circled items and filled letters.

Quick exit ticket: Ask each child to tell you one word with the /dʒ/ sound (spoken or written).

Success criteria:

4–5 correct in Activity 1 = secure understanding

5–6 correct in Activity 2 = secure understanding

Teaching Methods

Direct instruction – Explicit teaching of the /dʒ/ sound using the mnemonic "j as in just and edge".

Visual-auditory association – Matching pictures to sounds.

Guided practice – Whole-class and paired work on the worksheet.

Independent practice – Completing the writing activity.

Multi-sensory approach – Saying the words, clapping syllables, and tracing letters in the air.

Tips for Teaching

Emphasise that the letter g can make two sounds: hard /g/ (as in goat, gate) and soft /dʒ/ (as in giraffe, giant, gym).

Teach the rule of thumb: g before i, e, or y often makes the /dʒ/ sound (soft g).

Use exaggerated pronunciation: /dʒ/ /dʒ/ /dʒ/ jam, jet, giraffe.

Encourage pupils to say the word aloud before deciding which pictures/letters to choose.

For learners needing support: provide a sound box or picture bank of /dʒ/ words.

For early finishers: ask them to draw and label one more /dʒ/ word (e.g., jelly, bridge).

Keep the pace lively and use the Snowy character to give positive feedback.

Answers

Activity 1 – Circle the pictures with the /dʒ/ sound:

Jam (✓)

Giraffe (✓)

Jet (✓)

Do not circle: gate, goat

Activity 2 – Look and write "j" or "g":

Juice

Giant

Jeans

Orange

Jewelry (British spelling: jewellery)

Gym

Unit 2

Outdoor activities



1 Read and answer the questions.

Dina: Hi James! What are you doing this weekend?

James: Hi Dina! I'm going hiking with my family. What about you?

Dina: That sounds fun! I'm going to play football with my friends in the park.

James: Nice! Do you often play football?

Dina: Yes, I play every Saturday. It's my favourite outdoor activity.

James: Cool! I like riding my bike, too. Sometimes I ride near the river.

Dina: Wow, that's great exercise! We should do an outdoor activity together one day.

James: Good idea! Let's plan something for next weekend.

1. What is James going to do this weekend?

.....

2. What is Dina going to do in the park?

.....

3. How often does Dina play football?

.....

4. What outdoor activity does James like?

.....

Aims:

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

Read and understand a simple dialogue about weekend plans and outdoor activities.

Extract specific information from a reading text (reading comprehension).

Use and consolidate vocabulary related to outdoor activities (e.g., hiking, play football, riding my bike).

Talk about their own weekend plans and favourite outdoor activities using basic future forms (going to and present simple for habits).

Develop listening and speaking skills through pair work.

Target language/skills: Present continuous for future plans (I'm going hiking), present simple for habits (I play every Saturday), and vocabulary of free-time/outdoor activities.

Teaching materials

Student's Book (the provided page with the dialogue and questions).

Flashcards or digital images of outdoor activities (hiking, playing football, riding a bike, etc.).

Whiteboard and markers.

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

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

Teaching Methods

PPP (Presentation–Practice–Production) approach.

Communicative Language Teaching with pair and group work.

Skimming and scanning techniques for reading.

Interactive discussion and personalisation.

Tips for Teaching

Begin with a warm-up discussion: Ask students, "What do you like doing at the weekend?" to activate prior knowledge and build interest.

Pre-teach key vocabulary (hiking, favourite, outdoor activity, exercise) using pictures and gestures before reading.

Play or read the dialogue twice: first for gist, second for detailed comprehension.

Encourage students to act out the dialogue in pairs for pronunciation and fluency practice — this makes the lesson fun and memorable.

Differentiate: Provide sentence starters for weaker students (e.g., "James is going to...").

Use positive reinforcement and praise when students share their own ideas.

Keep the pace lively — primary students respond well to movement and variety.

Connect to real life by asking students to plan a real class outdoor activity.

Answers

1. What is James going to do this weekend?
James is going hiking with his family.
2. What is Dina going to do in the park?
She is going to play football with her friends.
3. How often does Dina play football?
She plays football every Saturday.
4. What outdoor activity does James like?
He likes riding his bike (near the river).

Assessment

During the lesson (formative):

Observe students while they read and answer the questions.

Monitor pair work when acting out the dialogue or discussing their own plans.

Ask quick checking questions (e.g., "Does Dina like football?").

End of lesson (summative):

Students complete the four comprehension questions in their books.

Quick speaking assessment: Students tell their partner one thing they are going to do next weekend and one outdoor activity they like.

Homework ideas:

Write a short paragraph: "My perfect weekend".

Draw and label their favourite outdoor activity.

Aims:

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

Read and understand simple sentences about leisure and outdoor activities.

Distinguish between true and false statements based on contextual clues.

Complete sentences using topic-related vocabulary accurately.

Identify and name common outdoor activities from visual prompts.

Develop reading comprehension, vocabulary, and writing skills at elementary level (A1/A2).

Teaching Methods

Communicative Language Teaching (CLT): Encourage pair and group work for discussion of activities.

Task-Based Learning: Students complete the exercises step by step.

Visual Learning: Heavy use of illustrations to support meaning.

PPP (Present-Practice-Produce): Present vocabulary →

Controlled practice (True/False & gap-fill) → Freer practice (describing personal activities).

Differentiated instruction: Provide extra support (sentence starters) for weaker learners and extension tasks for stronger ones.

Tips for Teaching

Begin with a warm-up discussion: "What do you like doing at the weekend?" to activate prior knowledge.

Pre-teach key vocabulary using the pictures before students open the book.

For True/False, ask students to underline the key words that help them decide (e.g., "friends" vs "family").

Encourage students to say the completed sentences aloud for pronunciation practice.

When labelling the pictures, model the spelling and pronunciation clearly.

Make it fun: Turn the labelling activity into a race or use real photos of local outdoor spots in Tangier/Morocco to increase relevance.

Monitor and give immediate feedback on spelling of activity words.

Link to real life: Ask students what they can do together with friends or family next weekend.

Answers

1. Read the sentences and write: True or False.

James is going hiking with his friends. False (He is going with his family.)

Dina plays football every Saturday. True

James likes riding his bike. True

Dina doesn't like outdoor activities. False (She likes playing football and going to the park.)

They want to do something together next weekend. True

2. Complete the sentences with the correct words:

James is going hiking with his family.

Dina is going to play football with her friends.

James likes riding his bike.

Dina is going to the park.

3. Look and write the names of these activities.

Top row (left to right):

Hiking

Fishing

Cycling (or Riding a bike)

Tennis (or Playing tennis)

Bottom row (left to right):



Picnic

Football (or Playing football)

Walking (or Jogging)

Swimming

Teaching materials

Teaching Materials

The workbook page (provided in the image).

Flashcards or large printed pictures of the activities shown (hiking, fishing, cycling, tennis, picnic, football, walking, swimming).

Word cards with the target vocabulary: hiking, park, football, family, bike, fishing, cycling, tennis, picnic, swimming.

Whiteboard/markers or digital board.

Audio recording (optional) of the sentences for listening support.

Coloured pencils or markers for students.

Assessment

Formative Assessment: Observe participation during pair work and oral production of sentences.

Workbook Checking: Collect or check the completed page for accuracy in True/False, gap-fills, and spelling of activity names.

Quick Exit Ticket: Ask each student to write one sentence about an outdoor activity they like (e.g., "I like swimming.").



Teaching Methods

Lead-in

Show pictures of various activities. Ask students: Do you like playing football? Elicit simple responses and introduce stronger expressions (I love it! / I hate it!). Reveal the book page and explain the focus on more sophisticated ways to express likes and dislikes.

Presentation

Focus on the Expressing Likes section (boy with football).

Read the speech bubble aloud: "I am a big fan of playing football."

Highlight the target language on the right: I'm passionate about..., I have a soft spot for..., I'm really into..., I'm keen on..., I'm a big fan of...

Focus on the Expressing Dislikes section (girl).

Read the speech bubble: "I can't stand playing golf. It is boring."

Highlight: I can't stand..., I detest..., I loathe..., I'm not keen on..., I'm not a fan of...

Model pronunciation and intonation (stronger stress on key words like stand, detest, fan).

Practice

Controlled: Students match sentence stems to the pictures or complete gaps.

Semi-controlled: Pair work – students ask and answer about their own likes and dislikes using the expressions.

Freer: Small groups discuss their favourite and least favourite sports/hobbies.

Production

Students create short spoken or written profiles: "My Likes and Dislikes" (3 likes + 2 dislikes).

Tips for Teaching

Pronunciation focus: Practise the strong negative expressions (I can't stand..., I loathe...) with appropriate facial expressions and tone to make it fun and memorable.

Personalisation: Encourage students to talk about real preferences. This increases engagement and retention.

Differentiation: Provide sentence starters for weaker students; challenge stronger students to combine expressions (e.g., I'm really into football, but I'm not keen on golf).

Visual support: Keep the book page visible. Use gestures (thumbs up/down) when introducing expressions.

Error correction: Note common mistakes (e.g., I can't to stand) but correct sensitively during feedback rather than interrupting fluency.

Cultural note: Discuss how British English speakers often use understatement (I'm not keen on...) rather than very strong negatives.

Answers

Expressing Likes (bottom section):

I am a big fan of playing football.

I'm passionate about...

I'm really into... I'm keen on... I'm a big fan of...

Expressing Dislikes (top section):

I can't stand playing golf. It is boring.

I can't stand... I detest... I'm not keen on...

(The sentences on the right are presented in reverse order in the image due to the photo angle, but they match the standard expressions shown.)

Aims:

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

Use a range of expressions to talk about likes (e.g., I'm a big fan of..., I'm keen on..., I'm really into...) and dislikes (e.g., I can't stand..., I detest..., I'm not keen on...).

Understand and produce natural spoken English for expressing opinions about activities, sports, and hobbies.

Develop speaking confidence through personalisation and pair work.

Teaching materials

The coursebook page (as shown in the image) – one copy per student or displayed on the board/interactive whiteboard.

Whiteboard and markers.

Flashcards or pictures of different activities/sports (football, golf, swimming, reading, gaming, dancing, etc.).
Handout with sentence stems (likes and dislikes columns).
Audio recording of the model sentences (if available) or teacher-prepared examples.

Coloured stickers or smiley/frowny face cards for a quick voting activity.

Assessment

Observation during pair and group work – check accurate use of target expressions.

Quick exit ticket: Students write one like and one dislike using new language.

Students record or present "My Favourite Hobby" using at least three target expressions.

Written task: Complete 6–8 sentences about different activities.

Aims:

By the end of the lesson, students will be able to form and use the present continuous tense accurately in positive, negative, and question forms to talk about actions happening now, temporary situations, and future arrangements.

Students will be able to use the prepositions of time at, on, and in correctly with different time expressions.

Teaching Methods

PPP (Present-Practice-Produce): Present the grammar, followed by controlled practice and freer production.

Inductive approach: Students discover rules from examples in the table.

Drilling: Choral and individual repetition for pronunciation and form.

Pair and group work: Information-gap and speaking activities.

Visual support: Use the table from the book and timeline drawings for time prepositions.

Contextualised practice: Link grammar to real-life situations (e.g., "What are you doing this weekend?").

Tips for Teaching

Present Continuous:

Emphasise the structure clearly on the board: Subject + am/is/are + verb-ing.

Highlight spelling rules for -ing (double consonants: running, swimming; drop -e: making, coming).

Use gestures (pointing to now) and a timeline to show "temporary" and "now".

Drill contractions (I'm, you're, isn't, aren't) thoroughly as they are common in spoken British English.

Warn students about stative verbs (like, want, know) that are not usually used in continuous.

Prepositions of Time:

Use the mnemonic "At" for exact times / "On" for days & dates / "In" for longer periods.

Create a visual table on the board matching the one in the book. Encourage students to notice patterns through examples rather than rote memorisation.

General Tips:

Start with a short warmer: "What are you doing right now?" to activate the tense.

Monitor pronunciation of the /ɪŋ/ sound carefully.

Correct errors sensitively, focusing on meaning first.

Differentiate: Give stronger students more challenging future arrangement questions.

Keep the lesson pace lively – present continuous is very visual and fun to teach with mime/games.

Prepositions of Time Examples (from the book):

At: at 7 o'clock, at noon, at night, at midnight, at Christmas (time)

On: on Monday, on my birthday, on 5th June, on New Year's Day

In: in March, in 2025, in summer, in the morning / evening, in the 21st century, in the long term

Prepositions of time

At: Used for: exact times, holidays, and short periods
Examples:
at 7 o'clock - at noon - at night - at midnight
at the weekend (UK) / on the weekend (US)
at Christmas (time)

On: Used for: days and dates.
Examples:
on Monday - on my birthday - on June 5th - on New Year's Day

In: Used for: months, years, seasons, parts of the day, long periods.
Examples:
in March - in 2025 - in summer - in the morning / in the evening
in the 21st century

Present continuous

We use the present continuous to talk about:

- Activities at the moment of speaking**:
Example: Please be quiet. The children **are** sleeping.
- Future plans or arrangements**:
Example: I **am** playing football with my friends next week.

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

Teaching materials

Student's Book / Workbook page (as shown in the image)

Whiteboard / smartboard and markers

Flashcards or pictures showing people doing activities (e.g., playing football, sleeping, reading)

Projector (optional) to display the table and examples

Handouts with gap-fill exercises and sentence transformation tasks

Coloured cards (red for questions, yellow for negatives, green for positives)

Audio recording (if available) of present continuous sentences

Assessment

During the Lesson (Formative):

Observation during drilling and pair work.

Quick board race or team competition using the table.

Exit ticket: Students write three sentences (one positive, one negative, one question + one preposition sentence).

End of Lesson:

Short written test (8–10 sentences) combining both grammar points, e.g.:

What you (do) next weekend?

We (not/play) football on Mondays.

My birthday is 15th July.

Homework:

Workbook exercises on present continuous + prepositions.

Write a short paragraph about "What my family is doing this weekend" using both target language points.

1 Fill in the blanks with the correct preposition.

on, in, at

- My brother's birthday is ____ July.
- We have English class ____ Monday.
- The movie starts ____ 7 p.m.
- She went to Italy ____ 2015.
- I will finish my homework ____ 8 : 00 o'clock.
- He slept ____ 10 :00 o'clock.
- They went to the park ____ the afternoon.
- We will travel to Spain ____ summer.
- I always drink tea ____ the morning
- My parents come home ____ 8 :00 p.m.

2 Choose the correct answer:

- The shop closes (**at / in / on**) 10 o'clock.
- My sister was born (**in / on / at**) 2013.
- Karim and Aya don't go to school (**in / on / at**) Sunday.
- I always play football (**at / in / on**) Friday.
- My brother starts his school (**at / in / on**) 9 :00 a.m.

3 Put the verbs in the correct form of present continuous.

They (**learn**) _____ English at the moment.

I (not / **listen**) _____ to the radio now.

Jawad (**speak**) _____ with his father now.

I (**do**) _____ an exam next Tuesday.

Teaching Methods

Presentation (PPP approach): Present – Practise – Produce.
 Interactive whiteboard explanations with examples.
 Guided discovery (pupils notice rules from examples).
 Pair and group work.
 Differentiated tasks (support for weaker pupils, extension for stronger ones).
 Visual and kinesthetic activities.

Tips for Teaching

Begin with a short warm-up (5 minutes): Ask pupils what day it is today, what time it is, when their birthday is, etc. Write sentences on the board and elicit prepositions.
 Use colour coding: Write at in blue, on in green, and in in red to help visual learners.
 For present continuous: Use mime or TPR (Total Physical Response) – pupils act out actions while others guess: "What am I doing? You are jumping!"
 Encourage self-correction: After completing exercises, pupils check in pairs before whole-class feedback.
 Monitor pronunciation of verb + -ing forms (e.g., "studying", "playing").
 Keep it fun and light-hearted – refer to the cartoon characters in the book.
 For mixed-ability classes: Provide sentence starters for weaker pupils and ask stronger pupils to create their own sentences.

Answers

Exercise 1: Fill in the blanks with the correct preposition (on, in, at)

My brother's birthday is in July.

We have English class on Monday.

The movie starts at 7 p.m.

She went to Italy in 2015.

I will finish my homework at 8 o'clock.

He slept until 10 o'clock. (or at, depending on exact wording)

They went to the park in the afternoon.

We will travel to Spain in summer.

I always drink tea in the morning.

My parents come home at 8:00 p.m.

Exercise 2: Choose the correct answer

(These appear to be full sentences to complete with correct prepositions/structures – answers based on standard rules):

My sister was born in 2013.

Karim and Aya don't go to school on Sunday.

I always play football on Friday.

My brother starts his school at 9:00 a.m.

Exercise 3: Put the verbs in the correct form of the present continuous

They are learning English at the moment.

I am not listening / am not listening to the radio now.

Jawad is speaking with his father now.

I am doing an exam next Tuesday.

Aims:

By the end of the lesson, pupils will be able to:
 Use the prepositions of time in, on, and at correctly with dates, days, months, times, and parts of the day.
 Choose the correct preposition or verb form in context.
 Form and use the present continuous tense for actions happening now or planned future actions.
 Develop accuracy in grammar through guided and freer practice.

Teaching materials

The provided workbook page (Exercise 1, 2, and 3).
 Whiteboard / interactive board.
 Flashcards or pictures showing clocks, calendars, and people doing activities (e.g., playing football, drinking tea).
 Projector or printed copies of the worksheet (one per pupil).
 Coloured markers or highlighters for preposition practice.
 Timer for pair-work activities.

Assessment

Formative Assessment:

Observation during pair work and board activities.

Quick thumbs-up / thumbs-down checks: "Is it in Monday or on Monday?"

Exit ticket: Pupils write one sentence about what they are doing today and one about their next birthday.

Summative Assessment:

Completion of the workbook exercises (marked for accuracy).

Short written task: "Write 6 sentences about your daily routine and weekend plans using in, on, at, and present continuous."

Aims:

Main Aim: By the end of the lesson, students will be able to listen to a short dialogue and complete missing words using context and a word bank, while developing their listening for specific information.

Subsidiary Aims: Students will practise speaking by answering simple Wh-questions about a familiar topic (family activities in the park) and revise vocabulary related to family members, outdoor activities, and nature.

Personal Aim: To build students' confidence in listening to English and speaking about everyday situations.

Teaching Methods

PPP (Presentation-Practice-Production): Present the topic and vocabulary, practise through controlled listening, and produce language through speaking.

Task-Based Learning: Students complete a real-life style listening task.

Communicative Approach: Emphasis on meaningful interaction through oral answers.

Differentiated Instruction: Support weaker students with visual prompts; challenge stronger students to create their own sentences.

Tips for Teaching

Play the audio twice or three times: first for gist, second for completing the gaps, and third for checking.

Pre-teach or revise key vocabulary (park, lake, swings, slides, riding a bike, reading a book, playing football) before listening.

Keep the atmosphere fun and relaxed – this is a light, positive topic about family time.

Encourage students to predict the missing words before listening.

For the oral questions, model the answers first, then have students work in pairs before whole-class feedback.

Use gestures and mime when presenting the activities (e.g., pretend to ride a bike or read a book).

If students struggle with spelling, allow them to copy from the board during the checking stage.

Extend the lesson by asking students to talk about their own weekend activities in the park.

Answers

Complete the dialogue:

Hello! My name is Emma.

Today is Sunday, and I'm spending the day in the park with my family.

My dad is playing football with my brother.

My mum is reading a book under a big tree.

I'm riding my bike near the lake.

Many children are playing on the swings and slides.

The birds are singing, and the sun is shining. It's a beautiful day!

Oral Questions:

What day is it?

→ It's Sunday.

Who is Emma with?

→ She is with her family.

What is her dad doing?

→ He is playing football (with her brother).

Where is her mum?

→ She is under a big tree.

What is Emma doing?

→ She is riding her bike (near the lake).

What are the children doing?

→ They are playing on the swings and slides.

How is the weather?

→ It is sunny / beautiful. (The sun is shining.)

1 Listen to the dialogue and complete the missing words.

near - slides - Sunday - playing - name - beautiful

Listening

Hello! My _____ is Emma.

Today is _____, and I'm spending the day in the park with my family.

My dad is _____ football with my brother.

My mum is reading a book under a big tree.

I'm riding my bike _____ the lake.

Many children are playing on the swings and _____.

The birds are singing, and the sun is shining. It's a _____ day!



2 Answer the questions orally.

1. What day is it?
2. Who is Emma with?
3. What is her dad doing?
4. Where is her mum?
5. What is Emma doing?
6. What are the children doing?
7. How is the weather?



Teaching materials

Student's book (the provided workbook page)

Audio recording of the dialogue (teacher should prepare or use the course audio)

Word bank flashcards or board (beautiful – name – playing – Sunday – slides – near)

Pictures of family activities in a park (optional visual support)

Whiteboard and markers

Small cards for pair work (optional)

Assessment

Formative Assessment:

Observe students during the listening task (gap completion accuracy).

Monitor pair work when answering the questions.

Check pronunciation and fluency when students answer orally.

Success Criteria:

Most students correctly complete at least 5 out of 6 gaps.

Students can answer all 7 questions with reasonable accuracy.

Follow-up: Collect completed workbook pages or have students write one or two sentences about their own family day (for written assessment).

sister / big / of / is / a / my / fan / tennis / playing.



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

- Rearrange jumbled words to form grammatically correct and meaningful English sentences (focusing on word order, negatives, and possessive structures).
- Write a short, coherent paragraph about personal preferences and outdoor activities using simple present tense and appropriate connectors.
- Practise vocabulary related to hobbies, sports, and family (e.g., enjoy, playing tennis, shopping, fan of).
- Develop writing skills: sentence formation, paragraph structure, and expressing opinions.

Target language: Simple present (positive and negative), gerunds after enjoy/like, possessive adjectives (my).

- Student workbook (open at the relevant page).
- Whiteboard / interactive board and markers.
- Word cards or flashcards (for the jumbled sentences – optional but recommended).
- Projector (if showing example sentences or model paragraph).
- Coloured pencils or pens for students.
- Lined paper or notebook for the paragraph writing.

Formative Assessment:
Observe students while they complete Exercise 1 (check accuracy of word order and grammar).
Check paragraphs for:
Correct use of simple present tense.
Logical sentence and paragraph structure.
Relevance to the topic (outdoor activities).

Lead-in / Warm-up

Discussion: "What sports or outdoor activities do you like or dislike?" (Whole class or pair work).

Presentation

Write one example sentence on the board and demonstrate how to rearrange words. Highlight key grammar points (subject-verb order, don't/doesn't, gerunds).

Practice

Guided practice: Exercise 1 (individual then pair checking).

Controlled to freer practice: Exercise 2 (planning → drafting → writing).

Production

Students write their paragraph. Fast finishers can draw a picture of their favourite activity.

Feedback & Closure

Error correction on the board and sharing of good examples.

Differentiation: For weaker students, provide the first word of each sentence or allow them to work in pairs. Stronger students can add extra sentences or use more complex structures (e.g., because, also).

Encourage students to read sentences aloud after forming them to check if they “sound right”.

For Exercise 2, give a clear model paragraph on the board first so students understand the expected structure (topic sentence + 3-4 supporting sentences + conclusion).

Praise effort in using new vocabulary (enjoy, fan of, outdoor activities).

Monitor closely during writing and note common errors for whole-class correction.

Keep the atmosphere fun and personal — students enjoy talking about their real hobbies.

Time management: Set a timer for the paragraph writing.

Answers

Exercise 1:

I don't enjoy playing tennis.

Sabrina doesn't like shopping with her mother.

My sister is a big fan of playing tennis.

Exercise 2: Model Paragraph (Sample Answer)

My favourite outdoor activities are playing football and riding my bicycle. I enjoy playing football with my friends in the park every weekend because it is exciting and keeps me fit. I also like riding my bicycle in the morning because it is relaxing and I can see beautiful places. These activities make me happy and healthy. I think outdoor sports are much better than staying indoors.

Aims:

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

Read and understand a short text about weekend outdoor activities.

Extract specific information from the text to answer comprehension questions.

Develop vocabulary related to outdoor activities and free-time hobbies.

Practise speaking about their own weekend activities using simple present and present continuous tenses.

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

Language aims:

Vocabulary: football match, cycling, river, badminton, kite, hiking, mountains, outdoors.

Grammar: Present simple for habits and routines.

Teaching Methods

Communicative Language Teaching (CLT): Students discuss their own weekend activities.

Task-Based Learning: Students complete comprehension questions in pairs.

Integrated Skills Approach: Combining reading with speaking and writing.

Differentiated Instruction: Support weaker students with sentence starters; challenge stronger students with extension tasks.

Tips for Teaching

Pre-teach difficult vocabulary (e.g., badminton, hiking, cheering) using pictures before students read the text.

Encourage students to underline key words in the text while answering questions.

Use pair work for questions 1–7 to promote collaboration and speaking practice.

Monitor pronunciation of new words, especially “cycling”, “badminton”, and “hiking”.

For younger learners, turn the final discussion into a “Find someone who...” activity.

If students finish early, ask them to draw and label their favourite outdoor activity.

Keep the atmosphere positive and energetic to reflect the theme of the text.

Answers

What do Tom and Anna enjoy doing?

They enjoy spending time outdoors / outdoor activities.

What does Tom do on Saturday morning?

He wakes up early, prepares his football and meets his friends at the park to play a football match. He loves running, scoring goals, and cheering with his team.

Who goes cycling with Anna?

Her sister.

Where do Tom and Anna meet in the afternoon?

At the park (under a big tree).

What do they do on Sunday with their families?

They go hiking in the mountains. They walk for a long time, have lunch outdoors, and take many photos.

How do they feel after their weekend?

They come home tired but happy.

Why do they like outdoor activities?

They believe that outdoor activities help them stay strong, healthy, and full of energy.

1 Read the text and answer the questions..

Tom and Anna's Weekend Outdoors

Tom and Anna are classmates and best friends. They both enjoy spending time outdoors. Every weekend, they plan fun activities instead of staying at home watching TV.

On Saturday morning, Tom wakes up early and prepares his football. He meets his friends at the park to play a football match. He loves running, scoring goals, and cheering with his team. While Tom is playing football, Anna goes cycling with her sister. They ride their bikes along the river and stop to take pictures of flowers and birds.

In the afternoon, Tom and Anna meet at the park. They sit under a big tree, eat sandwiches, and talk about their day. Sometimes, they play badminton or fly a kite together.

On Sunday, both families go hiking in the mountains. The air is fresh, and the view is beautiful. They walk for a long time, have lunch outdoors, and take many photos. Tom and Anna always come home tired but happy. They believe that outdoor activities help them stay strong, healthy, and full of energy.



1. What do Tom and Anna enjoy doing?

2. What does Tom do on Saturday morning?

3. Who goes cycling with Anna?

4. Where do Tom and Anna meet in the afternoon?

5. What do they do on Sunday with their families?

6. How do they feel after their weekend?

7. Why do they like outdoor activities?



Teaching materials

The reading text “Tom and Anna’s Weekend Outdoors” (photocopied or projected).

Whiteboard and markers.

Pictures or flashcards of outdoor activities (football, cycling, hiking, badminton, flying a kite, etc.).

Worksheet with comprehension questions 1–7.

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

Coloured pencils or highlighters for underlining key information.

Assessment

Formative Assessment:

Observation during pair work (participation and collaboration).

Checking answers to comprehension questions (accuracy of information retrieval).

Oral responses during the post-reading discussion.

Summative Assessment (optional):

Short writing task: “Write about your perfect weekend outdoors” (50–80 words).

Exit ticket: Students write one new word they learned and one sentence about their favourite outdoor activity.

Success Criteria:

Students can correctly answer at least 5 out of 7 comprehension questions.

Students use at least 3 new vocabulary words in speaking or writing.



Aims:

- To introduce students to common English proverbs and idioms and help them understand their meanings.
- To enable students to explain the difference between literal and figurative language in proverbs and idioms.
- To develop students' ability to use the target proverbs and idioms accurately in context through speaking and writing.
- To encourage critical thinking by relating proverbs and idioms to real-life situations.
- To improve vocabulary, listening, and reading skills in an engaging way.

Teaching materials

- The provided page from the Proverbs and Idioms book (with Mr. Wise cartoon, "Actions speak louder than words", and "It's raining cats and dogs").
- Whiteboard or interactive board and markers.
- Printed handouts with the two proverbs/idioms, their meanings, and example sentences (one per student).
- Picture flashcards or illustrations showing heavy rain and people keeping/not keeping promises.
- Audio recording or video clip demonstrating the idioms in natural conversation (optional).
- Coloured pencils or markers for students to illustrate the idioms.
- Exit ticket slips for assessment.

Teaching Methods

- Presentation-Practice-Production (PPP): Present the proverbs/idioms with the book page, practise through guided exercises, and produce through personalised speaking and writing activities.
- Visual and contextual learning: Use the engaging Mr. Wise illustration and example sentences to make abstract concepts concrete.
- Interactive and communicative approach: Pair and group work for discussion and role-play.
- Differentiated instruction: Provide simpler explanations for weaker students and extension tasks for stronger ones.

Tips for Teaching

- Begin by asking students if they have similar proverbs or expressions in their own language to activate prior knowledge and make the lesson culturally relevant.
- Use the Mr. Wise character to create a friendly, story-like atmosphere – have him "introduce" each proverb.
- Emphasise that idioms cannot usually be understood literally (e.g., draw a funny picture of cats and dogs falling from the sky to show why we don't take it literally).
- Encourage students to personalise the language: ask them to share real-life examples from their own experiences.
- Monitor pronunciation carefully, especially the longer phrases, and drill them chorally and individually.
- Keep the lesson pace lively and use humour – students often enjoy the vivid imagery of "raining cats and dogs".
- For younger learners, incorporate movement: act out "helping someone" versus "just promising" to demonstrate "Actions speak louder than words".
- Be prepared to explain cultural context, especially for "It's raining cats and dogs", which is very British.

Assessment

- Formative Assessment:
 - During the lesson: Observe students' participation in pair discussions and their ability to explain the meanings in their own words.
 - Quick oral checks: Ask students to create one new example sentence for each idiom.
- Summative Assessment:
 - Exit ticket: Students write one sentence using each idiom correctly and briefly explain its meaning.
 - Worksheet: Matching activity (proverb/idiom to meaning), gap-fill sentences, and a short writing task: "Describe a time when actions spoke louder than words."
 - Speaking assessment: In pairs, students role-play a short dialogue including at least one of the target expressions.
 - Observation checklist: Note students' accuracy, confidence, and ability to use the language spontaneously.

Aims:

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

Explain the four main forces of flight (lift, drag, gravity, and thrust) and how they affect a kite.

Design, build, and decorate a simple paper kite using appropriate materials.

Understand how shape, symmetry, and design influence flight performance.

Develop skills in measuring, cutting, and constructing while working safely and collaboratively.

Discuss and evaluate how modifications (such as tail length) affect the kite's flight.

Key vocabulary: lift, drag, gravity, thrust, symmetry, diagonal, aerodynamic.

Teaching Methods

Interactive discussion – Whole-class questioning to activate prior knowledge.

Direct instruction – Clear explanation of the four forces of flight with visual aids.

Practical hands-on activity – Guided construction of paper kites (individual or small groups).

Visual and multimedia learning – Video of flying kites and illustrated examples.

Differentiated learning – Support for younger/less able pupils with pre-cut templates; extension tasks for more able pupils (e.g., experimenting with different shapes or tail designs).

Collaborative learning – Pair or group work during building and testing.

Plenary discussion – Group reflection and evaluation of results.

Tips for Teaching

Safety first: Remind pupils to use scissors carefully and not to run with sticks. Supervise closely during the cutting stage.

Preparation: Pre-cut some sticks or prepare templates for younger classes to save time.

Timing: Allow 10–15 minutes for introduction and forces explanation, 30–40 minutes for building and decorating, and 10–15 minutes for testing and discussion.

Weather considerations: If testing outdoors, choose a day with a light, steady breeze. For indoor testing, use a large fan.

Common issues: Ensure the cross sticks are securely taped and the string is attached firmly at the centre. A tail that is too short may cause spinning; too long may prevent lift.

Engagement: Encourage creativity in decoration but remind pupils that symmetry helps with balanced flight.

Inclusion: Provide adult support for pupils with fine motor difficulties and allow verbal contributions for those who struggle with writing.

Extension: Challenge pupils to improve their kite design in a second attempt and compare results.

Answers (to discussion questions)

How does the shape affect how it flies?

A diamond (rhombus) shape is effective because it provides good surface area for lift while remaining stable. Symmetrical shapes fly better as they balance the forces evenly. Irregular or very heavy shapes create more drag and may not fly well.

What happens if the tail is too long or too short?

Too short: The kite may spin or loop uncontrollably because there is not enough drag at the bottom to keep it stable.

Too long: The extra weight and drag can prevent the kite from gaining height or may pull it down.

A medium-length tail (usually 1–2 metres of ribbon or paper strips) provides the right balance of stability and lift.

How Does a Paper Kite Fly?

Objective:

- Science: Forces of flight (lift, drag, gravity, thrust)
- Technology: Materials and design
- Engineering: Building the kite
- Art: Decorating the kite
- Math: Measuring and symmetry

Materials:

- A4 or lightweight paper
- Wooden skewers or thin sticks
- String or thread
- Tape and glue
- Scissors
- Ruler and pencil
- Markers or crayons (for decoration)

Create

- 1. Ask: "What makes things fly?"**
"Why do you think kites can stay in the air?"
_ Watch the short video or picture of flying kites.
<https://www.youtube.com/watch?v=EDr5wpHWklg>
- 2. Introduce the four forces of flight:**
 - _ Lift – pushes the kite up
 - _ Gravity – pulls it down
 - _ Thrust – wind pushing it forward
 - _ Drag – air resistance that slows it down
- 3. Build a paper kite**
 - _ Fold a sheet of paper in half.
 - _ Draw a diagonal line from the top corner to one-third of the opposite edge.
 - _ Cut along the line.
 - _ Open the paper and tape two sticks in a cross shape for support.
 - _ Tie the string to the cross point.
 - _ Decorate the kite with patterns or drawings.
- 4. Discuss:**
How does the shape affect how it flies?
What happens if the tail is too long or too short?

Teaching materials

For each pupil/group:

A4 or lightweight paper (one or two sheets per kite)

Wooden skewers or thin wooden sticks (two per kite)

String or strong thread (approximately 5–10 metres)

Tape and/or glue- Scissors - Ruler and pencil

Markers, crayons, or coloured pencils for decoration

Teacher resources:

Projector or screen to show the YouTube video:

<https://www.youtube.com/watch?v=EDr5wpHWklg>

Pre-made example kite (for demonstration)

Large poster or digital slides showing the four forces of flight

Optional: Wind source (fan) for indoor testing

Assessment

Formative assessment (during the lesson):

Observation of pupils' understanding during the discussion of forces.

Quality of construction and following of instructions.

Participation in group discussion and ability to explain their kite's performance.

Success criteria (can be shared as a simple checklist):

Kite is built following the main steps.

Pupil can name the four forces of flight.

Kite flies (or shows attempt to fly) with reasonable stability.

Decoration is creative and symmetrical where appropriate.

Phonics with Snowy 

the grapheme « ay »

1 Write the sound « ay » in each word. Then, match each word with its picture.

cl____ spr____ tr____ cr____on






2 Read the sentences and complete the words with the sound « ay ».

_ I want to s_ _ thank you my best teacher.

_ They will del_ _ the flight to next week.

_ I don't want to st_ _ at home this weekend.

_ He m_ _ come next week if the weather is good.

_ She doesn't want to come tod_ _ .





Aims:

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

- Identify and recognise the grapheme "ay" and its corresponding phoneme /eɪ/.
- Spell and complete words containing the "ay" sound.
- Match words containing "ay" with their corresponding pictures.
- Read and complete simple sentences using words with the "ay" sound.
- Develop confidence in using the "ay" sound in both reading and writing.

Teaching materials

The provided Phonics with Snowy worksheet (one per pupil).

Interactive whiteboard or large flashcards with the words: clay, spray, tray, crayon, say, delay, stay, may, today.

Pictures or real objects: spray bottle, tray, crayon, modelling clay, calendar (for today).

Snowy the snowman puppet or mascot (if available) to make the lesson fun.

Audio recording or teacher modelling of the /eɪ/ sound.

Coloured pencils or highlighters for underlining "ay".

Mini whiteboards and pens (for pair/group practice).

Teaching Methods

Direct Instruction & Modelling: Teacher introduces the "ay" grapheme and models the sound /eɪ/ (as in day, play, rain).

Guided Practice: Whole-class completion of the first example, followed by paired work.

Independent Practice: Pupils complete the worksheet individually or in pairs.

Multi-sensory Approach: Pupils say the words aloud, trace the letters in the air, and match pictures.

Games & Interaction: Use Snowy the snowman to "give" words or sentences for pupils to complete.

Differentiation:

- Support:** Provide word banks or picture prompts.
- Challenge:** Ask pupils to create their own sentences using "ay" words.

Tips for Teaching

Emphasise the long "a" sound (/eɪ/) by contrasting it with the short "a" sound (e.g., cat vs tray).

Use actions: wave hands for spray, pretend to carry a tray, draw with a crayon, etc.

Make it fun and thematic with Snowy: "Snowy loves the ay sound because it sounds like hooray!"

Monitor pronunciation carefully – many learners may confuse "ay", "ai", and "a-e" (all make /eɪ/).

Encourage pupils to underline or highlight "ay" in each word to reinforce the grapheme.

Circulate the classroom during independent work to provide immediate feedback.

Link to real life: "What do you say to your teacher?" or "What may you do at the weekend?"

Answers

Section 1:

- cl ay → clay (picture: modelling clay / hand moulding)
- spr ay → spray (picture: spray bottle)
- tr ay → tray (picture: red tray)
- cr ay on → crayon (picture: yellow crayon/pencil)

Section 2:

- I want to say thank you my best teacher.
- They will delay the flight to next week.
- I don't want to stay at home this weekend.
- He may come next week if the weather is good.
- She doesn't want to come today.

Assessment

Formative Assessment:

- Observation during pair work and oral responses.
- Checking completed worksheets for accuracy in spelling and matching.
- Quick thumbs-up check: "Can you give me a word with ay?"

Success Criteria:

- All pupils correctly complete at least 3 out of 4 words in Section 1.
- Pupils accurately complete at least 4 out of 5 sentences in Section 2.
- Pupils can read the completed words and sentences aloud with correct pronunciation.

Aims:

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

Read and understand a short narrative text about honesty and moral decision-making.

Identify and match antonyms (opposites) of selected words from the text.

Develop vocabulary through contextual reading.

Discuss simple moral dilemmas (keeping something found vs. doing the right thing).

Language focus: Antonyms (opposites), adjectives and verbs from the story.

Teaching Methods

Pre-reading: Discussion and prediction.

While-reading: Guided reading with focus on target vocabulary.

Post-reading: Vocabulary task (antonyms) + moral discussion.

Interactive and communicative approach: pair work, whole-class feedback, and scaffolding.

Differentiated instruction: extra support for weaker pupils (word banks), extension for stronger pupils (sentence writing).

Tips for Teaching

Begin with a short discussion: "Have you ever found something valuable? What did you do?" to activate prior knowledge and link to the theme of honesty.

Encourage pupils to scan the text quickly to locate the target words before completing the table.

Model the first example on the board (e.g., Carelessly → Carefully).

Praise effort in moral discussions rather than giving "correct" opinions.

Use gestures and facial expressions when reading Rayane's internal conflict to make the story engaging.

For mixed-ability classes, allow weaker pupils to work in pairs or provide a word bank: carefully, find, fast, right, inside, started.

Allocate 35–45 minutes: 5 min warm-up, 10 min reading, 15 min antonym task, 10–15 min discussion.

Answers (Antonyms)

Word	Antonym
Carelessly	Carefully
Lose	Find
Slow	Fast
Wrong	Right
Outside	Inside
Finished	Started

Explanation of answers (for teacher reference):

Carelessly appears in the question; the story uses "carefully" → direct opposite.

Lose → "find the owner" (context of lost wallet).

Slow → "beating fast" (heart).

Wrong → "Do the right thing."

Outside → "got back home" / "inside it."

Finished → "His heart started beating fast."



Rayane and the Lost Wallet

Chapter 2 : The Wallet



Rayane picked it up the wallet carefully. He was so curious to know what inside it. He got back home and sat on the chair, he found some money, a few cards, and an ID. He was a bit afraid, but he didn't tell any member of the family. His heart started beating fast. "Should I keep it? Or try to find the owner?" he talked to himself. The money could buy him a new console game he really wanted. But something inside him whispered, "Do the right thing." He was confused, he didn't know what he could do.

1 Read the story and find the antonym of these words.

Carelessly	.....	Wrong	.....
Lose	.....	Outside	.....
Slow	.....	Finished	.....

Teaching materials

The Storytime page (printed or projected) – "Rayane and the Lost Wallet", Chapter 2.

Whiteboard / interactive board.

Printed worksheet copies of the antonym table (or pupils write in exercise books).

Highlighters or coloured pencils (optional, for scanning the text).

Flashcards with the target words and their antonyms (for support).

Audio recording of the story (if available) for listening support.

Assessment

Observation during pair work and class discussion.

Checking completed antonym tables (accuracy of 5–6 correct answers = good understanding).

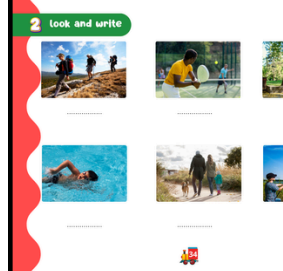
Quick exit ticket: Ask pupils to write one sentence using one new antonym pair (e.g., "I carefully found my lost book.").

Differentiation: Stronger pupils can write a short continuation of the story; support pupils can match words with pictures or given options.

Success criteria:

Most pupils correctly identify at least 5 antonyms.

Pupils can explain at least one moral choice Rayane faces.



Aims:

Main aims:

By the end of the lesson, students will be able to use the prepositions of time at, in, and on correctly in sentences. Students will be able to distinguish between and correctly use the Present Simple and Present Continuous tenses.

Subsidiary aims:

Develop accuracy in writing and speaking through controlled and freer practice.

Revise and consolidate school vocabulary and daily routines.

Personal aims (for teacher):

Ensure high student engagement through visual support and pair work.

Provide clear, timely feedback on grammar accuracy.

Teaching materials

Student's Book (pages 34–35) – the provided textbook spread.

Board and coloured markers (or interactive whiteboard).

Flashcards or pictures of daily activities (for Present Continuous).

Handouts with extra gap-fill sentences (optional extension).

Projector (if available) to display the textbook page clearly.

Small pieces of paper for a quick “preposition race” game.

Assessment

Observation during pair work and board work.

Quick thumbs-up / thumbs-down checks (“Is this sentence correct?”).

Mini whiteboard answers for tense/preposition questions.

Exit ticket: Students write 3 sentences (one with at/in/on, one in Present Simple, one in Present Continuous) about their day.

Collect and mark the completed exercises from the Student's Book.

Teaching Methods

PPP (Present-Practice-Produce) for grammar points.

Visual scaffolding using the textbook illustrations.

Guided discovery – students work out rules from examples.

Communicative pair and group work.

Differentiated instruction (support for weaker students, challenge for stronger ones).

Tips for Teaching

Start with a short warm-up (5 mins): Ask students what time they get up, what day it is today, and what they are doing right now. This naturally elicits prepositions and both tenses.

Use colour coding on the board: green for Present Simple, blue for Present Continuous.

Emphasise the key differences:

Present Simple → habits, routines, general truths, schedules.

Present Continuous → actions happening now / temporary situations.

For prepositions:

on + days & dates

in + months, years, parts of the day

at + clock times, specific moments

Circulate during pair work and note common errors for whole-

Answers

1. Label the following school subjects

(From the images on the left page – answers will vary slightly depending on exact labels, but typical matches are):

French, Biology, Maths, Art, Physical Education, History, Geography

3. Fill in the blanks with the right prepositions of time (at / in / on)

My teacher was born in 1990.

We don't go to school on Sunday.

The shops always open at 9 a.m.

My uncle Rahal went to Italy in 1982.

My father always drinks coffee at 8:00 o'clock.

My little siblings usually sleep at 10:00 p.m.

4. Put the verbs in the correct form of Present Simple

Maria goes to school by car every day.

I like / do not like peeling apples. (depends on context – usually positive)

Tawfik and Hajar watch TV in the evening.

He plays football on Sundays.

We study English at school.

5. Put the verbs in the correct form of Present Continuous

They are watching TV at the moment.

She is reading her favourite story now.

I am studying English now.

Look! It is raining outside.

Mr James is reading a newspaper.

2. Look and write

(Students describe the pictures using Present Continuous):

The children are playing basketball.

The boy is fishing by the lake.

The girl is playing tennis.

The people are riding horses.

The children are hiking / walking in the mountains.

The boy is swimming in the sea.

Unit 3

My house



1
Read and act the dialogue

Lara: Hi Ian! Where do you live?

Ian: I live in a small house near the park. What about you?

Lara: I live in a big apartment in the city. Tell me about your house.

Ian: Sure! My house has three rooms : a living room, a kitchen, and my bedroom.

Lara: That sounds nice! What is your favourite room?

Ian: My favourite room is my bedroom. It's bright and comfortable.

Lara: What do you have in your bedroom?

Ian: I have a bed, a desk, a chair, and a big window. What about your apartment?

Lara: My apartment has four rooms: a living room, a kitchen, and two bedrooms.

Ian: That's really great!

Lara: Yes! I love my bedroom because I study and read there.

Ian: Our homes are different, but both are nice!

2
Read the dialogue and answer the questions.

- Where does Ian live?
- How many rooms does Ian's house have?
- What is Ian's favourite room?
- What does Ian have in his bedroom?
- How many rooms does Ian's apartment have?

Teaching Methods

Communicative Language Teaching (CLT): Focus on meaningful interaction through the dialogue.

Task-Based Learning: Students complete comprehension tasks after reading.

PPP (Presentation-Practice-Production):

Presentation of vocabulary and dialogue

Controlled practice (reading and answering questions)

Freer production (role-play and personalisation)

Pair and Group Work: For acting out the dialogue and speaking activities.

Tips for Teaching

Begin with a warm-up by showing pictures of different homes and asking, "Where do you live? In a house or a flat?" (Note: Use "flat" as British English).

Pre-teach key vocabulary: house, apartment/flat, living room, kitchen, bedroom, favourite, comfortable, bright.

Model the dialogue first with good pronunciation and intonation. Drill difficult lines chorally, then in pairs.

Encourage expressive acting (gestures, facial expressions) to make the role-play fun.

For weaker students, provide sentence starters for the answers.

Personalise the lesson by asking students about their own homes after the controlled practice.

Monitor pronunciation of the third person "s" (lives, has) and question forms.

Praise effort and creativity during role-plays to build confidence.

Manage time carefully: allocate 10 minutes for dialogue practice, 15 minutes for questions, and 15 minutes for speaking extension.

Answers (Comprehension Questions)

Where does Ian live?

Ian lives in a small house near the park.

How many rooms does Ian's house have?

Ian's house has three rooms.

What is Ian's favourite room?

Ian's favourite room is his bedroom.

What does Ian have in his bedroom?

He has a bed, a desk, a chair, and a big window.

How many rooms does Ian's apartment have?

Ian's apartment has four rooms. (Note: This refers to Lara's apartment – a common trick in such exercises. Correct answer: Lara's apartment has four rooms.)

Extension Answers (Personalisation):

Students should answer using the structures from the dialogue (e.g., "I live in a ...", "My favourite room is my ... because ...").

Aims:

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

Read and act out a simple dialogue about homes and rooms.

Use vocabulary related to houses and apartments (living room, kitchen, bedroom, apartment, house, etc.).

Answer comprehension questions about the dialogue using complete sentences.

Practise speaking skills through role-play and asking/answering personal questions about their own homes.

Develop listening and reading skills in a meaningful context.

Teaching materials

Student's Book (the provided page)

Flashcards or pictures of different types of homes (house, apartment, living room, kitchen, bedroom)

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

Whiteboard / interactive board

Coloured markers

Worksheets with the comprehension questions (or use the book)

Assessment

Observe students' participation in pair role-plays.

Check pronunciation and fluency while monitoring.

Note how accurately students answer the comprehension questions.

Collect written answers to the five questions.

Quick oral quiz: "Tell me about your favourite room."

Peer assessment: Students listen to their partner's role-play and give one positive comment.

Students can read the dialogue with reasonable accuracy and expression.

At least 4 out of 5 comprehension questions answered correctly.

Students can produce 2–3 sentences about their own home using target vocabulary.

Aims:

Main Aim: By the end of the lesson, students will be able to identify and name common rooms in a house and key external features of a home, and use them correctly in simple sentences.

Subsidiary Aims:

Develop reading and matching skills.

Practise vocabulary related to everyday places and objects in the home.

Improve sentence completion and labelling skills.

Personal Aim: Encourage students to relate the vocabulary to their own homes to make learning more meaningful and memorable.

Target Language: living room, kitchen, bedroom, apartment, desk, window, roof, garage, garden, gate, pool, door, doorbell.

Level: Elementary (A1 / young learners, approximately 8–11 years old).

Teaching Methods

Presentation, Practice, Production (PPP).

Visual matching and labelling.

Guided discovery through the workbook exercises.

Pair and group work for matching and labelling activities.

Whole-class feedback and correction.

Tips for Teaching

Begin with a warm-up discussion: "What rooms do you have in your house?" to activate prior knowledge.

Use gestures and mime (e.g., pretend to cook for kitchen, sleep for bedroom).

Pre-teach or elicit difficult words (e.g., apartment = flat in British English).

Encourage students to personalise: "Draw your favourite room" or "Tell your partner about your house".

Monitor closely during pair work and provide scaffolding (word banks, sentence starters).

Differentiate: stronger students can write full sentences; weaker students can focus on matching and labelling only.

Keep the pace lively with short activities (young learners have limited attention spans).

Use positive reinforcement and praise for correct answers and good effort.

Answers

Exercise 3: Match each room with its description

Living room → A place where you sit with family

Kitchen → A place where you cook

Bedroom → A place where you sleep

Exercise 4: Complete the sentences

Ian lives in a small house, but Lara lives in an apartment.

Ian's favourite room is his bedroom.

He has a big window in his room.

In the kitchen we cook food.

Ian has a desk to study on.

Exercise 5: Label the pictures (from left to right, top row then bottom row)

Top row: door, garden, garage, window

Bottom row: gate, roof, doorbell, (open) window / window

3 Match each room with its description :

Living room •	• A place where you sleep
Kitchen •	• A place where you sit with family
Bedroom •	• A place where you cook

4 Read the sentences and complete with :
bedroom – window – kitchen – apartment – desk

1. Ian lives in a small house, but Lara lives in an _____.
2. Ian's favourite room is his _____.
3. He has a big _____ in his room.
4. In the _____ we cook food.
5. Ian has a _____ to study on.

5 Label the following school subjects.
roof _ window _ garage _ garden _ gate _ pool _ door _ doorbell



Teaching materials

The provided workbook page (Exercises 3, 4 and 5).
Flashcards of rooms and house features (pictures + words).

Large pictures or a simple drawing of a house on the board.

Projector or interactive whiteboard (if available) to display the images from the book.

Coloured pencils or markers for labelling.

Word cards for the gap-fill activity (bedroom – window – kitchen – apartment – desk).

Realia or magazine cut-outs of houses (optional).

Assessment

During the lesson (Formative): Observe participation in matching and labelling activities. Check accuracy during pair work and board feedback.

Workbook-based: Correct Exercises 3, 4 and 5 (can be self-checked in pairs then reviewed as a class).

Quick Exit Ticket: Ask each student to say or write one sentence: "My favourite room is the ... because ..."

Extension Assessment (optional): Students draw and label their own house and present it orally to the class or in small groups

1 Answer the following questions.

_ Where do you live?

_ How many rooms are there in your house?

_ Which room is your favourite? Why?

_ Who do you share your room with?

_ What do you usually do in the living room?





2 Describe your house.

Example:

"I live in a ____." (house / apartment)

"There are ____ rooms."

"My bedroom is ____."

"In my kitchen, we have ____."

"I like my house because ____."





Teaching Methods

Communicative Language Teaching (CLT): Focus on meaningful personal communication.

PPP (Present-Practice-Produce):

Present the language through the example and questions.

Controlled practice through answering the questions.

Freer production through the "Describe your house" task.

Pair and group work for speaking practice.

Visual aids and personalisation to increase engagement.

Scaffolding for weaker students (sentence starters).

Tips for Teaching

Warm-up (5-7 mins): Show pictures of different homes and elicit vocabulary (house, flat, apartment, rooms, bedroom, kitchen, etc.). Ask students Where do you live? to activate prior knowledge.

Model the answers first using yourself as an example (e.g., "I live in a flat in Casablanca. There are four rooms in my flat...").

For younger learners, use gestures and realia (photos of your own home if possible).

Encourage students to use the example sentence starters in section 2.

Monitor pronunciation of difficult words (favourite, usually, apartment).

For shy students, allow them to write answers first before speaking.

Differentiation: Stronger students can add more details (colour of walls, furniture, why they like a room).

If time allows, students can draw and label their house before describing it.

Keep the atmosphere positive and respectful when students share personal information.

Answers (Model Answers)

Section 1 – Answer the following questions:

Where do you live?

I live in a house / flat in Casablanca.

How many rooms are there in your house?

There are five rooms in my house.

Which room is your favourite? Why?

My favourite room is the living room because it is comfortable and I watch TV and play with my family there.

Who do you share your room with?

I share my room with my brother / sister. / I don't share my room with anyone.

What do you usually do in the living room?

I usually watch television, do my homework, and spend time with my family in the living room.

Section 2 – Describe your house (Example completion):

"I live in a house." (house / apartment)

"There are five rooms."

"My bedroom is big and cosy."

"In my kitchen, we have a big table and a fridge."

"I like my house because it is comfortable and near my school."

Aims:

Main Aim:

By the end of the lesson, students will be able to talk about their home, describe the rooms in their house/flat, and answer simple personal questions about where they live using basic vocabulary and structures.

Subsidiary Aims:

Revise and extend vocabulary related to houses and rooms (e.g., bedroom, kitchen, living room, bathroom).

Practise speaking skills: answering questions and giving simple descriptions.

Develop fluency through personalisation.

Practise functional language for describing a home.

Teaching materials

The coursebook page (provided image)

Flashcards or digital images of different types of homes (house, flat/apartment, villa) and rooms

Projector or interactive whiteboard (to display the questions and example)

Worksheets with the questions and sentence starters (for differentiation)

Pictures of various rooms for speaking practice

Audio recording (if available) of someone describing their house

Coloured pencils/markers for drawing their own house (optional extension)

Assessment

Observation during pair work (check fluency, use of target vocabulary and structures).

Listen to 3–4 students presenting their description to the class.

Student can answer at least 4 out of 5 questions.

Student uses at least 4 different room/home vocabulary words.

Student produces at least 4–5 complete sentences in the description task.

Aims:

Main Aim:

By the end of the lesson, students will be able to use There is and There are correctly in positive, negative, and interrogative forms to describe the existence of objects in different rooms of a house.

Subsidiary Aims:

To distinguish between singular and plural nouns when using There is and There are.

To practise short answers to questions with There is / There are.

To develop speaking and listening skills through describing pictures and asking/answering questions.

To revise and consolidate vocabulary related to furniture and rooms in a house.

Personal Aim:

To ensure all students are actively involved and to provide clear, supportive error correction.

Teaching Methods

This lesson follows a PPP (Presentation – Practice – Production) framework suitable for young learners or beginners:

Presentation (Lead-in & Clarification)

Start with a warm-up discussion about students' homes.

Use the coursebook page to present the rules clearly.

Highlight form (singular/plural), affirmative, negative, and question forms with examples from the book.

Use the house illustration at the bottom of the page for visual support.

Practice (Controlled & Semi-controlled)

Drilling (choral and individual) of target language.

Pair work: Students describe the picture in the book using There is / There are.

Written exercises from the book or supplementary handout.

Production (Freer Practice)

Information-gap or "Find someone who..." activities.

Speaking game: Students draw and describe their "dream house".

Tips for Teaching

Visual Support: Always use pictures and gestures when introducing new sentences. Point to objects in the classroom to make the language more concrete.

Clear Board Work: Write the structure clearly on the board:

There is + singular noun

There are + plural noun

Include contractions (isn't / aren't) and short answers.

Error Correction: During speaking activities, note down common errors and do a gentle group correction at the end rather than interrupting students constantly.

Differentiation:

Stronger students can write longer descriptions.

Weaker students can work with sentence starters or match pictures to sentences.

Pacing: Keep the lesson lively. Young learners respond well to movement and games.

Pronunciation: Focus on the weak form of There (/ðə/) and natural intonation in questions.

Context: Relate the language to students' real lives (their own homes or school) to increase engagement.



There is / There are

We use "There is / There are"

There is → singular noun (one thing)
Example: There is a bed in the bedroom.

There are → plural noun (more than one thing)
Example: There are two windows in the kitchen.

Positive

There is a sofa in the living room.
There are three chairs in the dining room.

Negative

There isn't a TV in the kitchen.
There aren't any pictures in the hall.

Interrogative

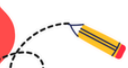
Is there a table in the garden?
→ Yes, there is. / No, there isn't.
Are there any books in your room?
→ Yes, there are. / No, there aren't.



There is a tree next to our house.



There are two cups on the table.



Teaching materials

Coursebook page (as shown in the image)

Flashcards or digital images of furniture and rooms (sofa, chairs, TV, table, bed, windows, pictures, etc.)

A large picture or projected image of a house with different rooms

Whiteboard and markers

Sticky notes or small pieces of paper for a "Find someone who..." activity

Optional: Realia (small objects) or a simple classroom map for extension activities

Handout with controlled practice exercises (gap-fill, matching, and sentence writing)

Assessment

During the Lesson (Formative):

Observation during pair and group work – check accurate use of is/are, isn't/aren't, and short answers.

Quick thumbs-up/thumbs-down checks or mini-whiteboard activities ("Is there a TV in the kitchen?").

End of Lesson (Summative):

Students write 6–8 sentences describing their own house or bedroom using There is / There are.

Exit ticket: Each student writes one positive sentence, one negative sentence, and one question.

Criteria for Success:

Correct use of is with singular and are with plural (80% accuracy).

Appropriate use of negative and question forms.

Ability to give short answers correctly.

1
Complete with : "There is" - "There are".

1. _____ a big window in my bedroom.
2. _____ two lamps in the living room.
3. _____ a fridge in the kitchen.
4. _____ many toys in my brother's room.



2
Write sentences.

1. (sofa / living room)
.....
2. (three bedrooms / my house)
.....
3. (no TV / my room)
.....

3
Answer the questions

1. Is there a balcony in your house ?
.....
2. Are there any plants in your living room ?
.....
3. Is there a mirror in your bedroom ?
.....



Aims:

Main Aim:

By the end of the lesson, students will be able to use There is and There are correctly to describe rooms and objects in a house.

Subsidiary Aims:

To distinguish between singular and plural nouns when using There is and There are.

To develop speaking and writing skills related to describing personal spaces.

To practise asking and answering Yes/No questions with Is there ...? and Are there ...?

Teaching materials

The provided worksheet (the image).

Flashcards or realia of household objects (bed, sofa, lamp, fridge, window, toys, plants, mirror, etc.).

Projector or interactive whiteboard to display the image of the modern bedroom.

Coloured board markers.

Optional: Pictures of different rooms/houses for extra practice.

Assessment

During the lesson (Formative):

Observation during pair work (accuracy of There is / There are).

Checking completed worksheets.

Listening to students' spoken answers in section 3.

End of lesson (Summative):

Students write a short paragraph (5–6 sentences) describing their bedroom or house.

Quick exit ticket: "Write one sentence with There is and one with There are about your home."

Teaching Methods

PPP (Presentation – Practice – Production)

Communicative Language Teaching (pair and group work)

Visual-based learning

Student-centred activities

Tips for Teaching

Start with plenty of visual support (use the picture on the worksheet).

Highlight the rule clearly:

There is + singular / uncountable

There are + plural

Pay special attention to negative and question forms (isn't / aren't / any).

Encourage students to personalise the language by talking about their own homes.

Monitor pronunciation of There is / There are (weak forms: / ðəɪz/ and /ðəɑː/).

For weaker students, provide sentence starters on the board.

Correct gently during practice but focus more on fluency during production.

Answers

1. Complete with: "There is" - "There are"

There is a big window in my bedroom.

There are two lamps in the living room.

There is a fridge in the kitchen.

There are many toys in my brother's room.

2. Write sentences

(Suggested model answers – accept any grammatically correct variations)

(sofa / living room)

There is a sofa in the living room.

or There are two sofas in the living room.

(three bedrooms / my house)

There are three bedrooms in my house.

(no TV / my room)

There isn't a TV in my room.

or There is no TV in my room.

3. Answer the questions

(Personal answers – example answers provided)

Is there a balcony in your house?

Yes, there is. / No, there isn't.

Are there any plants in your living room?

Yes, there are. / No, there aren't.

Is there a mirror in your bedroom?

Yes, there is. / No, there isn't.

Aims:

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

Listen for specific information and complete a descriptive paragraph about a house using target vocabulary (bedroom, kitchen, behind, many, small, cozy).

Identify and describe rooms in a house and their contents.

Answer simple comprehension questions about a reading/listening text.

Practise and consolidate vocabulary related to houses and furniture.

Main language focus: Vocabulary (cozy, small, kitchen, bedroom, living room, garden, sofa, fridge, plates, posters); prepositions of place (next to, behind); there is / there are structures.

Skills: Listening, reading, speaking, writing.

Teaching Methods

PPP (Present-Practice-Produce) approach.

Communicative Language Teaching with task-based activities.

Audio-led listening with pre-, while-, and post-listening stages.

Pair and group work for speaking practice.

Tips for Teaching

Pre-listening (5–7 minutes): Activate prior knowledge. Ask students: "What rooms are in a house?" "What can you see in a kitchen/bedroom?" Show pictures and elicit vocabulary. Teach or review "cozy" (warm and comfortable) and "behind".

Play the audio twice. First time for gist ("What is the text about?"), second time for detailed completion.

Encourage students to predict the missing words before listening. Monitor closely during pair work and provide positive feedback on pronunciation (especially "kitchen", "bedroom", "cozy").

For younger learners, use gestures and mime (e.g., pretend to open a fridge, point behind yourself for "behind").

Differentiate: Stronger students can write full sentences; weaker students can focus on key words only.

Make it fun: After the exercise, ask students to describe their own house or dream house using the same structures.

Answers

Exercise 1 – Completed Paragraph:

Sami lives in a small, cozy house. When you enter the house, you see the living room. There is a big sofa and there are two small tables.

Next to the living room, there is the kitchen. There is a fridge and there are many plates on the shelves.

Sam's favourite room is his bedroom. There is a comfortable bed and there are three posters on the wall.

Outside, behind the house, there is a small garden with colourful flowers.

Sami loves spending time there after school.

Exercise 2 – Choose the correct answer:

Where is the kitchen?

a) Next to the living room

How many posters are in Sami's bedroom?

b) Three

1 Listen and complete the paragraph with the words below :
Bedroom, kitchen, behind, many, small, cozy

Sami's House

Sami lives in a small, _____ house. When you enter the house, you see the living room. There is a big sofa and there are two _____ tables.

Next to the living room, there is the _____. There is a fridge and there are _____ plates on the shelves.

Sam's favourite room is his _____. There is a comfortable bed and there are three posters on the wall.

Outside, _____ the house, there is a small garden with colourful flowers.

Sami loves spending time there after school.

2 Choose the correct answer:

1. Where is the kitchen?

a) Next to the living room
b) Behind the house
c) Above the bedroom

2. How many posters are in Sami's bedroom?

a) Two
b) Three
c) Four



Teaching materials

Student's Book (the provided page with the listening exercise and comprehension questions).

Audio recording for the listening task (Exercise 1).

Flashcards or digital images of: house rooms (kitchen, bedroom, living room), furniture (sofa, tables, fridge, bed), and garden.

Whiteboard and markers.

Optional: Realia or pictures of a cosy house, coloured pencils for drawing extension.

Assessment

During the lesson (Formative):

Observe students' ability to complete the paragraph correctly while listening.

Check pair-work discussions for accurate use of target vocabulary and structures.

Quick oral questioning: "Where is the kitchen?" "What is in Sami's bedroom?"

End of lesson (Summative):

Students copy the completed paragraph into their notebooks.

Mini quiz: Draw a simple house plan and label rooms or write 3–4 sentences about their own house.

Success criteria:

Most students (80%+) correctly complete the paragraph.

Students can answer the comprehension questions accurately.

Students use at least 4 target words correctly in speaking or writing.

1 Write sentences starting with :

There is

In our house,

I dream to have

There isn't a

2 Write sentences by using some of prepositions.

IN FRONT OF ON UNDER BEHIND

NEXT TO BETWEEN IN ABOVE

.....

.....

.....

3 Write a paragraph about your house.

.....

.....

.....

.....

.....

43

Teaching Methods

Presentation: Begin with a warm-up discussion about pupils' houses. Show the preposition pictures on the board and elicit the correct preposition for each.

Guided Practice: Model the first exercise by completing one or two sentence starters together on the board.

Pair Work: Pupils work in pairs to create sentences for Exercise 2 using the prepositions and the illustrated pictures.

Individual Work: Pupils complete Exercises 1, 2, and 3 independently.

Production: Encourage pupils to share their paragraph from Exercise 3 with the class or in small groups.

Tips for Teaching

Pre-teach or revise key vocabulary: dream to have, in front of, behind, between, above, etc., using gestures and real objects.

For younger or weaker pupils, provide sentence frames (e.g., "There is a ___ in front of the ___").

Encourage creativity in Exercise 3 but remind pupils to use at least 4–5 prepositions where possible.

Circulate during individual work to provide support and correct common errors (e.g., "in front of" vs "in the front of").

Answers (Suggested Model Answers)

Exercise 1: Write sentences starting with:

There is a big garden behind our house.

In our house, there are three bedrooms and a living room.

I dream to have a swimming pool in my garden.

There isn't a garage next to our house.

Exercise 2: Write sentences by using some of the prepositions.

(Example sentences based on the pictures)

The blue ball is in front of the orange box.

The orange box is on the table.

The blue ball is under the chair.

The blue ball is behind the orange box.

The blue ball is next to the orange box.

The blue ball is between two orange boxes.

The blue ball is in the orange box.

The blue ball is above the orange box.

Exercise 3: Write a paragraph about your house.

(Model paragraph)

My house is in Casablanca. It is a nice flat with three bedrooms.

There is a big living room in the middle of the house. The

kitchen is next to the living room. My bedroom is above the

garage. There is a small balcony in front of my parents' room.

There isn't a garden, but there is a park behind our building. I

like my house because it is comfortable and modern.

Aims:

To enable pupils to write simple sentences using given

sentence starters related to houses and possessions.

To develop pupils' ability to use common prepositions of place (in front of, on, under, behind, next to, between, in, above) accurately in context.

To encourage creative writing by producing a short paragraph describing their own house.

To improve overall writing skills, vocabulary related to the home, and grammatical accuracy in affirmative and negative sentences.

Teaching materials

The workbook page (as shown in the image).

Flashcards or realia showing the prepositions (e.g., small objects and a box to demonstrate on, under, in front of, etc.).

Whiteboard and markers.

Projector (optional) to display the preposition pictures.

Coloured pencils or pens for pupils to illustrate their sentences if desired.

Model text or example paragraph written by the teacher.

Assessment

Formative Assessment: Observe pupils during pair and individual work. Check accuracy of prepositions and sentence structure.

Workbook Checking: Mark Exercises 1 and 2 for correct use of starters and prepositions (focus on 4–5 key prepositions).

Paragraph Assessment (Exercise 3):

Content (description of house): 4 marks

Use of prepositions: 4 marks

Grammar and spelling: 4 marks

Creativity and length: 3 marks

Total: 15 marks

Self-Assessment: Ask pupils to underline the prepositions they used and count how many different ones they included.

Aims:

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

Read and understand a descriptive text about a home.

Extract specific information from a reading passage to answer comprehension questions.

Distinguish between true and false statements based on the text.

Use and recycle vocabulary related to houses, rooms, family, and outdoor spaces (e.g., villa, floors, garden, swimming pool, balcony, playground).

Develop confidence in reading for gist and detail.

Target language/skills: Reading comprehension, scanning for information, true/false identification.

Teaching Methods

Pre-reading: Discussion and prediction.

While-reading: Guided reading, scanning, and skimming.

Post-reading: Comprehension tasks, pair/group work, and personalisation.

Interactive and student-centred approach (question-answer, pair discussion, whole-class feedback).

Visual support through images and the coursebook illustration.

Tips for Teaching

Begin with a warm-up discussion: "Where do you live? Is it big or small?" to activate prior knowledge and build interest.

Encourage prediction: Before reading, ask students to look at the picture and guess what the text is about.

Teach key vocabulary in context before reading (villa, colourful flowers, balcony, playground, etc.).

Read the text aloud first at a natural pace, then have students read silently or in pairs.

For weaker students, provide sentence starters for answers (e.g., "The villa has ... floors.").

Praise effort and encourage students to justify their true/false answers by referring back to the text.

Personalise the topic at the end: "Would you like to live in this villa? Why/Why not?"

Monitor pairs closely during the true/false activity and correct common errors (e.g., confusing "in front of" and "behind").

Answers

Comprehension Questions:

How many floors does the villa have?

Two floors.

What is in front of the villa?

A large swimming pool.

Where does the family play every day?

In the small playground (behind the villa) / They play in the playground every afternoon.

Who lives in the villa?

The writer, his/her parents and little sister.

What is the writer's favourite place?

The living room (or the balcony – both are mentioned positively, but the living room is explicitly called "my favourite place").

Read and write: True or False

The villa is small. False (It is very big)

There are five bedrooms. True

The playground is in front of the villa. False (It is behind the villa)

The writer lives with friends. False (The writer lives with parents and little sister)

The garden has flowers and trees. True

1 Read the text and answer the questions below.

Our Villa is Big

Our villa is very big, comfortable, and beautiful. It is located in a quiet area near the city. The villa has two floors and a large green garden around it. Many trees and colourful flowers grow in the garden, and we often spend time there.

Inside the villa, there are five bedrooms, a big living room, a modern kitchen, and three bathrooms. The living room is my favourite place to relax because it has a soft sofa and a big television. The kitchen is where my mother cooks delicious meals every day, and sometimes I help her.

In front of the villa, there is a large swimming pool. In the summer, we swim and have fun together. Behind the villa, there is a small playground where my sister and I play every afternoon. We also invite our friends to come and play with us.

Upstairs, there is a balcony with a beautiful view of the garden. I like to sit there and read my favourite books. The villa is always clean and full of light, which makes it a happy place to live.

I live in this villa with my parents and my little sister. We share many happy moments together at home. We love our villa very much because it is not only big but also full of love and joy.

- How many floors does the villa have?
- What is in front of the villa?
- Where does the family play every day?
- Who lives in the villa?
- What is the writer's favourite place?



2 Read and write : True or False.

- The villa is small. _____
- There are five bedrooms. _____
- The playground is in front of the villa. _____
- The writer lives with friends. _____
- The garden has flowers and trees. _____



Teaching materials

Student's Coursebook (the provided page 44).

Large screen/projector or printed copies of the text for demonstration.

Whiteboard and coloured markers.

Vocabulary flashcards or pictures: villa, garden, swimming pool, balcony, playground, living room, kitchen, bedroom, bathroom.

Worksheet (optional extension): a simple drawing task ("Draw your dream villa").

Audio recording of the text (if available) for listening support.

Assessment

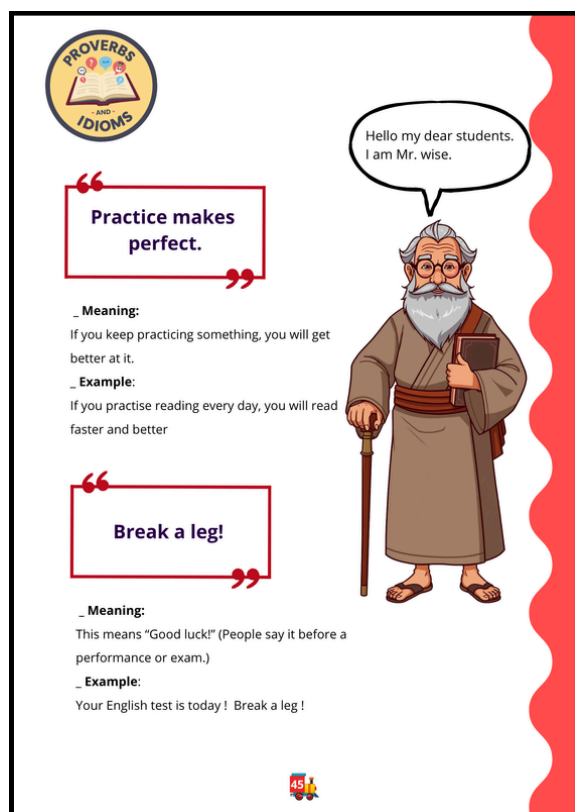
During the lesson: Observe students' participation in pair work and their ability to locate answers in the text.

Formative assessment: Check written answers to the comprehension questions and true/false statements. Note accuracy and whether students can refer back to the text.

Quick exit ticket: Ask each student to say one thing they liked about the villa (oral production).

Differentiation: Provide extra support (sentence frames) for lower-level students and extension tasks (write a short paragraph about their own home) for stronger students.

Homework (optional): Write 3–4 sentences describing their own house/flat.



Aims:

By the end of the lesson, students will be able to:
Understand and explain the meanings of the proverbs/idioms "Practice makes perfect" and "Break a leg!"

Use the two expressions correctly in appropriate contexts

Recognise the difference between literal and figurative meanings in English idioms

Develop positive attitudes towards practice and encouragement in language learning

Main Aim: To introduce and practise common English proverbs and idioms related to effort and encouragement.

Subsidiary Aims: To improve reading comprehension, speaking fluency, and cultural awareness of English expressions.

Teaching materials

The provided page from Proverbs and Idioms (projected or printed copies for students)

Whiteboard / interactive whiteboard

Flashcards with the two idioms on one side and meanings on the reverse

Matching activity handouts (idiom – meaning – example)

Short video clip (optional) showing someone wishing

"Break a leg!" before a performance

Students' notebooks and pens

Projector or screen to display the Mr. Wise illustration

Teaching Methods

Presentation (PPP approach): Present – Practise – Produce

Interactive discussion and elicitation

Pair and group work

Visual aids and real-life examples

Communicative language teaching with meaningful practice

Tips for Teaching

Begin by asking students if they have similar expressions in their own language to activate prior knowledge and encourage comparison.

Use the character Mr. Wise to make the lesson more engaging and friendly – refer to him as "our English guide".

Highlight the importance of "Practice makes perfect" by linking it directly to English learning (e.g., "If you practise speaking every day, you will become more confident").

Be careful with "Break a leg!" – explain clearly that it is not a literal wish for injury; many students find this idiom surprising. Encourage humour and laughter when students create their own examples.

Monitor pronunciation carefully: "practise" (verb) vs "practice" (noun) and the correct stress in "Break a leg!"

Differentiate by giving stronger students more challenging examples to create, while supporting weaker students with sentence frames.

Use positive reinforcement and celebrate good attempts to embody the spirit of both expressions.

Assessment

During the lesson (Formative):

Observation during pair work and class discussion

Checking correct use of the idioms in oral examples

Monitoring completion of matching activities

End of lesson (Summative):

Quick Exit Ticket: Students write one sentence using each idiom correctly on a slip of paper before leaving.

Production Task: In pairs, students create a short dialogue (4–6 lines) between two friends before an exam or school performance, including at least one of the idioms.

Homework:

Students find and illustrate one new English proverb or idiom (with meaning and example) to present in the next lesson.

This lesson is engaging, practical, and directly uses the material in the provided image. It balances meaning-focused input with meaningful output practice.

Aims:

To develop fine motor skills through careful colouring and drawing.
To encourage creativity and personal expression by designing a "dream house".
To revise and introduce vocabulary related to houses, gardens, and outdoor features (e.g., roof, chimney, fence, path, flowers, trees, windows, door).
To promote attention to detail and following instructions.
To build confidence in artistic expression and describing one's own work (optional speaking extension).

Teaching Methods

Warm-up

Show the picture on the board or hold up the book. Elicit vocabulary from the children (What can you see? What is this?).

Modelling and Guided Practice

Demonstrate colouring one part of the picture (e.g., the roof) while thinking aloud: "I'm colouring the roof red because it's a nice bright colour."

Discuss colour choices and why we colour carefully (stay inside the lines).

Main Activity – Colouring

Children colour the picture carefully. Circulate and provide individual support.

Drawing Activity

Explain the second task: "Now draw your dream house. It can be any colour, any size, with anything you like!"

Encourage creativity (e.g., castle, treehouse, house with a swimming pool, spaceship house).

Plenary / Sharing

Children show their work and say 1–2 sentences about their dream house (e.g., "This is my dream house. It has a big garden and a red roof.").

Tips for Teaching

Praise effort and creativity rather than artistic ability ("I love how carefully you coloured the flowers!").

For younger or less confident children, provide a simple step-by-step guide for the dream house (e.g., draw the house shape first, then add windows, door, roof, then garden).

Set a timer for each section to keep the lesson moving.

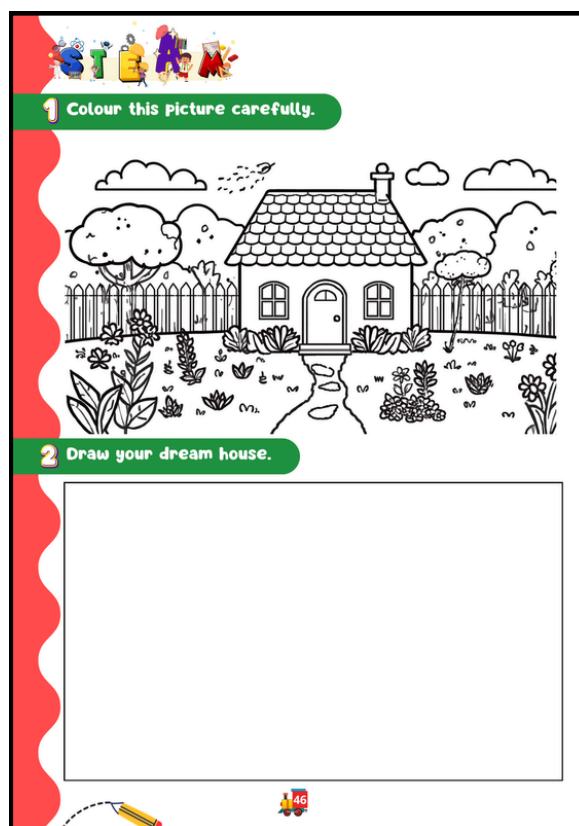
Use positive language: "Try to colour inside the lines" instead of "Don't go outside the lines".

Differentiate: stronger students can label parts of their house or write a short description; less confident students can focus mainly on drawing and colouring.

Prepare extra paper for children who want to add more details to their dream house.

Play calm background music during the colouring and drawing phases to create a relaxed atmosphere.

Be aware of left-handed children and seating arrangements.



Teaching materials

The workbook page (provided in the image) or printed copies of the house illustration and blank drawing box. Coloured pencils, crayons, or felt-tip pens (a good variety of colours).

Pencils and rubbers for the drawing activity.

Optional:

Large example pictures or flashcards of houses and garden items.

Projector or interactive whiteboard to display the picture.

Colouring sheets with similar scenes for early finishers.

Vocabulary word cards (house, roof, chimney, fence, garden, path, flowers, tree, etc.).

Assessment

Observation during the lesson: Note children's ability to follow instructions, attention to detail when colouring, and level of creativity in their dream house.

Checklist criteria:

Coloured inside the lines (most areas).

Used a variety of colours appropriately.

Completed a dream house drawing with several details.

Attempted to describe their picture (if speaking extension is used).

Peer sharing: Children can give positive feedback to each other ("I like your garden!").

Self-assessment: At the end, ask children: "Did you colour carefully? Are you happy with your dream house?"

Portfolio: Collect the finished pages for assessment and to show progress over time.

Storytime
Rayane and the Lost Wallet

Chapter 3: The Temptation

When Rayane went to school, he found it difficult to concentrate. He was just thinking about that issue of wallet. His best friend Amine saw him holding the wallet and said, "Wow! You're lucky. Where did you find it! Don't think much, keep the money and throw the wallet. No one will know." Rayane felt confused. He wanted to be honest, but the temptation of the money didn't let him to take any action. He decided to wait until the end of the day before doing anything.



1 Read the story and find the synonym of these words.

Hard	.....	Hesitant	.....
Focus	.....	Classmate	.....
Matter	.....	Desire	.....

Aims:

By the end of the lesson, students will be able to:
Read and understand a short moral story in English.
Identify and match synonyms from the context of the story.
Develop vocabulary through synonym recognition.
Discuss themes of honesty, temptation, and decision-making.
Practise reading comprehension and critical thinking skills.

Teaching materials

The Storytime book page (projected or printed copies for students).
Whiteboard / interactive board.
Word cards with the target words and possible synonyms.
Worksheet with the synonym table (or students copy it into notebooks).
Coloured pens/markers for highlighting text.
Optional: Audio recording of the story (for listening support) and pictures illustrating temptation/honesty.

Assessment

Formative Assessment:

Observation during pair work and class discussion.
Checking completed synonym tables (accuracy and completion).
Oral responses during post-reading discussion (e.g., "Why was Rayane confused?").

Summative Assessment (optional):

Short exit ticket: Write one sentence using a new synonym learned today.

Homework: Write a short paragraph predicting what Rayane will do at the end of the day and why (practising opinion and justification).

Success Criteria:

Students correctly identify at least 4 out of 6 synonyms.

Students participate in discussion using vocabulary from the story.

Teaching Methods

Reading Skills: Guided reading and scanning for specific information.

Vocabulary Development: Contextual synonym matching.

Communicative Approach: Pair and group discussion about the story's moral.

Differentiated Instruction: Support for weaker students with word banks; extension tasks for stronger students.

Active Learning: Highlighting, matching, and short role-play.

Tips for Teaching

Begin with a short discussion: "Have you ever found something valuable? What did you do?" to activate prior knowledge and link to the theme.

Pre-teach or elicit difficult words (temptation, confused, honest) before reading.

Encourage students to underline or highlight the words in the story before completing the table.

Circulate during pair work to provide support and note common difficulties.

Praise efforts in using new vocabulary when discussing the story.

For mixed-ability classes, provide a word bank for lower-level students: difficult, concentrate, issue, hesitant, friend, temptation.

End with a moral reflection to develop values education alongside language skills.

Use positive reinforcement and keep the atmosphere light and engaging.

Answers (Synonym Matching)

Word Synonym from the story

Hard #difficult

Focus #concentrate

Matter #issue

Hesitant #confused

Classmate #best friend (Amine)

Desire #temptation

Explanation of answers:

Hard → "he found it difficult to concentrate"

Focus → "difficult to concentrate"

Matter → "that issue of wallet"

Hesitant → "Rayane felt confused" (shows hesitation)

Classmate → "His best friend Amine" (contextually a classmate)

Desire → "the temptation of the money"

Aims:

Main Aim: By the end of the lesson, learners will be able to identify and circle words that rhyme with a given word by recognising similar vowel sounds and spelling patterns in English phonics.

Subsidiary Aims:

Practise reading and pronouncing words with common long vowel sounds (e.g., /u:/, /ju:/).

Improve spelling recognition and vocabulary through context.

Teaching Methods

Direct Instruction: Teacher models pronunciation and rhyming using think-aloud techniques.

Guided Practice: Whole-class and pair work to complete the first few items together.

Independent Practice: Pupils complete the worksheet individually.

Interactive Activities: Rhyming games, sorting words into sound families, and oral repetition.

Differentiation:

Support: Provide sound boxes or visual clues for struggling learners.

Extension: Ask advanced pupils to create their own rhyming sentences or additional examples.

Tips for Teaching

Model correct pronunciation clearly using British English (Received Pronunciation or standard regional accents). Emphasise the long vowel sounds.

Use gestures or clapping to highlight rhythm and rhyme (e.g., "choose – lose").

Encourage pupils to say the words aloud quietly to themselves when working independently.

Pre-teach any unfamiliar vocabulary (e.g., "soothe", "plume", "bruise").

Make it fun by relating it to the Snowy character – "Snowy wants to find his rhyming friends!"

Monitor common difficulties: words with multiple pronunciations (e.g., "close", "room", "hoof").

Integrate movement: pupils stand up when they hear a rhyming word during oral drills.

Use positive reinforcement and celebrate correct answers to build confidence.

Answers

Here are the correct rhyming words for each item:

choose : close _ lost _ lose

tooth : booth _ both _ cloth

cue : would _ hue _ plug

cute : cut _ clung _ mute

fruity : duty _ funny _ dusty

few : foot _ view _ fudge

gloom : plume _ glum _ put

smooth : root _ soothe _ should

brooks : bunks _ moods _ hooks

cruise : bruise _ bush _ crunch

move : dove _ prove _ moose

room : rush _ dome _ doom

woof : won _ hoof _ half

pew : pool _ flow _ few

confuse : among _ amuse _ compare

Answer Key Summary: The rhyming words are those sharing the same ending vowel sound (primarily /u:/ or /ju:/).



Teaching materials

The provided phonics worksheet "Phonics with Snowy" (one copy per pupil).

Interactive whiteboard or projector to display the worksheet.

Flashcards with target words (e.g., choose, tooth, cue, cute, etc.).

Audio recordings or a speaker for pronunciation modelling (optional).

Coloured pencils or markers for circling answers.

Word bank poster or digital slides showing common rhyming families (e.g., -oo, -ue, -ew, -uit).

Reward stickers or Snowy-themed certificates (optional).

Assessment

Formative Assessment:

Observation during guided practice and pair work.

Oral questioning: "Which word rhymes with tooth? Why?"

Peer checking of answers in pairs.

Summative Assessment:

Completion and accuracy of the worksheet (mark out of 15).

Quick exit ticket: Pupils write three new rhyming pairs using words from the lesson.

Success Criteria:

At least 12/15 correct answers.

Pupils can explain their choices using terms like "same sound at the end".

Follow-up: Create a rhyming dictionary page or play a matching game in the next lesson to reinforce learning.

Unit 4

Leisure activities



1 Read and act out the dialogue.

Racha: Hi Ghali! What do you usually do in your free time?
Ghali: Hi Racha! I like playing football. I play every afternoon with my friends. What about you?
Racha: That's fun! I enjoy reading storybooks and drawing pictures.
Ghali: What do you ever play sports?
Racha: Yes, sometimes I go swimming on weekends. It's my favourite leisure activity.
Ghali: Cool! I want to learn swimming too. Do you watch movies in your free time?
Racha: Yes, I watch cartoons with my little sister. What about you?
Ghali: I sometimes watch adventure movies, especially on Saturdays.
Racha: That sounds great. Maybe we can play a game together next time!
Ghali: Sure! Let's do that.



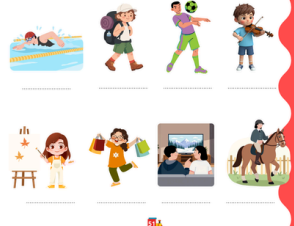
2 Read the dialogue and answer the following questions

1. What does Ghali like to do in his free time?
2. What are Racha's favourite leisure activities?
3. When does Ghali watch adventure movies?
4. Does Racha play any sports? Which one?
5. What do Racha and Ghali plan to do next time?

3 Read the sentences and write true / false

1. Ghali plays football every morning.
2. Racha likes reading storybooks.
3. Racha goes swimming every day.
4. Ghali sometimes watches adventure movies.
5. Racha and Ghali want to play a game together.

4 Look and write the right leisure activity
shopping, swimming, playing violin, painting, watching TV, Hiking, horse riding, playing football



Aims:

By the end of the lesson, pupils will be able to:
Talk about their own free time and leisure activities using simple present and adverbs of frequency (every afternoon, sometimes, on weekends, on Saturdays).
Read and act out a short dialogue about hobbies and free-time activities.

Understand and use key vocabulary related to leisure activities (playing football, reading storybooks, drawing pictures, swimming, watching cartoons/adventure movies).

Answer comprehension questions and identify true/false statements based on a text.

Match pictures of leisure activities with their correct names.

Teaching materials

Pupil's Book (pages with the dialogue, questions, true/false, and picture-matching activity).

Flashcards or digital images of leisure activities (football, swimming, reading, drawing, watching TV/movies, hiking, horse riding, playing violin, painting, shopping).

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

Teaching Methods

Communicative Language Teaching (CLT): Emphasis on meaningful interaction through pair work and role-play.

PPP (Present-Practice-Produce):

Present: Introduce vocabulary and model the dialogue.

Practice: Controlled exercises (true/false, comprehension questions).

Produce: Personalised speaking (pair interviews about free time).

Task-Based Learning: Pupils act out the dialogue and later create their own mini-dialogues.

Visual Learning: Heavy use of pictures and illustrations from the book.

Cooperative Learning: Pair and group work for acting and discussion.

Tips for Teaching

Begin with a warm-up: Ask pupils "What do you like doing after school?" and list answers on the board to activate prior knowledge.

Pre-teach key vocabulary using flashcards before reading the dialogue.

Model the dialogue with good pronunciation and intonation.

Drill chorally, then in groups, then pairs.

Encourage pupils to use gestures and expressions when acting out the dialogue to make it lively.

For weaker pupils, provide sentence starters for the comprehension questions.

Monitor pronunciation of words like "leisure", "favourite", "adventure", and "swimming".

Differentiate: Stronger pupils can write their own short dialogue; weaker pupils focus on matching and true/false.

Link to real life: At the end, have pupils interview three classmates and report back (e.g., "Maria likes playing basketball and watching films").

Keep energy high – leisure activities are fun, so make the lesson enjoyable!

Answers

Section 2 – Comprehension Questions

What does Ghali like to do in his free time?

Ghali likes playing football.

What are Racha's favourite leisure activities?

Reading storybooks, drawing pictures and swimming.

When does Ghali watch adventure movies?

He watches adventure movies on Saturdays.

Does Racha play any sports? Which one?

Yes, she does. She goes swimming.

What do Racha and Ghali plan to do next time?

They plan to play a game together.

Section 3 – True / False

Ghali plays football every morning. → False (He plays every afternoon.)

Racha likes reading storybooks. → True

Racha goes swimming every day. → False (She goes swimming on weekends.)

Ghali sometimes watches adventure movies. → True

Racha and Ghali want to play a game together. → True

Section 4 – Matching leisure activities to pictures

(From left to right, top to bottom):

Swimming → swimming

Hiking → hiking

Playing football → playing football

Playing violin → playing violin

Painting → painting

Shopping → shopping

Watching TV → watching TV

Horse riding → horse riding



Aims:

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

- Ask and answer questions about leisure activities and free time using appropriate question forms.
- Use a range of useful expressions to talk about their own hobbies and routines.
- Develop speaking confidence in a real-life context (discussing free-time activities).
- Practise listening to model dialogues and produce simple personalised responses.

Main language focus:

Question forms (What do you do ...? Do you like ...? How often ...?) and response structures (In my free time I ..., I like/love/enjoy ..., I usually ...).

Teaching materials

- Student's Book (the provided page).
- Flashcards or pictures of common leisure activities (football, swimming, reading, walking, playing computer games, cycling, dancing, etc.).
- Audio recording of the model dialogue (if available) or teacher's own reading.
- Whiteboard / interactive board.
- Worksheet with gap-fill questions and sentence starters (for controlled practice).
- Projector (optional) for showing pictures or a short video clip of children talking about hobbies.

Assessment

During the lesson (formative):

- Observe students during pair work — check accurate use of question forms and appropriate responses.

- Listen for correct pronunciation and intonation of questions.

End-of-lesson assessment:

- Speaking task: Students work in pairs. Student A asks at least 4 questions from Section 1; Student B answers using phrases from Section 2. Then swap roles. Teacher monitors and gives feedback.

- Quick written check: Students write 3–4 sentences about their own free time using the target structures.

- Self-assessment: Students tick which structures they can use: "I can ask about free time", "I can talk about my hobbies", etc.

Teaching Methods

Presentation-Practice-Production (PPP) approach.

Communicative Language Teaching with pair and group work.

Visual support (pictures and illustrations from the book).

Guided discovery of question forms and useful phrases.

Role-play and information-gap activities.

Tips for Teaching

Begin with a warm-up to activate students' existing vocabulary (e.g., "Brainstorm activities you do after school" on the board). Model the pronunciation of key questions clearly and have students repeat chorally and individually.

Encourage students to use the structures from the book but allow them to personalise answers.

Circulate during pair work, noting common errors (e.g., "What you do ...?" instead of "What do you do ...?") for later feedback. Use the book's illustration to set the scene: "Look at the picture. Who is talking? What are they talking about?"

For weaker students, provide sentence frames on the board or on handouts.

For stronger students, extend by asking follow-up questions (e.g., "Why do you like swimming?").

Keep the atmosphere fun and relaxed — leisure activities are a motivating topic for children.

Answers (Model Answers for the Book Page)

Section 1 – Asking about leisure activities

Possible model dialogue (based on the picture):

Child 1: Hi Tommy! What do you usually do in your free time?

Tommy: I usually go walking with my father in my spare time.

Example questions students can ask:

What do you do in your free time?

What are your favourite activities?

Do you like playing football / reading / swimming?

How often do you go swimming?

When do you usually play football?

Who do you play with?

Section 2 – Talking about your activities

Useful sentence starters:

In my free time, I play football.

I like / love / enjoy reading books.

I usually go for a walk after school.

Sometimes I play computer games.

On weekends, I visit my grandparents.

My favourite activity is swimming.

I spend my free time with my family.

Aims:

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

Form and use the Past Simple of regular verbs (adding -ed, with spelling rules) and common irregular verbs correctly in positive, negative, and question forms.

Use the Past Continuous to describe actions in progress at a specific time in the past.

Distinguish between the Past Simple (finished actions) and the Past Continuous (actions in progress), including when they are used together.

Talk about past events, routines, and interrupted actions using the target structures accurately in speaking and writing.

Main Aims:

Accuracy in forming Past Simple and Past Continuous.

Fluency in using both tenses to narrate past events.

Subsidiary Aims:

Develop reading and listening skills through examples.

Raise awareness of spelling changes in regular verbs.

Teaching Methods

PPP (Present-Practice-Produce) approach:

Present: Teacher presents rules and examples from the book using timelines and concept-checking questions.

Practice: Controlled exercises (gap-fills, matching) followed by semi-controlled practice (sentence making).

Produce: Freer communicative activities (pair/group storytelling).

Inductive approach for spelling rules (students discover patterns from examples).

Communicative Language Teaching for the production stage.

Visual and kinesthetic activities (timelines, verb sorting).

Pair and group work to encourage interaction.

Tips for Teaching

Begin with a warm-up by asking students to share what they did yesterday or last weekend to activate prior knowledge.

Use a clear timeline on the board to contrast Past Simple (a point in the past) and Past Continuous (a longer action around that point).

Highlight pronunciation of -ed endings (/t/, /d/, /ɪd/) with choral drilling.

Focus on common irregular verbs first (be, go, have, eat, etc.) before introducing more.

When teaching Past Continuous + Past Simple (interrupted actions), use the example from the book: I was walking when it started to rain.

Monitor closely during practice and provide immediate corrective feedback using recasting.

Encourage students to personalise language (e.g., "What were you doing at 8 pm yesterday?").

For younger learners, incorporate movement (e.g., miming actions in the past).

Differentiate: provide more support (verb tables) for weaker students and extension tasks (writing a short paragraph) for stronger ones.

Keep the lesson pace lively and use humour with funny past event examples.

Past Simple (Regular verbs)

We use the past simple to talk about:

- Actions that happened in the past
- Things that are finished

Example:
I visited my grandparents yesterday.
She played football last weekend.

Verbs ending in **e** → We add **ed**
live → lived - love → loved
Verbs ending in **consonant + y** → change **y** to **i + ed**
study → studied - try → tried
Short verb (CVC) → double last **consonant + ed**
stop → stopped - plan → planned

Past Simple (Irregular verbs)

Positive form	Negative form	Question form
I visited	I didn't visit	Did I visit...?
You played	You didn't play	Did you play...?
He cooked	He didn't cook	Did he cook...?
She invited	She didn't invite	Did she invite...?
It liked	It didn't like	Did it like...?
We planned	We didn't plan	Did we plan...?
You tried	You didn't try	Did you try...?
They studied	They didn't study	Did they study...?

Past continuous

We use the past continuous to talk about an action that was happening at a specific time in the past.

Form:
was / were + verb + ing

Examples:
I was playing football at 5 pm.
She was reading a book yesterday.
They were watching TV last night.
We were eating dinner when my dad arrived.

When do we use it?
✓ Actions in progress in the past
At 6 o'clock yesterday, I was studying.
✓ Two actions: one long, one short
I was walking when it started to rain.
(long action) (short action)

Be	Was / were	Eat	Ate
Buy	bought	Find	Found
Build	Built	Fight	Fought
Come	Came	Go	Went
Catch	Caught	Get	Got
Do	Did	Give	Gave
Drink	Drank	Have	Had
Drive	Drove	Hear	Hread
Say	Said	Make	Made
Speak	Spoke	Think	Thought
Read	Read	Teach	Taught
Meet	Met	Understand	Understood

Teaching materials

Student's Coursebook (the provided page on Past Simple and Past Continuous).

Whiteboard / Smartboard and markers.

Flashcards with base verbs and their past forms (regular and irregular).

Timeline visual aids (to show past time references).

Handouts with gap-fill exercises, matching activities, and sentence transformation tasks.

Projector (optional) for showing example sentences or short video clips of past events.

Coloured cards or sticky notes for group activities.

Audio recording (if available) of people describing past activities.

Assessment

During the Lesson (Formative):

Observation during pair work and drilling.

Quick board races or verb relay games.

Concept-checking questions (CCQs): "Is this action finished?" "Was it in progress?"

End of Lesson (Summative):

Controlled written exercise: Complete a table with Past Simple forms and transform sentences into Past Continuous.

Gap-fill paragraph combining both tenses.

Speaking assessment: Students tell a partner "What I did last weekend" using both tenses (teacher circulates and notes errors).

Homework:

Write a short email or diary entry (80–100 words) describing what they were doing when something happened last week.

Progress Check:

Short quiz next lesson testing 10 regular/irregular verbs and sentence formation.

1 Complete with : was or were.



1. I _____ playing football yesterday.
2. She _____ reading a story at 7 pm.
3. They _____ running in the park.
4. Hajar and Malak _____ watching a movie last night.
5. He _____ sleeping at 10 pm.

2 Put the verbs in Past Continuous.



1. The children _____ (play) in the garden.
2. My sister _____ (draw) a picture at 4 pm.
3. We _____ (listen) to music yesterday evening.
4. I _____ (walk) to school when it started to rain.

3 Choose the correct answer.



1. At 8 pm yesterday, I (was eating / ate) dinner.
2. She (were reading / was reading) a book.
3. They (was playing / were playing) outside.
4. My parents and I (was cooking / were cooking) when I arrived.

4 Put the verbs in Past Continuous.



1. (Ali / draw) at 3 pm
.....
2. (students / write) when the bell rang
.....
3. (I / watch TV) yesterday evening
.....
4. (my mum / cook) while (I / clean)
.....

Teaching Methods

Presentation-Practice-Production (PPP) approach.

Interactive board work with examples from students' own lives.

Guided discovery (students identify the pattern of was/were + verb-ing).

Pair and group work.

Differentiated practice (supported and challenge tasks).

Tips for Teaching

Begin with a warm-up: Ask students what they were doing at specific times yesterday (e.g., "What were you doing at 7 pm yesterday?"). Write some answers on the board to activate prior knowledge.

Use timelines on the board to show that past continuous describes actions in progress at a certain moment in the past. Highlight the difference between was (I/he/she/it) and were (you/we/they).

Emphasise spelling rules for -ing (double consonant, drop -e, etc.).

Encourage students to use full sentences when speaking. Monitor closely during practice and provide immediate feedback on common errors (I were playing, They was running, missing -ing).

Make it fun: Turn exercises into a team competition or use gestures/miming for verbs.

For weaker students, provide sentence starters; for stronger students, ask them to create their own sentences.

Answers

1 Complete with: was or were.

I was playing football yesterday.

She was reading a story at 7 pm.

They were running in the park.

Hajar and Malak were watching a movie last night.

He was sleeping at 10 pm.

2 Put the verbs in Past Continuous.

The children were playing in the garden.

My sister was drawing a picture at 4 pm.

We were listening to music yesterday evening.

I was walking to school when it started to rain.

3 Choose the correct answer.

At 8 pm yesterday, I was eating dinner.

She was reading a book.

They were playing outside.

My parents and I were cooking when I arrived.

4 Put the verbs in Past Continuous.

Ali was drawing at 3 pm.

The students were writing when the bell rang.

I was watching TV yesterday evening.

My mum was cooking while I was cleaning.

Aims:

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

Use was/were correctly with the past continuous form.

Form the past continuous tense (was/were + verb-ing) to describe actions in progress at a specific time in the past.

Distinguish between the past continuous and the past simple in context.

Complete sentences and choose correct forms with confidence.

Teaching materials

The provided worksheet (printed for each student).

Board and coloured markers.

Flashcards or pictures showing people doing activities (e.g., playing football, reading, running, drawing, cooking).

Projector or large screen (optional) to display the worksheet or example sentences.

Audio recording or video clip of people describing what they were doing yesterday (optional).

Coloured sticky notes or mini whiteboards for pair work.

Assessment

Formative Assessment (during the lesson):

Observation of pair work and board activities.

Quick thumbs-up/down checks after each section.

Mini whiteboards: Students write one sentence using past continuous.

Summative Assessment (end of lesson or homework):

Complete the worksheet independently.

Exit ticket: "Write three sentences about what you and your family were doing yesterday evening."

Oral assessment: Students describe a picture using past continuous (e.g., "The boy was playing football while the girl was reading.").

Aims:

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

Listen for specific information and complete a paragraph using target vocabulary.

Read and understand a short text about daily routines and leisure activities.

Use vocabulary related to days of the week, sports, clothes, and free-time activities (e.g., jogging, sneakers, movie, popcorn).

Distinguish between true and false statements and choose correct answers in a multiple-choice format.

Teaching Methods

Communicative Language Teaching (CLT): Students are encouraged to talk about their own Saturdays.

Task-Based Learning: Students complete listening, reading, and comprehension tasks.

PPP (Present-Practice-Produce): Present the vocabulary and structure, practise through controlled exercises, then produce language in speaking.

Pair and group work for checking answers and discussion.

Tips for Teaching

Warmer : Show the picture of Adam and Sara jogging and ask: What day is it? What is Adam doing? What do you like doing at the weekend?

Pre-teach key vocabulary using flashcards or miming (e.g., mime jogging, show picture of sneakers).

For the listening task, play the audio twice: first for gist, second for completing the gaps. Encourage students to predict the answers before listening.

When checking True/False and multiple-choice, ask students to justify their answers with evidence from the text ("Look at line ..."). This develops scanning skills.

Differentiate: Give weaker students the first letter of each word as support; stronger students can write their own paragraph about their Saturday.

Encourage British English pronunciation (e.g., favourite instead of favorite).

Make it fun: Turn the True/False into a team quiz or have students act out Adam's Saturday.

Answers

1. Listen and complete the paragraph

On usually morning, Adam wakes up early. He puts on his sneakers and goes jogging in the park. He loves running because it makes him feel strong.

In the afternoon, he meets his friend Sara. They go to the sports club and play table tennis together. Sara is very good, so she usually wins!

In the evening, Adam stays at home. He watches a movie with his family and eats popcorn. Saturdays are his favourite because he can relax and have fun.

2. Read and write True or False

Adam goes jogging in the park in the morning. True

Adam plays football with Sara in the afternoon. False (They play table tennis.)

Sara is good at table tennis. True

Adam watches a movie alone at night. False (He watches with his family.)

Saturday is Adam's favourite day. True

3. Choose the Correct Answer

Adam wakes up (early) on Saturday.

Adam and Sara play (table tennis).

In the evening, Adam watches (a movie).

Adam eats (popcorn) while watching.

1 Listen and complete the paragraph.

friend - movie - Saturdays - sneakers - jogging - strong - usually - home - early

On _____ morning, Adam wakes up _____. He puts on his _____ and goes _____ in the park. He loves running because it makes him feel _____.

In the afternoon, he meets his _____ Sara. They go to the sports club and play table tennis together. Sara is very good, so she _____ wins!

In the evening, Adam stays at _____. He watches a _____ with his family and eats popcorn. Saturdays are his favourite because he can relax and have fun.

2 Read and write True or False.

- Adam goes jogging in the park in the morning. _____
- Adam plays football with Sara in the afternoon. _____
- Sara is good at table tennis. _____
- Adam watches a movie alone at night. _____
- Saturday is Adam's favourite day. _____

3 Choose the Correct Answer

- Adam wakes up (late / early) on Saturday.
- Adam and Sara play (table tennis / basketball).
- In the evening, Adam watches (a movie / a cartoon).
- Adam eats (popcorn / pizza) while watching.



Teaching materials

Student's book (the provided page).

Audio recording for the "Listen and complete" task (if available; otherwise, the teacher reads the text).

Whiteboard / interactive board.

Word cards or flashcards with the key vocabulary: friend, movie, Saturdays, sneakers, jogging, strong, usually, home, early.

Pictures of sports activities (jogging, table tennis, etc.) for warmer.

Photocopied worksheets for extra practice (optional).

Assessment

Formative assessment (during the lesson):

Observe students' participation in the listening task and pair-checking activities.

Check accuracy when they write answers on the board.

Note pronunciation and confidence when speaking about their own weekends.

Summative assessment:

Collect the completed exercises and mark them (focus on correct use of vocabulary and understanding of the text).

Quick exit ticket: "Write two sentences about your favourite day."

Optional homework: Draw and write about "My Perfect Saturday"

1
Write sentences by using such words.

always / usually / sometimes
enjoy / like / love
because / so
in the morning / in the afternoon / on Saturday

Writing

2
Write a short paragraph (6–8 sentences) about your favourite weekend activity.

Use :

What the activity is...
When you do it...

Who you do it with...
Why you enjoy it...
A final sentence to conclude..

Teaching Methods

Presentation

Elicit weekend activities from pupils and write them on the board.

Present the target language using the word banks from the book.

Model 3–4 example sentences on the board using the structures.

Controlled Practice

Pupils complete Exercise 1 (writing sentences) in pairs or individually.

Circulate and provide support.

Guided & Freer Practice

Brainstorm ideas for Exercise 2 using the bullet points in the book.

Model a full paragraph on the board or show a prepared example.

Pupils plan and write their own paragraph.

Production & Sharing

Pupils read their paragraphs to a partner or small group.

Select 2–3 pupils to read aloud to the class.

Tips for Teaching

Differentiation:

Support: Provide sentence starters for weaker pupils (e.g., "I always ... on Saturday because ...").

Challenge: Ask stronger pupils to use all four word groups and add adjectives or more details.

Encourage pupils to use capital letters, full stops, and correct spelling.

Praise creative ideas and effort rather than perfection.

Use gestures and examples from pupils' real lives to make the lesson engaging (e.g., "Who plays football on Saturday?").

Monitor common errors: mixing up because/so, incorrect prepositions with time expressions, or missing subject-verb agreement.

For shy classes, allow writing time before speaking.

Model Answers

Exercise 1 – Example Sentences:

I always play football in the afternoon because I love sports.

My family usually goes to the park on Saturday so we can have fun together.

I sometimes read books in the morning because I enjoy quiet time.

I love drawing pictures on Saturday so I can show them to my friends.

Exercise 2 – Model Paragraph (7 sentences):

My favourite weekend activity is playing football. I usually play football on Saturday afternoon with my friends in the park. We meet at three o'clock and play for two hours. I love this activity because it is exciting and helps me stay healthy. My friends are very good players, so we have a lot of fun together. Playing football also makes me feel happy and energetic. In conclusion, playing football is the best way to spend my weekend.

Aims:

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

Use adverbs of frequency (always, usually, sometimes) correctly in sentences.

Use verbs of preference (enjoy, like, love) to express feelings.

Link ideas using because (reason) and so (result).

Use time expressions (in the morning, in the afternoon, on Saturday) accurately.

Write a short, well-organised paragraph (6–8 sentences) about their favourite weekend activity, including what the activity is, when they do it, who they do it with, why they enjoy it, and a concluding sentence.

Teaching materials

Pupil's workbook (the provided page).

Whiteboard and coloured markers.

Flashcards or pictures of common weekend activities (playing football, reading, cycling, swimming, drawing, watching films, etc.).

Projector or large screen (optional, to show model sentences/paragraph).

Word cards with the target language:

always/usually/sometimes, enjoy/like/love, because/so, in the morning/in the afternoon/on Saturday.

Lined paper or exercise books for final drafts.

Assessment

Formative Assessment (during the lesson):

Observe participation during pair work and brainstorming.

Check pupils' sentences in Exercise 1 for correct use of target structures.

Summative Assessment (of written work):

Use a simple marking rubric (out of 10 or 20 marks):

Criteria -Excellent- Good -Needs Improvement

Aims:

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

Understand and define what leisure activities are.

Identify and give examples of outdoor and indoor leisure activities.

Explain the benefits of leisure activities and sports for physical and mental health.

Use key vocabulary from the text correctly in context (e.g., relax, better, creativity, stronger, enjoy).

Develop reading comprehension and critical thinking skills related to healthy lifestyles.

Language aims: Practise reading for gist and specific information, and complete sentences using appropriate vocabulary.

Teaching Methods

Communicative Language Teaching (CLT): Encourage pair and group discussion.

Task-Based Learning: Pupils answer comprehension questions and complete the gap-fill activity.

Visual Aids: Use images from the book and flashcards to support understanding.

Differentiated Instruction: Provide support for weaker pupils (word banks) and extension tasks for stronger pupils.

Integrated Skills: Combine reading, speaking, and writing.

Tips for Teaching

Warm-up : Begin by asking pupils about their favourite free-time activities. Write their ideas on the board and introduce the term "leisure activities."

Pre-teach key vocabulary: leisure, spare time, relax, creativity, physically, outdoor/indoor, balance.

Encourage pupils to scan the text first for the main idea before answering questions.

For question 4 ("Why are sports good for our health?"), prompt pupils to find specific phrases in the text (e.g., "make us feel better physically", "breathe fresh air", "stay active").

Monitor pair work closely during the gap-fill exercise and encourage pupils to refer back to the text.

Praise effort and correct answers positively. Use the pictures in the book to engage visual learners.

Manage time carefully: allocate 10 minutes for reading and questions 1–4, and 10 minutes for the gap-fill exercise.

For younger learners, model answers on the board before asking them to write independently.

Answers

Section 1 – Reading Comprehension

What are leisure activities?

Leisure activities are the activities that we do in our spare time.

Give two examples of outdoor leisure activities.

Playing football and riding a bike. (Accept other suitable examples from the text such as any outdoor sport.)

Give two examples of indoor leisure activities.

Reading (books) and playing board games. (Accept drawing if considered indoor.)

Why are sports good for our health?

Sports (and leisure activities) make us feel better physically, help us breathe fresh air, stay active, and can improve our health overall.

Section 2 – Choose the correct word

Leisure activities help us relax (relax / breakfast).

Outdoor activities help us feel better (better / worse).

Indoor activities improve our creativity (creativity / running).

Sports make our bodies stronger (weaker / stronger).

We should choose activities that we enjoy (enjoy / break).

1 Read the text and answer the questions..

The Importance of Leisure Activities

Leisure activities mean the activities that we do in our spare time. These activities play an important role to make us feel relax, have fun, and learn new skills. Many children enjoy activities like playing football, reading books, drawing, or riding a bike. These activities are not only fun, but they are also good for our health. Doing different leisure activities can make feel better physically. Outdoor activities help us breathe fresh air and stay active. Indoor activities, such as reading or playing board games, help us think better and improve our creativity. Leisure activities also help us make friends and feel happy. One of the most important things is to choose activities that you enjoy and that are good for you. Doing something you like and enjoy can definitely lead to have a balance life and feeling always better.



- What are leisure activities ?
- Give two examples of outdoor leisure activities.
- Give two examples of indoor leisure activities.
- Why are sports good for our health ?

2 Choose the correct word to complete each sentence .

Leisure activities help us _____ (relax / breakfast).

2. Outdoor activities help us _____ feel (better / worse).

3. Indoor activities improve our _____ (creativity / running).

4. Sports make our bodies _____ (weaker / stronger).

5. We should choose activities that we _____ (enjoy / break).



Teaching materials

The textbook page (provided image) or printed copies of the text and exercises for each pupil.

Projector or interactive whiteboard to display the text and images.

Flashcards or pictures of different leisure activities (football, cycling, reading, board games, drawing, etc.).
Whiteboard and markers.

Worksheets with the questions and gap-fill exercise (if not using the book directly).

Optional: Short video clip (1–2 minutes) showing children doing leisure activities.

Assessment

Formative Assessment:

Observe participation during warm-up and pair work.

Check oral answers to comprehension questions.

Review completed gap-fill sentences for accuracy.

Summative Assessment:

Pupils' written answers to the four comprehension questions and the gap-fill exercise (mark out of 10 or 15).

Quick exit ticket: "Write one indoor and one outdoor leisure activity you like and why."

Success Criteria:

Pupils can correctly define leisure activities.

They provide appropriate examples and benefits.

They complete at least 4 out of 5 gap-fill sentences correctly.



Aims:

By the end of the lesson, students will be able to:
Understand and explain the meanings of the idioms “Actions speak louder than words” and “Break the ice”.
Use the idioms correctly in appropriate contexts through speaking and writing.
Recognise the cultural importance of idiomatic expressions in everyday British/American English.
Develop confidence in using figurative language in social and academic situations.

Teaching materials

The provided textbook page featuring Mr. Wise and the two idioms.
Flashcards with the idioms on one side and meanings/examples on the reverse.
Whiteboard and markers.
Projector (optional) to display the page or additional example sentences.
Worksheets with matching exercises, gap-fill sentences, and discussion prompts.
Realia/pictures: photos of people shaking hands (breaking the ice) and someone helping vs just talking (actions speak louder).

Assessment

During the lesson (Formative):
Observation of pair/group discussions. Checking oral examples during production stage.
Mini whiteboards: “Write one sentence using each idiom.”
End of lesson (Summative):
Exit ticket: Students write: The meaning of one idiom. One original sentence using the other idiom.
Worksheet completion (matching + 4 gap-fill sentences).
Homework (Extension):
Find or create three situations where they can use these idioms in real life and write short dialogues.

Teaching Methods

Presentation-Practice-Production (PPP) approach.
Interactive discussion and elicitation.
Pair and group work for speaking practice.
Visual aids and storytelling (using Mr. Wise’s character).
Communicative language teaching with real-life scenarios.
Differentiated tasks for mixed-ability classes.

Tips for Teaching

Begin by asking students if they know any idioms in their own language to activate prior knowledge and show cultural similarities.
Use Mr. Wise as a friendly “teacher character” to make the lesson more engaging – have students “talk to Mr. Wise”.
Emphasise that idioms cannot usually be understood literally (e.g., no one is actually breaking ice!).
Encourage students to create their own examples rather than just memorising.
Correct gently and praise creative use of the idioms.
Speak clearly and use British English pronunciation (e.g., / ‘ækʃənz spi:k ‘laʊdə ðən wɜ:dz/).
Keep the pace lively – idioms lessons work best when students are actively using the language.
For younger learners, add movement (e.g., act out “breaking the ice” with role-play).

Answers (for exercises based on the page)

Matching / Meaning Check:

Actions speak louder than words → What you do is more important than what you say.

Break the ice → To start a friendly conversation and make people feel comfortable.

Corrected Example (from the book):

“You have to show your work, because actions speak louder than words.”

Suggested Additional Example Sentences:

When applying for a job, actions speak louder than words – your portfolio matters more than your nice CV.

At the beginning of the party, the host told a joke to break the ice.

My grandmother is very good at breaking the ice with new neighbours.

Don’t just promise to help – actions speak louder than words.

Gap-fill Answers:

The best way to gain trust is to remember that actions speak louder than words.

The new student felt nervous, but the teacher managed to break the ice quickly.

Assessment

Aims:

To enable pupils to design, construct and test a simple frisbee using everyday materials.

To develop an understanding of the scientific principles of flight, specifically how air resistance (drag) and the shape of the frisbee allow it to stay airborne and glide.

To integrate STEAM skills: Science (aerodynamics), Technology (video recording), Engineering (construction), Art (design and decoration), and Mathematics (measurement and data collection).

Teaching Methods

This is a practical, hands-on STEAM lesson best delivered in a workshop-style format. Suggested structure:

Introduction

Show the instructional video and real frisbee examples.

Discuss how real frisbees fly and introduce key vocabulary (air resistance, lift, spin, aerodynamics).

Main Making Activity

Guided construction following the Engineering steps: cut out the centres of both plates, tape/glue the rims together to form a ring-shaped frisbee.

Art integration: decorate with colours and patterns.

Testing and Experimentation

Go outside (or to a hall) to test the frisbees.

Pupils throw and observe flight behaviour.

Science, Maths and Technology Integration

Science discussion and explanation.

Maths: measure diameter and throwing distance.

Technology: record short videos of the frisbees in flight (optional).

Plenary and Reflection (10 minutes)

Share results, discuss what worked well and what could be improved.

Differentiation:

Support less confident pupils with pre-cut plates.

Challenge higher-ability pupils to experiment with different designs (e.g., different sizes, added weights, or modified shapes) and compare results.

Tips for Teaching

Demonstrate each step clearly before pupils begin, especially cutting the centres neatly.

Emphasise safety with scissors. Supervise closely during cutting.

Encourage pupils to make their frisbee as symmetrical as possible – this significantly improves flight performance.

If paper plates are not available, thick card circles work well.

Test the activity yourself beforehand to anticipate problems (e.g., plates that are too thin may need reinforcing with extra tape).

Use the outdoor space effectively – even small distances show differences in design quality.

Link to real-world examples: professional frisbees, disc golf, or how aeroplanes and birds use similar principles.

For younger pupils, focus more on making and decorating; for older pupils, emphasise the scientific explanation and accurate measurement.

Take photographs of the making process and testing for displays or portfolios.

Answers (Science Explanation)

Science Question: Explain how air resistance and shape help a frisbee stay in the air.

A frisbee stays in the air due to its shape and the way it interacts with air resistance:

The curved/ring shape and flat top surface create lift. When thrown with spin, air flows faster over the top than underneath, creating lower pressure on top (Bernoulli's principle) which helps it glide.

Spin (angular momentum) provides stability and prevents it from flipping over.

Air resistance (drag) actually helps keep it aloft by pushing upwards against the angled surface as it moves forward.

The lightweight design and large surface area relative to weight allow it to catch the air effectively.

Poorly made frisbees (asymmetric or too heavy) will wobble and fall quickly. Well-made ones with good spin fly smoothly and travel further.



Making a frisbee

Objective :

- Make a frisbee and understand how it flies.

Materials :

- Paper plates (2) or thick paper
- Scissors
- Tape or glue
- Markers (to decorate)

Create

- 1. Science**
Explain how air resistance and shape help a frisbee stay in the air.
- 2. Engineering**
Students cut the centre of both plates, tape them together (like a ring), and build their frisbee.
- 3. Art**
They decorate the frisbee with colours and patterns.
- 4. Math**
Students measure:
The diameter of the frisbee
The distance it can travel when thrown
- 5. Technology**
Optional: Students record a short video showing how their frisbee flies.

Watch the video to follow the steps.
<https://www.youtube.com/watch?v=aMdu5veCB3Y>



Teaching materials

For each pupil or pair:

2 paper plates (or thick card/paper)

Scissors -Tape or glue- Markers, coloured pencils or

paints for decoration- Ruler or tape measure-

For the teacher:

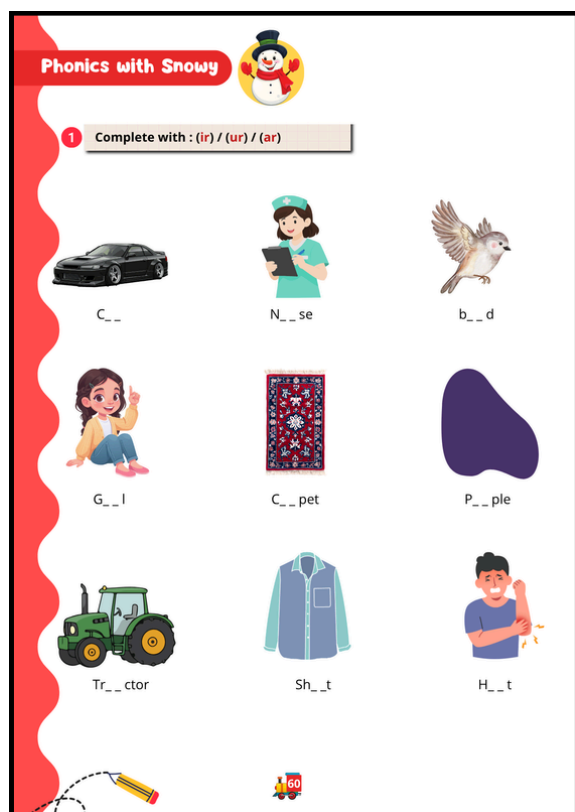
Example completed frisbee (prepared in advance)

Projector or screen to show the instructional video

Access to the YouTube video:

<https://www.youtube.com/watch?v=aMdu5veCB3Y>

Recording devices (tablets/phones) for the Technology section (optional)



Aims:

By the end of the lesson, pupils will be able to:
Identify and differentiate the vowel digraphs ar, ir, and ur.

Complete words using the correct digraph (ar, ir, or ur) based on picture cues.

Pronounce words containing ar, ir, and ur sounds accurately.

Develop phonics awareness and spelling skills related to these common r-controlled vowel sounds.

Teaching materials

The Phonics with Snowy workbook page (provided image).
Flashcards with the target digraphs (ar, ir, ur) and example words (car, bird, nurse, etc.).

Picture flashcards matching the workbook illustrations (car, nurse, bird, girl, carpet, purple, tractor, shirt, hurt).

Whiteboard/markers or interactive board.

Audio recordings or pronunciation models of the target words (British English pronunciation).

Optional: Coloured markers, magnets for sorting activity, and reward stickers.

Assessment

Formative Assessment:

Observation during guided practice and sorting activity.

Oral questioning: "Which digraph do we use for the picture of the nurse?"

Checking completed workbook pages for accuracy.

Success Criteria:

Pupils correctly complete at least 8 out of 9 words.

Pupils can pronounce the words with the correct /ɑ:/ and /ɜ:/ sounds.

Extension/Plenary:

Quick quiz: Show pictures and ask pupils to say and spell the word.

Ask pupils to write one sentence using two of the new words (e.g., "The girl saw a purple bird.").

Teaching Methods

Direct Instruction: Introduce the three digraphs and their sounds (/ɑ:/ for ar, /ɜ:/ for ir and ur in British English).

Visual-Phonics Approach: Use pictures from the workbook to link images to sounds and spellings.

Guided Practice: Teacher models completing the first few words, then pupils complete the rest with support.

Interactive Activities: Sorting game (group words/pictures under ar, ir, ur headings).

Independent Practice: Pupils complete the workbook page individually.

Multi-sensory Learning: Pupils say the words aloud, trace the letters, and act out some words (e.g., pretend to drive a tractor).

Tips for Teaching

Emphasise that ir and ur often make the same sound /ɜ:/ (the "nurse" sound) in British English, while ar makes the /ɑ:/ sound (as in "car").

Use gestures: Stretch arms wide for the long ar sound; make a "bird" flapping motion for ir/ur.

Encourage sounding out: "c - ar" → car; "n - ur - se" → nurse.

Monitor for common errors (e.g., confusing ir and ur).

Differentiate: Provide more support (word banks) for weaker pupils; ask stronger pupils to create their own sentences using the words.

Keep the lesson fun and energetic with the Snowy character theme.

Integrate movement: Pupils stand up and "drive" when saying "tractor", or "fly" for "bird".

Answers

C ar → Car

N urse → Nurse

b ir d → Bird

G ir l → Girl

C arpet → Carpet

P urple → Purple

Tr actor → Tractor (Note: ar)

Sh irt → Shirt

H ur t → Hurt

Correct digraphs used:

ar: car, carpet, tractor

ir: bird, girl, shirt

ur: nurse, purple, hurt

Aims:

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

- Understand the meaning of honesty and why it is important, even when no one is watching.
- Identify and use antonyms (opposites) of selected words from the story.
- Develop reading comprehension skills and moral reasoning through discussion of the story.
- Use new vocabulary related to honesty and dishonesty in simple sentences.

Teaching Methods

Story-based learning – Shared reading of the text with emphasis on expression and emotion.

Interactive discussion – Whole-class and pair-work discussions about the story.

Vocabulary building – Explicit teaching of antonyms.

Guided practice – Completing the antonym table with support.

Moral/values education – Reflective questioning to connect the story to real life.

Differentiation – Support for weaker pupils with word banks; extension tasks for stronger pupils (e.g., writing a short continuation of the story).

Tips for Teaching

Begin with a warm-up question: "Have you ever found something that didn't belong to you? What did you do?" to activate prior knowledge and personal connection.

Read the story aloud dramatically, pausing to check understanding and predict what Rayane might do.

Highlight the key sentence: "Being honest means doing what is right, even when no one is watching."

Use gestures and facial expressions when discussing emotions (Rayane looking worried, Mrs Amina smiling and encouraging).

Encourage pupils to relate the story to their own lives in a safe, non-judgemental way.

For antonyms, model the first one on the board and think aloud.

Praise effort and honest answers during discussions.

Keep the atmosphere positive and supportive – honesty is a sensitive value.

Answers (Antonym Table)

Word	Antonym
Misled	# shown
Dishonest	# honest
Wrong	# right

Additional antonyms from the right-hand column (if required by the exercise):

Look up → look down (as Rayane looked down at his bag)

shown → hidden (the wallet was hidden)

A little → a lot (He thought a lot about the wallet)

Model sentences for extension:

Rayane felt misled by his thoughts, but Mrs Amina shown him the right way.

Being dishonest is wrong; being honest is right.

He thought a lot, not just a little.



Rayane and the Lost Wallet

Chapter 4: Honesty lesson



During the session, Mrs. Amina who is his teacher talked about honesty. "Being honest means doing what is right, even when no one is watching," she said. Her words led Rayane to look down at his bag, where the wallet was hidden. He thought a lot about the wallet and what he could do in the right way.

1 Read the story and find the antonym of these words.

Misled	.....	Look up	.....
dishonest	.....	shown	.....
Wrong	.....	A little	.....

Teaching materials

Storytime book or printed/photocopied pages of "Rayane and the Lost Wallet – Chapter 4"

Whiteboard or interactive board and markers

Worksheet with the antonym table (one per pupil)

Flashcards with target vocabulary: honest, dishonest, misled, right, wrong, shown, look up, a little, a lot

Pictures/illustrations showing honest and dishonest behaviour (e.g., returning a wallet, keeping something that isn't yours)

Coloured pencils or markers for pupils

Assessment

Formative Assessment (during the lesson):

Observation of participation in discussions.

Checking completed antonym tables (accuracy and effort).

Listening to pair discussions about what Rayane should do.

Summative Assessment (end of lesson):

Quick exit ticket: "Write one thing you learned about honesty today." or "What is the opposite of 'dishonest'?"

Oral questioning: "Why is it important to be honest even when no one is watching?"

Differentiation for Assessment:

Lower level: Provide word bank for antonyms.

Higher level: Ask pupils to write a short paragraph explaining what they would do if they found a lost wallet and why.

1 Look and write :
door _ doorbell _ gate _ garage



2 Write the names of these activities.



3 Complete with : there is or there are

- _____ a cat in the garden.
- _____ three books on the table.
- _____ a big tree in the yard.
- _____ two windows in my room.
- _____ a pencil under the chair.

4 Put the verbs in the correct form of past continuous.

_ While I (go) _____ home, I found a wallet.

_ She (cook) _____ fish when she heard some strange noise.

_ It (rain) _____ all the night.

_ My father (read) _____ a newspaper last night.

_ We (listen) _____ to music yesterday.

Aims:

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

Identify and name parts of a house/building (door, doorbell, gate, garage).

Name common outdoor and creative activities using appropriate vocabulary.

Use there is and there are correctly with singular and plural nouns.

Form and use the past continuous tense accurately in context.

Develop speaking, writing, and observation skills through visual prompts.

Main language focus: House vocabulary, activity vocabulary, there is/there are, past continuous (was/were + verb-ing).

Teaching materials

Student's textbook (the provided page).

Flashcards or large printed pictures of: door, doorbell, gate, garage, and the four activities.

Whiteboard and markers.

Projector or interactive whiteboard (if available) to display the pictures.

Small pieces of paper or mini-whiteboards for pair work.

Coloured pencils or crayons (for extension activities).

Assessment

During the lesson:

Observation during pair work (Are students using there is/there are and past continuous correctly?).

Oral checking of Exercise 1 and 2 (students say answers aloud).

Formative Assessment:

Quick exit ticket: "Write two sentences: one with there is and one with past continuous."

Mini speaking task: "Tell your partner what you were doing yesterday evening."

Teaching Methods

Visual-based learning (using the textbook pictures).

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

Guided discovery for grammar points.

Controlled practice followed by freer production.

Differentiation: Support weaker students with sentence starters; challenge stronger students with extra speaking/writing.

Tips for Teaching

Begin with a warm-up to activate prior knowledge (e.g., "What can you see in your house/garden?").

Encourage students to speak in full sentences rather than single words.

Use gestures and mime for activities (especially past continuous).

Correct errors positively and focus on pronunciation of new words (e.g., garage /'gærɑ:ʒ/, doorbell).

Monitor closely during pair work and note common mistakes for feedback at the end.

Keep the pace lively – primary students need movement and variety.

If students finish early, ask them to draw and label their own house or describe what they were doing yesterday.

Answers

1. Look and write: door, doorbell, gate, garage
(From left to right)

doorbell (picture of finger pressing a button)
gate (picture of entrance to a house)
door (brown wooden door)
garage (garage door)

2. Write the names of these activities
(From left to right)

Painting / Drawing / Doing arts and crafts
Walking / Going for a walk / Walking in the park
Playing in the snow / Having a snowball fight
Playing football / Playing soccer

3. Complete with: there is or there are
There is a cat in the garden.

There are three books on the table.

There is a big tree in the yard.

There are two windows in my room.

There is a pencil under the chair.

4. Put the verbs in the correct form of past continuous
While I was going home, I found a wallet.

She was cooking fish when she heard some strange noise.

It was raining all the night.

My father was reading a newspaper last night.

We were listening to music yesterday.

Unit 5

Discovering Morocco





Aims:

By the end of the lesson, students will be able to read and understand a dialogue about Morocco, talk about tourist attractions and cities in Morocco using appropriate vocabulary, and ask/answer simple questions about travel and places.

Subsidiary Aims:

Develop reading and speaking skills through dialogue acting.

Expand vocabulary related to geography, tourism, and places (beaches, deserts, souks, mosques, mountains, etc.).

Practise matching and completing sentences with target vocabulary.

Teaching materials

Student's textbook (pages 64–65) – the provided spread with the dialogue, photos, and exercises.

Flashcards or projected images of Moroccan landmarks (Marrakech, Agadir, Sahara Desert, Koutoubia Mosque, etc.).

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

Whiteboard and markers.

Worksheets with the questions and gap-fill exercises (for extra practice).

Map of Morocco (printed or digital).

Teaching Methods

Communicative Language Teaching (CLT): Students act out the dialogue in pairs to practise real communication.

Task-Based Learning: Completing matching and gap-fill tasks to reinforce vocabulary.

PPP (Present-Practice-Produce):

Present new vocabulary through pictures and the dialogue. Controlled practice via exercises.

Freer production through pair work and acting.

Visual Learning: Heavy use of the colourful photos in the book and supplementary images.

Pair and Group Work: For dialogue acting and discussion.

Tips for Teaching

Warm-up: Show a map of Morocco or pictures of famous places and ask students what they already know about the country.

Elicit words like desert, beach, mountains, souk.

Pre-teach key vocabulary (Koutoubia Mosque, souks, dunes, coast, etc.) using the book's photos before reading.

Play/read the dialogue twice: first for gist, second for detailed understanding.

Demonstrate acting the dialogue with good intonation and gestures before students practise.

Monitor pair work closely and note down common pronunciation mistakes (especially words like Marrakech, Agadir, Sahara).

For weaker students, provide sentence starters for the questions.

Encourage students to personalise the content: "Would you like to visit Morocco? Why?"

Time management: Allocate more time to dialogue acting as it is the most engaging part.

Use British English consistently (e.g., favourite, colourful).

Answers

Read and act the dialogue – Comprehension Questions:

What is Sara reading about?

→ Sara is reading about Morocco in her English book.

What can you see in Marrakech?

→ You can see the Koutoubia Mosque, colourful souks, and many gardens.

Which city does Ali like?

→ Ali likes Agadir.

Why does Ali like Agadir?

→ Because it has beautiful beaches and sunny weather. / It has many great places (mountains, desert, coast).

What places can you visit in Morocco?

→ Students' own answers (e.g., Marrakech, Agadir, the Sahara Desert, Casablanca, etc.).

4 Complete with:

Marrakech – Big sand dunes / Beautiful beaches / Koutoubia Mosque and souks

Agadir – Beautiful beaches

Sahara Desert – mountains / deserts

5 Match the cities:

Marrakech is a famous city – colourful souks and mountains.

Agadir has beautiful beaches and coasts.

Morocco has deserts.

You can see discovering in Marrakech. (Note: This appears slightly unclear in the book layout; likely "Adam likes discovering..." or similar).

Adam likes discovering... (context-dependent).

6 Look and complete with:

Casablanca (night photo)

Agadir (beach/mountain area)

Marrakech (medina/square)

Tangier (coastal city)

Assessment

Observation of pair dialogue acting (fluency, pronunciation, confidence). Checking answers to the comprehension questions and matching exercises.

Aims:

By the end of the lesson, students will be able to:
Use polite phrases to ask for directions in everyday situations.
Understand and give clear, simple directions using common prepositions and imperative forms.
Demonstrate effective listening and speaking skills in role-play scenarios involving directions.
Build confidence in real-life communication (e.g., asking for help in a new city or town).

Skills focus: Speaking, Listening, Functional language

Teaching Methods

Lead-in / Warm-up

Show a picture of a tourist looking lost or ask students about their own experiences of asking for directions. Elicit problems (language barrier, understanding instructions, etc.).

Presentation

Display the coursebook page. Play/read the dialogue and ask comprehension questions:

Where is the man trying to go?

Is he going the right way?

What does the woman tell him to do?

Highlight the key language in sections 1 and 2:

Asking: Excuse me, could you tell me where ... is? / How can I get to ...?

Giving: Go straight. / Turn left/right. / It's next to ... / It's on your left/right.

Controlled Practice

Gap-fill exercises and matching (ask → give).

Drill pronunciation and intonation (polite rising tone for questions).

Freer Practice / Role-play

Students work in pairs using maps or role cards to practise asking for and giving directions. Swap roles.

Feedback and Error Correction

Monitor and note common errors. Do whole-class feedback.

Tips for Teaching

Pronunciation: Emphasise the polite intonation of "Excuse me" and stress on key direction words (straight, left, right).

Visual support: Always use gestures (pointing, turning) when modelling directions – this helps visual and kinaesthetic learners.

Differentiation: Provide sentence starters for weaker students; challenge stronger students to give more detailed directions (including landmarks: Go past the supermarket...).

Cultural note: Discuss how direct or indirect people are when giving directions in different countries.

Real-life relevance: Encourage students to use Google Maps or similar apps afterwards to practise.

Classroom management: Have students stand up and physically turn left/right during drills to make it fun and memorable.

Use British English consistently: turn left/right, go straight on (instead of American "go straight ahead").

Answers (for typical exercises on this page)

Dialogue comprehension:

The man is asking for directions to a place.

He is heading the wrong way.

The woman tells him to go straight and then turn left.

Possible gap-fill answers (common exercises):

Excuse me, could you tell me where the station is?

Go straight and then turn left.

It's next to the bank.

Is there a supermarket near here?

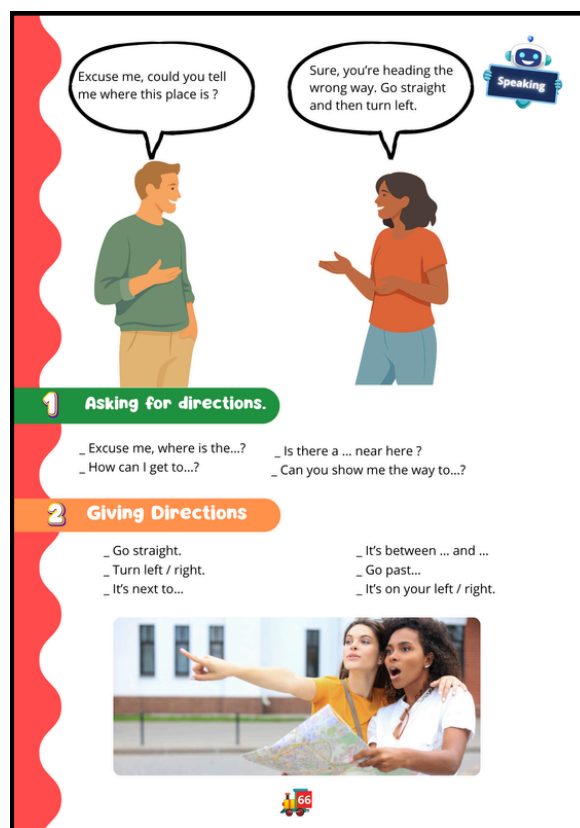
Matching:

Excuse me, where is the ...? → Asking

Go straight. → Giving

Turn left/right. → Giving

How can I get to ...? → Asking



Teaching materials

Coursebook page (the provided image/extract)

Whiteboard or interactive board

Projector (optional, to display the page or example map)

Printed or digital simple street maps (or draw one on the board)

Role-play cards with different situations (e.g., "You are at the station. Ask how to get to the museum.")

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

Handouts with key phrases and gap-fill exercises

Coloured markers for drawing routes on maps

Assessment

Observation during pair role-plays (check accuracy, fluency, and politeness).

Quick exit ticket: Students write one question and one direction sentence.

Pair role-play performance (use a simple rubric: pronunciation, use of target language, understanding).

Comparative adjectives

Grammar

How do we use comparative adjectives?

We use comparative adjectives to compare two people, animals, or things.

How do we form them?

One-syllable adjectives
Add **-er** in one-syllable adjectives.
Tomy is **shorter** than Jamal.
Jamal is **taller** than Tommy.

Adjectives	Comparative form
Tall	Taller
Small	Smaller
Cheap	Cheaper
Long	Longer
Clean	Cleaner

Two-syllable adjectives ending in -y
Change y → i and add **-er**.
English is **easier** than French.
My father is **funnier** than my uncle.

Adjectives	Comparative form
Easy	Easier
Happy	Happier
Funny	Funnier
Early	Earlier

The adjectives (CVC), we double the consonant then we add -er
The elephant is **bigger** than the mouse.

Adjectives	Comparative form
Hot	Hotter
Big	Bigger
Fit	Fitter
Fat	Fatter

Adjectives with 2+ syllables (long adjectives)
We use **more** + adjective.
BMW is **more** expensive than Renault.
Karim is **more** intelligent than James.

Adjectives	Comparative form
Expensive	More expensive
Beautiful	More beautiful
Intelligent	More intelligent

Irregular adjectives.
Examples:
He is **better** than his brother.

Adjectives	Comparative form
Good	Better
Bad	Worse
Near	Nearer

Complete with the correct comparative form.

- My house is _____ (**big**) than yours.
- A cheetah is _____ (**fast**) than a lion.
- English is _____ (**easy**) than Maths for me.
- A bike is _____ (**cheap**) than a car.
- Your bag is _____ (**heavy**) than mine.

Aims:

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

- Identify and apply the correct rules for forming comparative adjectives (one-syllable, two-syllable ending in -y, consonant-vowel-consonant doubling, long adjectives with more, and irregular forms).
- Use comparative adjectives accurately in sentences to make comparisons between people, animals, and things.
- Complete controlled exercises and produce their own comparative sentences with growing confidence.

Target language: taller, smaller, easier, funnier, hotter, bigger, more expensive, better, worse, etc.

Teaching materials

- Student's textbook (the provided page on comparative adjectives).
- Whiteboard and coloured markers (red for rules, blue for examples).
- Set of flashcards with base adjectives (tall, happy, big, expensive, good, etc.).
- Pictures or realia for comparisons (e.g., photos of two houses, cars, animals, people).
- Worksheet with additional gap-fill and comparison activities.
- Projector (optional) for showing example sentences or a short video clip with comparisons.

Assessment

During the lesson (**formative**): Observe students during pair work and note common errors. Provide immediate correction and praise accurate use.

End of lesson check: Quick exit ticket – students write three true comparative sentences about themselves/family/school.

Formal assessment: Short quiz (10 adjectives to change into comparative form + 5 gap-fill sentences).

Homework: Write a short paragraph (6–8 sentences) comparing two people, two places, or two things (e.g., their city vs. another city, or two mobile phones).

Progress check: Review students' ability to use both short and long comparative forms correctly in the following lesson.

Teaching Methods

PPP (Presentation-Practice-Production) approach.

Presentation: Teacher-led explanation of rules using the textbook tables and clear examples.

Practice: Controlled exercises (gap-fills, matching, and table completion) done individually and in pairs.

Production: Freer speaking and writing activities (comparing personal items, family members, or favourite things).

Interactive methods: elicitation, choral drilling of pronunciation, pair/group work, and error correction.

Tips for Teaching

Start with what students already know by eliciting examples (e.g., "Who is taller in your family?").

Use visual support: draw simple pictures or use real objects to demonstrate meaning (e.g., two books to show "bigger/smaller").

Highlight spelling changes clearly on the board (y → i, double consonants).

Emphasise the use of **than** after comparatives.

Pay special attention to irregular adjectives (good → better, bad → worse) as these often cause difficulty.

Encourage students to record new comparative forms in their vocabulary notebooks with example sentences.

Monitor pronunciation, especially the /ə/ sound in -er endings.

Differentiate: give stronger students more complex long adjectives; support weaker students with sentence frames.

Make it fun by turning comparisons into a game (e.g., "Find someone who is older than you").

Answers (to the textbook exercise)

Complete with the correct comparative form:

My house is bigger than yours.

A cheetah is faster than a lion.

English is easier than Maths for me.

A bike is cheaper than a car.

Your bag is heavier than mine.

Additional possible answers for other examples on the page:

Tomy is shorter than Jamal.

Jamal is taller than Tommy.

English is easier than French.

My father is funnier than my uncle.

The elephant is bigger than the mouse.

BMW is more expensive than Renault.

Karim is more intelligent than James.

Aims:

By the end of the lesson, students will be able to:
Understand the purpose and formation of superlative adjectives.
Distinguish between regular and irregular superlative forms.
Use superlative adjectives correctly in sentences to compare three or more things.
Complete gap-fill exercises accurately using the appropriate superlative form.

Teaching Methods

Presentation (PPP approach): Present the rules, practise through guided exercises, and produce language through personalisation.
Interactive explanation: Use the coursebook table to explain regular (add -est / most) and irregular forms.
Guided practice: Complete the exercise together as a class or in pairs.
Communicative practice: Students create their own sentences using superlatives about their classroom, school, or city.
Visual support: Use images and realia to make abstract concepts concrete.

Tips for Teaching

Begin by eliciting examples of comparisons from students (e.g., "Who is the tallest in the class?") to activate prior knowledge of comparatives.
Highlight spelling changes clearly: double consonants (hot → hottest), y → i (happy → happiest), and the use of more/most for longer adjectives.
Emphasise the structure the + superlative (e.g., the highest, the most expensive).
Use gestures and board drawings to show "most" vs "least".
Encourage peer correction during pair work to build confidence.
For mixed-ability classes, provide support cards with the irregular forms for weaker students and extension tasks (e.g., writing a short paragraph) for stronger ones.
Relate examples to students' lives in Morocco (e.g., "the hottest day in Agadir").
Monitor pronunciation of superlative endings carefully (/ɪst/, /əst/).
Answers
Complete with the correct superlative form:
Mount Everest is the highest mountain in the world. (high)
My phone is the most expensive thing I own. (expensive)
She is the smartest girl in the team. (smart)
This is the funniest movie I have seen. (funny)
Today is the hottest day of the week. (hot)
Note: Remind students that superlatives are almost always preceded by the.

Grammar

Superlative adjectives

A superlative is used to show that one thing is the most (highest / lowest) in a group of three or more.

Adjectives	Comparative	superlative
Small	Smaller	The smallest
Cheap	Cheaper	The cheapest
clean	Cleaner	The cleanest
Big	Bigger	The biggest
Hot	Hotter	The hottest
Easy	Easier	The easiest
Happy	Happier	The happiest
Expensive	More expensive	The most expensive
Beautiful	More beautiful	The most beautiful

Irregular adjectives

Good	Better	The best
Bad	Worse	The worst
Near	Nearer	The nearest
Far	Further	The furthest

1 Complete with the correct superlative form :

- Mount Everest is _____ mountain in the world. (high)
- My phone is _____ thing I own. (expensive)
- She is _____ girl in the team. (smart)
- This is _____ movie I have seen. (funny)
- Today is _____ day of the week. (hot)



Teaching materials

Coursebook page (as shown in the image) on superlative adjectives.
Whiteboard and markers.
Handouts with the table of regular and irregular adjectives (for reference).
Flashcards or pictures illustrating adjectives (e.g., a picture of Mount Everest, a very expensive phone, a funny film).
Projector (optional) to display the table and examples.
Worksheet with additional practice sentences.
Coloured pens or highlighters for students to mark adjective endings.

Assessment

During the lesson (formative):
Observation of pair and group work.
Oral questioning: "What is the tallest building in your city?"
Quick board race game: students write superlatives for given adjectives.
End-of-lesson assessment:
Students complete 5–8 similar gap-fill sentences independently.
Mini writing task: "Write three sentences about your family / school / city using superlatives."
Success criteria:
80% accuracy in forming regular and irregular superlatives.
Correct use of the before superlatives.
Homework (optional):
Find and write five superlative sentences about Morocco or their favourite things (e.g., the biggest city, the most beautiful beach, etc.).

1 Listen and complete the paragraph with the words below :
bracelet - Atlas - amazing - Julia - colourful - beautiful -
couscous - again

Julia's Trip to Morocco

Last summer, a tourist named _____ visited Morocco for the first time.
She arrived in Marrakech and loved the _____ markets. She bought a small
handmade _____.
After that, Julia visited the _____ Mountains. She rode a camel and took many
photos.
She also went to Chefchaouen, the blue city. She said it was quiet, _____, and
very friendly.
Anna tried _____ on Friday with a Moroccan family. She enjoyed it a lot!
Before going home, she said, "Morocco is an _____ country. I want to come
back _____!"

2 Choose the correct answer:

1. Who visited Morocco?
a) Sara
b) Julia
c) Amina

2. What did Anna buy?
a) Shoes
b) A hat
c) A bracelet

3. What animal did Anna ride?
a) A horse
b) A camel
c) A donkey



Aims:

Main Aim:

By the end of the lesson, students will be able to listen to a short text about a trip to Morocco and complete a gapped paragraph using target vocabulary accurately.

Subsidiary Aims:

Develop listening for specific information and gist.

Revise and practise topic-related vocabulary (travel, countries, food, souvenirs, geography).

Improve reading comprehension through multiple-choice questions.

Raise cultural awareness about Morocco.

Personal Aim (for teacher):

To provide clear instructions and effective feedback during the listening task.

Teaching materials

Student's Book (the page provided).

Audio recording of the text "Julia's Trip to Morocco" (from the coursebook CD or digital platform).

Whiteboard / interactive board.

Word cards or projected list of the target words: bracelet, Atlas, amazing, Julia, colourful, beautiful, couscous, again.

Pictures of Marrakech, Atlas Mountains, Chefchaouen, couscous, camel riding (optional).

Handout with the gapped paragraph (if students don't have books).

Assessment

Observe students during pair-checking and note who completes the gaps accurately.

Check written answers on the board or collect handouts.

Quick oral questions: "What did Julia buy?" "What did she eat?"

Teaching Methods

PPP (Present-Practice-Produce) adapted for listening.

Task-based learning (completing the paragraph and answering questions).

Communicative approach (pair/group discussion of answers).

Audio-lingual elements (listening and repeating key phrases).

Tips for Teaching

Pre-listening :

Show pictures of Morocco and elicit what students already know (Marrakech, camels, Atlas Mountains, etc.).

Pre-teach or check the target words by matching them to pictures or definitions.

Ask prediction questions: "What do you think Julia bought?" "What did she eat?"

While-listening:

Play the audio twice.

First listening: students listen for gist and write the name Julia.

Second listening: students complete the gaps.

Pause after each sentence if the class is weak.

Post-listening:

Students compare answers in pairs before whole-class feedback.

Play the audio again, stopping at each gap so students can repeat the completed sentences (good for pronunciation).

Discuss the multiple-choice questions in pairs.

Differentiation:

Stronger students: ask them to write one more sentence about a trip they would like to take.

Weaker students: provide the first letter of each missing word or a word bank on the board.

Engagement:

Relate the topic to students' own country (Morocco–Moroccan culture comparison).

Use realia (a small bracelet or photos of couscous) if available.

Answers

1. Listen and complete the paragraph

Last summer, a tourist named Julia visited Morocco for the first time.

She arrived in Marrakech and loved the colourful markets. She bought a small handmade bracelet.

After that, Julia visited the Atlas Mountains. She rode a camel and took many photos.

She also went to Chefchaouen, the blue city. She said it was quiet, beautiful, and very friendly.

Julia tried couscous on Friday with a Moroccan family. She enjoyed it a lot!

Before going home, she said, "Morocco is an amazing country. I want to come back again!"

2. Choose the correct answer

Who visited Morocco?

b) Julia

What did Anna buy? (Note: This appears to be a typo in the book – it should refer to Julia)

c) A bracelet

What animal did Anna ride? (Again, should refer to Julia)

b) A camel

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

Write a well-structured, coherent short paragraph (6–8 sentences) describing a favourite place in Morocco.

Include specific information: name and location of the place, what can be seen there, activities people can do, and personal reasons for liking it.

Communicative Language Teaching (CLT): Students discuss ideas in pairs/groups before writing.

Process Writing Approach: Brainstorming → Drafting → Peer feedback → Final version.

Task-Based Learning: Students complete the real-life task of writing about a favourite place.

Differentiated Instruction: Provide sentence starters for weaker students; encourage stronger students to add more details or opinions.

Warm-up : Ask students: "What is your favourite place in Morocco or in the world? Why?" Do a quick pair-share to activate prior knowledge.

Encourage students to choose a place they genuinely like – this increases motivation and authenticity.

For the sentence completion exercise, model the first one on the board:

"I like travelling because it helps me learn about new cultures and meet different people."

Before the paragraph task, do a whole-class mind map on the board for one example place (e.g., Agadir – since the user is in Agadir). Circulate during writing to provide individual support and correct common errors (e.g., article use, preposition of place, spelling of Moroccan names).

Emphasise the 5 required elements listed on the worksheet.

Set a clear time limit for writing (15–20 minutes) to develop time-management skills.

For young learners or lower levels, reduce to 5 sentences.

Answers (Suggested Model Answers)

Exercise 1 – Complete the sentences (possible answers):

I like travelling because it allows me to discover new cultures and beautiful places.

My favourite city is Marrakech because it has a wonderful mix of history, markets and delicious food.

When I go to Marrakech, I enjoy visiting the Jemaa el-Fna square and shopping in the souks.

They usually have a good time when they visit the Sahara Desert and ride camels under the stars.

Exercise 2 – Model Paragraph (Agadir – suitable for the user's location)

One of my favourite places in Morocco is Agadir. It is located on the southwest coast of Morocco, along the Atlantic Ocean. In Agadir, you can see beautiful golden beaches, the blue sea, and the green mountains in the background. People can do many things there, such as swimming, surfing, sunbathing, and walking along the long promenade in the evening. Families often go to the beach or visit the famous Agadir souk to buy fresh fruit and souvenirs. I like Agadir because it is a relaxing and modern city with a pleasant climate all year round. The people are friendly and the food is delicious, especially the fresh fish. Agadir is the perfect place for both holidays and short weekend trips.

(Word count: 7 sentences – clear, well-organised, and includes all 5 required points)

Teaching materials

The worksheet (provided in the image).

Projector or interactive whiteboard (to display model answers and brainstorm ideas).

Pictures or short videos of Moroccan places (Marrakech, Chefchaouen, Agadir, Sahara Desert, etc.).

Word bank handout (optional): useful adjectives (beautiful, vibrant, historic, relaxing, exciting) and linking words (because, and, also, where).

Coloured pens/markers for mind mapping.

Notebooks or lined paper for drafting.

Formative Assessment:

Observe participation during pair discussions and brainstorming.

Check completed sentences for grammatical accuracy and creativity.

Provide immediate feedback while circulating.

1 Read the text and answer the questions below.

Famous Cities in Morocco

Morocco is a beautiful country with many famous cities. **Rabat** is the capital city. It is known by its modernity and cleanliness. People can enjoy their time by visiting many historical monuments like the Hassan Tower and walk near the sea or the river Bouregreg.

Casablanca is the biggest city. It is busy and full of tall buildings. The heart of Moroccan economy. Many people come to Casablanca for business and finding the opportunities of work. It is also known by the greatest Mosque called Hassan II.

Marrakech is a very old and colourful city. It is famous for Jemaa El-Fna Square, where people can see musicians, storytellers, and shops. It is a city where you can enjoy your time by visiting the mountains around, and enjoying the traditional food such as Tanjia.

Fes is known for its old medina. The streets are narrow, and people sell traditional clothes, food, and hand-made crafts. It is the spiritual city where you can find different monuments and old universities.

Tangier is in the north of Morocco. It is close to Europe and has beautiful beaches. A lot of people visit the city in summer season because there are different and beautiful places to visit.

Morocco's cities are different, but each one has something special to see and enjoy.

What is the capital city of Morocco? _____

What is Casablanca famous for? _____

What can people see in Jemaa El-Fna Square? _____

Which city has a very old medina with narrow streets? _____

Where is Tangier located? _____

2 Read and write : True or False.

Rabat is the biggest city. _____

Casablanca has the Hassan II Mosque. _____

Fes is famous for its new modern streets. _____

Marrakech is colourful and very old. _____

Tangier is in the south of Morocco. _____



Aims:

By the end of the lesson, students will be able to:
Read and understand a factual text about famous cities in Morocco.

Extract specific information from a reading text to answer comprehension questions.

Distinguish between true and false statements based on textual evidence.

Develop vocabulary related to cities, landmarks, and cultural features (e.g., medina, mosque, square, traditional food).

Practise scanning and skimming reading techniques.

Learn basic geographical and cultural knowledge about Morocco.

Teaching materials

The provided textbook page (Reading text + exercises)

Projector or interactive whiteboard (to display the text and images)

Printed copies of the worksheet (or the page itself)

World map or map of Morocco (digital or printed)

Flashcards or pictures of: Hassan Tower, Hassan II Mosque, Jemaa El-Fna Square, traditional medina, Tangier beach

Coloured pens/markers for true/false activity

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

Assessment

Observation during pair/group work.

Checking answers to comprehension questions and true/false statements (oral or written).

Ability to justify answers with evidence from the text.

Teaching Methods

Pre-reading (Warm-up): Discussion and prediction

While-reading: Skimming and scanning

Post-reading: Comprehension questions and true/false exercise

Interactive elements: Pair work, group discussion, and visual aids

Differentiated approach: Support lower-level students with key word highlighting; challenge higher-level students with extra discussion questions

Tips for Teaching

Begin with a short discussion: "What do you know about Morocco?" or "Have you visited any big cities? What are they famous for?" to activate prior knowledge.

Pre-teach key vocabulary: capital city, biggest city, medina, mosque, square, traditional, colourful, spiritual, beaches.

Encourage students to scan the text quickly for specific information rather than reading every word.

Use the map of Morocco to locate each city as it is mentioned – this helps visual learners.

For the true/false section, ask students to underline the evidence in the text.

Promote speaking: After completing the exercises, have students work in pairs to say one interesting fact about each city.

Be culturally sensitive and positive when discussing Morocco, especially since many students may be from the region.

Monitor closely during pair work and provide immediate feedback on language use.

If time allows, extend the lesson by asking students to write a short paragraph about their favourite Moroccan city.

Answers

Part 1 – Comprehension Questions

What is the capital city of Morocco?

Rabat.

What is Casablanca famous for?

It is famous for the greatest Mosque called Hassan II (and it is the biggest city, busy with tall buildings, and a centre for business).

What can people see in Jemaa El-Fna Square?

Musicians, storytellers, and shops.

Which city has a very old medina with narrow streets?

Fes.

Where is Tangier located?

In the north of Morocco.

Part 2 – True or False

Rabat is the biggest city. False (Casablanca is the biggest city.)

Casablanca has the Hassan II Mosque. True

Fes is famous for its new modern streets. False (It is famous for its old medina with narrow streets.)

Marrakech is colourful and very old. True

Tangier is in the south of Morocco. False (It is in the north of Morocco.)

Aims:

By the end of the lesson, students will be able to:
Understand and explain the meanings of the proverbs and idioms
"Where there's a will, there's a way" and "Under the weather".
Use the target language in simple spoken and written sentences.
Recognise the difference between a proverb and an idiom.
Develop positive attitudes towards learning English expressions and cultural wisdom.

Teaching Methods

Presentation-Practice-Production (PPP) approach.
Visual-supported learning using the colourful book page and Mr. Wise character.
Interactive discussion and pair/group work.
Guided discovery (students try to guess meanings before explanation).
Communicative language teaching through personalisation.

Tips for Teaching

Begin with the character Mr. Wise to engage students: "Hello everyone, I am Mr. Wise. Today we are going to learn some wise expressions!"
Use gestures and facial expressions: pretend to be determined for "Where there's a will, there's a way" and look tired/sick for "Under the weather".
Encourage students to create their own short dialogues or situations using the expressions.
For younger learners, focus more on meaning and simple repetition; for older learners, explore similar expressions in their first language.
Praise effort and creativity rather than perfect pronunciation.
Monitor pronunciation of tricky words: will, weather, succeed.
If students finish early, ask them to draw a picture that represents one of the expressions.

Answers (for teacher reference)

1. Where there's a will, there's a way.
Meaning: If you really want to do something, you will find a way to succeed.
Example: Rayane studied hard for the test. Where there's a will, there's a way!
 2. Under the weather.
Meaning: Feeling sick or not well.
Example: Malak didn't come to school today because she was under the weather.
- Additional possible answers for extension activities:
A person who never gives up → has a strong will.
Someone who misses school because of illness → is under the weather.



Teaching materials

The provided page from the Proverbs and Idioms book (projected or printed copies for students).
Whiteboard / interactive whiteboard.
Flashcards with the two expressions and their illustrations.
Matching activity worksheets (meanings + examples).
Audio recording or teacher reading of the examples.
Colouring pencils or markers for optional illustration activity.
Exit ticket slips for assessment.

Assessment

Formative Assessment

During pair work: observe students' ability to explain the expressions.

Oral questioning: "Can you give me an example of when you were under the weather?" or "What does 'Where there's a will, there's a way' mean to you?"

Summative Assessment (End of Lesson)

Exit Ticket (collect before students leave):

Write the meaning of one expression in your own words.

Write one personal example sentence using either expression.

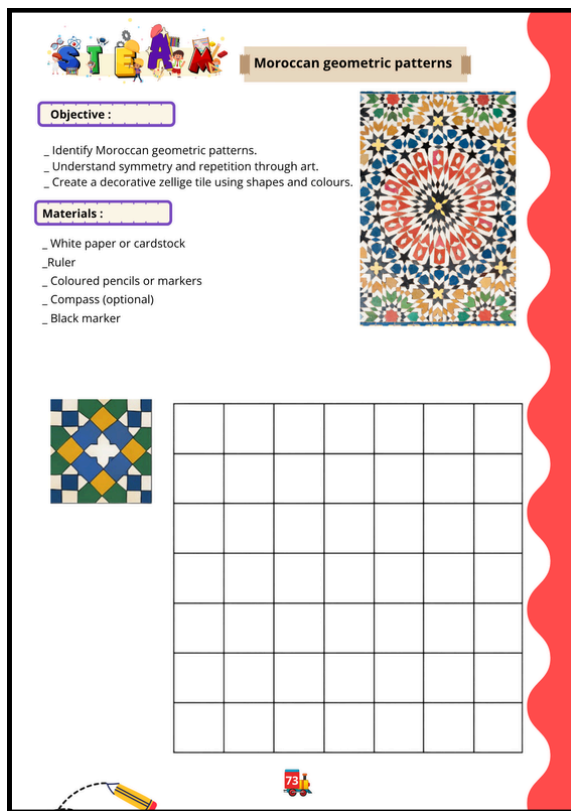
Success Criteria:

80% of students can correctly explain at least one expression.

70% can produce at least one accurate personal example.

Homework (optional):

Find or create a short story (3–5 sentences) that includes one of the expressions, or draw a comic strip showing "Where there's a will, there's a way."



Aims:

To enable pupils to identify traditional Moroccan geometric patterns (zellige) and recognise their cultural significance.

To develop pupils' understanding of symmetry, repetition, and geometric shapes through artistic exploration.

To allow pupils to design and create their own decorative zellige-style tile using shapes, colours, and symmetry.

Teaching materials

For each pupil:

White paper or cardstock (A4 or larger)

Ruler

Coloured pencils or markers

Black marker (for outlining)

Compass (optional, for drawing circles and arcs)

Pencil for initial drafting and eraser

For the teacher:

Printed copy of the workbook page or projected image

High-quality colour images or photographs of real Moroccan zellige tiles (various examples showing stars, rosettes, interlacing patterns)

Completed example tile (teacher-made or printed)

Grid paper (optional for initial planning)

Assessment

Formative Assessment (during the lesson):

Observation of pupils' ability to identify shapes and symmetry in example patterns.

Quality of pencil planning (use of ruler/compass).

Peer discussion about their designs.

Summative Assessment (of final tile):

Use a simple rubric (out of 20 or scored 1–5 per criterion):

Teaching Methods

Introduction

Show real examples of Moroccan zellige and the large pattern on the workbook page. Discuss where these patterns are found (mosques, palaces, fountains in Morocco) and their cultural importance.

Direct Instruction & Modelling

Explain key concepts:

Geometric shapes (squares, triangles, stars, diamonds, hexagons)

Symmetry (rotational, reflective)

Repetition

Demonstrate how to plan a tile on the grid using a ruler and compass, then outline with black marker and colour.

Guided Practice

Pupils analyse the small example pattern on the workbook page and identify shapes and lines of symmetry.

Independent/Creative Activity

Pupils design and colour their own zellige tile on the grid provided in the workbook.

Plenary/Reflection

Pupils share their tiles, describe the shapes used, and identify any symmetry.

Tips for Teaching

Begin with simple designs for younger or less confident pupils (e.g., repeating squares or diamonds) and encourage more complex star patterns for advanced pupils.

Emphasise the importance of light pencil sketching first – mistakes are easy to erase before using the black marker.

Demonstrate how to use a compass to create circular or radial designs, which are common in Moroccan zellige.

Encourage colour harmony: traditional Moroccan tiles often use deep blues, greens, reds, ochres, black, and white. Suggest limiting the colour palette for a more authentic look.

Remind pupils to colour neatly within the lines and to consider background colours carefully.

For differentiation: provide pre-drawn outlines for pupils who need more support; challenge others to create multi-layered rotational symmetry.

Highlight mathematical links (angles, symmetry, tessellation) to reinforce STEAM connections.

If time is limited, pupils can plan their design one day and colour it the next.

Answers / Model Responses

Identification of the small example pattern (bottom left):

This pattern uses squares rotated 45 degrees, creating diamonds. It features a central white cross (or plus shape) with orange and dark blue triangles and squares arranged symmetrically. It has four lines of reflective symmetry and rotational symmetry of order 4.

Expected features of a successful pupil tile:

Clear use of geometric shapes

At least one type of symmetry (usually reflective or rotational)

Repetition of motifs

Neat outlining and thoughtful colour choices

Balanced composition that fills the tile space

Aims:

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

Read and understand a short narrative story focusing on honesty and good citizenship.

Identify and match antonyms (opposites) of selected words from the text.

Develop vocabulary through contextual reading.

Practise reading for specific information and inference.

Discuss moral values such as honesty, responsibility, and kindness.

Main Aim: To improve reading comprehension and vocabulary (antonyms) through an engaging story.

Subsidiary Aims: To promote values of integrity and empathy.

Teaching Methods

Communicative Language Teaching (CLT) – emphasis on meaning and real-life values.

Task-Based Learning – pupils actively search the text to find antonyms.

Differentiated Instruction – support for weaker pupils (word banks) and extension for stronger pupils (sentence writing).

Pair and Group Work – collaborative discussion.

Direct Instruction – teacher modelling how to find antonyms in context.

Tips for Teaching

Pre-reading (Warm-up): Show the picture and ask prediction questions: “What do you think happened to the wallet? Why is Rayane going back to the bakery?” Discuss honesty (e.g., “What would you do if you found a wallet?”).

Highlight keywords before reading: hurried, politely, relief, kindly, grateful, happy.

Encourage pupils to read the text twice: first for general understanding, second to hunt for antonyms.

For antonyms, teach pupils to look for words that give the opposite feeling or meaning in the story.

Use gestures and facial expressions when explaining words like kindly vs unfriendly.

Praise pupils who explain why a word is the antonym (not just guess).

Link to real life: Discuss why returning lost items is important in the community.

Time management: Allocate 10 min pre-reading, 15 min reading + task, 10 min discussion and answers, 5–10 min assessment.

Answers (Antonyms from the story)

Word Antonym from the story

Slow # Hurried

“Rayane hurried back to the bakery.” (opposite of slow movement)

Carelessly # Politely / Carefully

“asked politely” and “holding out the wallet carefully”

Responded # Nodded

“The baker nodded.” (a way of responding)

Unfriendly # Kindly

“The baker smiled kindly.”

Find # Lost

“Rayane and the Lost Wallet” (title) + context of looking for the owner

Sad # Happy

“Rayane felt so happy when he found the owner.”

Note: Some antonyms are contextual (e.g., politely for carelessly).

Accept clear explanations from pupils.



Rayane and the Lost Wallet

Chapter 5 : The Search

After school, Rayane hurried back to the bakery. His heart beat fast, he couldn't even control himself.

He walked up to the counter and asked politely, “Excuse me, did anyone ask for a wallet today?”

The baker nodded. “Yes! Mr. Hassan from the neighborhood was looking for it. He was very worried.”

Rayane felt a wave of relief wash over him. “I found it near the door outside,” he explained, holding out the wallet carefully.

The baker smiled kindly. “You did the right thing by bringing it back. Mr. Hassan will be very grateful.”

Rayane felt so happy when he found the owner.



1 Read the story and find the antonyms of these words.

Slow	.....	Carelessly	.....
Responded	.....	Unfriendly	.....
Find	.....	Sad	.....



Teaching materials

The provided story page (projected on interactive whiteboard or printed copies for each pupil/pair).
Whiteboard and markers.

Word cards with the target words and possible antonyms (for matching activity).

Worksheet with the antonym table (same as in the book) + extension questions.

Audio recording of the story (optional – for listening support).

Pictures related to the story (bakery, wallet, happy/sad faces) for visual support.

Coloured pencils or highlighters for pupils to underline words in the text.

Assessment

During the Lesson (Formative)

Observe pupils while they scan the text for antonyms.

Listen to pair discussions (Are they justifying their answers?).

Quick thumbs up/down check: “Is kindly the opposite of unfriendly?”

End of Lesson (Summative)

Main Task: Completed antonym table (marked out of 6).

Extension Questions (for differentiation):

How did Rayane feel when he returned the wallet?

Why?

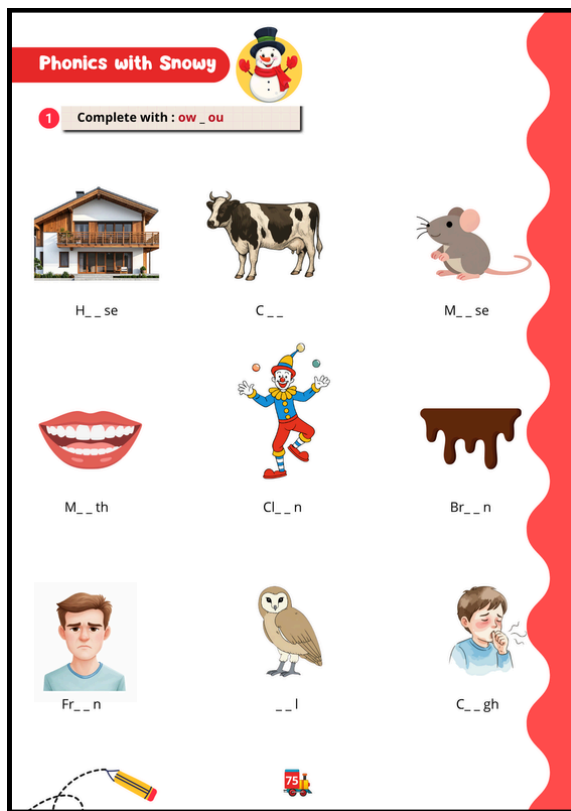
Why did the baker say Rayane did the “right thing”?

Write one sentence about a time you (or someone you know) did something honest.

Homework Suggestion

Write a short ending for Chapter 6: “What happened when Mr Hassan met Rayane?”

This lesson plan is ready to use and fully aligned with the British English curriculum focus on reading comprehension, vocabulary building, and PSHE (Personal, Social, Health Education) values.



Teaching Methods

Direct Instruction: Introduce the two digraphs ow and ou and explain that they often make the same sound (/aʊ/).

Visual Phonics: Use the pictures on the worksheet to elicit the words before revealing the spelling.

Guided Practice: Complete the first two or three examples together as a class.

Independent Practice: Pupils complete the remaining items individually or in pairs.

Multi-sensory Approach: Pupils say the words aloud, trace the letters, and act out actions (e.g., frown, cough, juggle like a clown).

Tips for Teaching

Emphasise the sound first: ask pupils "What sound do you hear?" before focusing on the spelling.

Teach the common rule: ou is more common at the beginning or middle of words, while ow often appears at the end (though there are exceptions).

Use gestures: point to mouth for "mouth", pretend to cough for "cough", make a sad face for "frown".

Differentiate for support: provide a word bank for weaker pupils; challenge stronger pupils to write a sentence using each word.

Make it fun: turn it into a game where pupils "feed" the correct digraph to Snowy the snowman.

Monitor pronunciation carefully, especially for learners whose first language does not have the /aʊ/ diphthong.

Answers

Top row:

H ou se (House)

C ow (Cow)

M ou se (Mouse)

Middle row:

M ou th (Mouth)

Cl ow n (Clown)

Br ow n (Brown)

Bottom row:

Fr ow n (Frown)

Ow l (Owl)

C ou gh (Cough)

Aims:

To enable pupils to distinguish between the ow and ou vowel digraphs and recognise that they can produce the same /aʊ/ sound (as in "cow" and "house").

To develop pupils' ability to spell and read words containing ow and ou.

To improve phonemic awareness and vocabulary through visual clues and picture-word association.

Teaching materials

Interactive whiteboard or projector to display the worksheet.

Printed copies of the worksheet (one per pupil).

Flashcards with ow and ou words (e.g., cow, house, mouse, clown, brown, mouth, frown, owl, cough).

Audio recording or teacher pronunciation of the target words.

Coloured pencils or markers for highlighting ow and ou.

Snowman character cut-out (Snowy) for motivation.

Assessment

Formative Assessment:

Observe pupils during guided practice and note who can correctly identify ow vs ou.

Listen to pupils reading the completed words aloud.

Worksheet Completion: Check accuracy of digraph choice and spelling.

Quick Exit Ticket: Ask pupils to write two new words (one with ow and one with ou) on a mini whiteboard.

Differentiation: Provide extra support (picture prompts) for struggling pupils; ask advanced pupils to create a short story using at least four of the words.

Unit 6

Means of transportation



1 Read and act out the dialogue.

Sara: Hi Adam! How do you go to school every day?
Adam: Hi Sara! I usually go to school by bus. What about you?
Sara: I go to school on foot because I live near the school.
Adam: That's nice! Walking is healthy.
Sara: Yes, it is. How does your sister go to school?
Adam: She goes by car with my dad.
Sara: And your brother?
Adam: He goes by bike. He loves riding his bicycle.
Sara: Wow! Your family uses different means of transportation.
Adam: True! And how do you travel when you go on holiday?
Sara: My family travels by train or sometimes by plane.
Adam: That sounds fun!
Sara: Yes! Every transport has advantages.
Adam: I agree. See you later, Sara!
Sara: See you, Adam!

2 Read the sentences and write true or false.

- Adam goes to school by bus. _____
- Sara goes to school by car. _____
- Adam's sister goes to school by car. _____
- Adam's brother goes to school by train. _____
- Sara travels by train or plane during holidays. _____

3 Choose the correct answer.

- Sara goes to school (on foot / by bike). _____
- Adam's brother goes to school (by bus / by bike). _____
- Adam's family uses (one / different) means of transportation. _____
- Sara lives (near / far from) the school. _____
- Sara's family sometimes travels (by plane / by boat). _____



4 Read and match.

Sara goes to school •	• By bus
Adam goes to school •	• On foot
Adam's sister goes to school •	• By car
Adam's brother goes to school •	• By bike
Sara travels on holidays •	• By plane

5 Look and write the means of transportation.

Aims:

By the end of the lesson, students will be able to:
Identify and name different means of transportation (bus, car, bike, plane, train, ship, scooter, etc.).
Talk about how they and their family members go to school and travel on holidays using simple prepositional phrases (by bus, on foot, by car, etc.).
Read and understand a short dialogue about means of transportation.
Complete matching, labelling, true/false, and multiple-choice exercises related to the topic.
Develop listening, speaking, reading, and writing skills in the context of everyday travel.

Teaching materials

Student's Book (pages with exercises 1–5).
Flashcards or large pictures of different means of transportation (bus, car, bike, motorcycle, plane, train, ship, helicopter, scooter, etc.).
Projector or interactive whiteboard (if available) to display the dialogue and pictures.
Audio recording of the dialogue (if provided in the coursebook).
Worksheets with extra matching or drawing activities.
Realia (optional): small toy vehicles.
Coloured pencils/markers for labelling pictures.

Assessment

Observation during pair work and dialogue acting (fluency and pronunciation).
Checking completed exercises in the Student's Book.
Quick oral quiz: "How does Adam go to school?" etc.

Teaching Methods

Communicative Language Teaching (CLT): Pair work and role-playing the dialogue.

PPP (Presentation–Practice–Production):

Presentation: Introduce vocabulary with pictures and flashcards.

Practice: Controlled exercises (matching, labelling, true/false).

Production: Freer speaking (personalisation: "How do you go to school?").

Task-Based Learning: Students complete the exercises and then act out the dialogue.

Visual Learning: Heavy use of illustrations from the book.

Total Physical Response (TPR): Mime actions (walking, riding a bike, driving, flying, etc.).

Tips for Teaching

Begin with a warm-up: Ask students "How do you come to school today?" and elicit answers with gestures.

Pre-teach key vocabulary using flashcards before opening the book.

Drill pronunciation of by bus / by car / by bike / by plane / on foot (focus on the weak form of by).

Encourage students to use full sentences rather than single words.

For younger learners, turn the labelling exercise into a game (e.g., "Point to the plane!").

Monitor pair work closely during the dialogue activity and provide positive feedback.

Answers

Exercise 1 – Read and act out the dialogue

(No specific answers – students read and practise the dialogue in pairs.)

Exercise 2 – True or False

Adam goes to school by bus. → True

Sara goes to school by car. → False (She goes on foot)

Adam's sister goes to school by car. → True

Adam's brother goes to school by train. → False (He goes by bike)

Sara travels by train or plane during holidays. → True

Exercise 3 – Choose the correct answer

Sara goes to school on foot.

Adam's brother goes to school by bike.

Adam's family uses different means of transportation.

Sara lives near the school.

Sara's family sometimes travels by plane.

Exercise 4 – Read and match

Sara goes to school on foot.

Adam goes to school by bus.

Adam's sister goes to school by car.

Adam's brother goes to school by bike.

Sara travels on holidays by plane (or by train – the dialogue mentions both).

Exercise 5 – Look and write the means of transportation

Top row (left to right):

Bus- motorcycle (or motorbike)- ship- train-

Bottom row (left to right):

aeroplane (or plane)- car- scooter- helicopter

Third row:

Boat- scooter (electric scooter)* bike (bicycle)- taxi

Aims:

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

Talk about different means of transportation using appropriate vocabulary.

Ask and answer questions about how they travel to school and on family visits.

Use a range of expressions to express likes and dislikes (e.g., I like..., I'm fond of..., I don't like..., I can't stand...).

Develop speaking and listening skills through pair and group work.

Practise personalisation by relating the language to their own lives.

Teaching Methods

Communicative Language Teaching (CLT): Emphasis on meaningful interaction and personalisation.

PPP (Present-Practice-Produce): Present the dialogue and expressions, practise through controlled and freer activities, then produce through personal questions.

Pair and group work for speaking practice.

Visual aids and real-life connection to increase engagement.

Tips for Teaching

Begin with a warm-up by asking students how they came to school today to activate prior knowledge.

Model the pronunciation of transport vocabulary and like/dislike expressions clearly, using choral and individual drilling.

Encourage students to use full sentences rather than single words when answering.

Be sensitive to students' backgrounds — some may walk or use public transport; celebrate all answers.

Use gestures and facial expressions when teaching likes/dislikes to make the language more memorable.

Monitor pair work closely and note down common errors for a brief feedback slot at the end.

Extend the lesson for stronger students by asking them to compare their answers with their partner ("We both like... but we don't like...").

Keep the atmosphere fun and light — transport is a very relatable topic for children.

Answers (Model Answers)

Here are suggested model answers based on the questions in the book:

How do you go to school?

I go to school by bus. / I walk to school. / My father drives me in his car.

How do you travel when you visit family?

We usually travel by car when we visit family. / We go by train to visit my grandparents.

Which transportation do you use the most?

I use the bus the most. / I walk the most because my school is very close.

Which means of transportation do you like? Why?

I like riding my bicycle because it's fun and healthy. / I like going by electric car because it's quiet and good for the environment.

Which one is the fastest?

The aeroplane / train is the fastest. / In the city, the metro is the fastest.

Expressing Likes & Dislikes (examples):

I really like travelling by train because it's comfortable.

I'm fond of cycling.

I don't like traffic jams.

I can't stand going by car in the morning because it's too slow.

Hi Jad! How do you go to school?

Hi Olivia! I always go to school by my father's electric car.

Expressing Likes	Expressing Dislikes
I like...	I don't like...
I love...	I dislike...
I adore...	I hate...
I'm crazy about...	I can't bear...
I'm mad about...	I can't stand...
I enjoy...	I loathe...
I'm fond of...	I'm not keen on...
I'm passionate about...	I find it unpleasant...
I have a soft spot for...	It's not my cup of tea...
I'm really into...	I'm not crazy about...

1 Answer the following questions.

- _ How do you go to school?
- _ How do you travel when you visit family?
- _ Which transportation do you use the most?
- _ Which means of transportation do you like? Why?
- _ Which one is the fastest?

Teaching materials

The coursebook page (provided image) showing the dialogue and table of expressions.

Flashcards or pictures of different means of transport (bus, car, bicycle, train, metro, walking, scooter, electric car, taxi, boat, plane, etc.).

Whiteboard and markers.

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

Worksheet with the questions from the book (or copied onto the board).

Projector (optional) to display the image or additional transport pictures.

Assessment

Formative Assessment:

Observe students during pair work: check accurate use of transport vocabulary and like/dislike expressions.

Listen for correct question formation and appropriate responses.

Quick exit ticket: Each student writes one sentence about their favourite means of transport and one they dislike.

Summative Assessment (optional):

Short speaking assessment: Students record or present to the class "My Journey to School" using at least two like/dislike expressions.

Written task: Write a short paragraph (5–7 sentences) answering the questions from the book.

Prepositions of transportation

We use **"on"** for large vehicles which you can stand and walk around in (a bus, an airplane, a train, a metro/subway car, a cruise ship, a boat).

We use **"in"** for (usually) smaller vehicles or crafts that you have to enter and sit in (a car, a taxi, a truck, a helicopter, a canoe, a kayak, a small boat, a carriage, a rickshaw).

We use **"on"** for smaller vehicles which require you to sit on a seat with one leg on each side, and which typically have handlebars (a motorcycle, a scooter, a bicycle, an ATV, a snowmobile, a unicycle).

We use **"on"** for vehicles which require you to stand to use them (a Segway, a skateboard, a hoverboard, etc.).

We use **"by"** for almost all forms of transportation to mention how you traveled somewhere. (Example: "Is it cheaper to travel there by car or by train?")

1 Fill in the blanks with the correct preposition by - on - in

- I usually go to school _____ bus.
- My friend rides _____ the bus with me.
- We went to the park _____ my dad's car.
- She traveled to Marrakech _____ train.
- He arrived _____ a taxi.

2 Circle the best answer.

- I usually go to school (by / on / in) bus.
- My friend rides (on / in / by) the bus with me.
- We traveled to Fez (by / on / in) car.
- He went to the party (in / on / by) his friend's car.
- She arrived (on / in / by) a plane.

Teaching Methods

Presentation (PPP approach): Present the rules clearly, followed by controlled practice and freer production.

Inductive approach: Elicit rules from examples where possible.

Communicative Language Teaching: Include pair and group work.

Visual aids: Use pictures and realia to illustrate the differences.

Differentiated instruction: Provide extra support for weaker students and extension tasks for stronger ones.

Tips for Teaching

Begin with a short lead-in: Ask students how they travel to school/work and what they notice about the language used. Use gestures and real examples (e.g., "I go to school on the bus" while miming standing on a bus).

Highlight the key distinctions:

On = large vehicles (you can walk around) / vehicles you sit astride (bicycle, motorcycle).

In = smaller enclosed vehicles you sit inside.

By = general method of travel (not specific to being inside/on the vehicle).

Be aware of common learner errors (e.g., Moroccan students often say "in bus" or "by bus" interchangeably).

Encourage students to create their own sentences using transport they use in Morocco (e.g., grand taxi, tram, train to Marrakech/Fez).

Monitor pronunciation of prepositions and vehicle names.

Keep the lesson lively by using movement or miming different vehicles.

Answers

1. Fill in the blanks with the correct preposition

I usually go to school by bus.

My friend rides on the bus with me.

We went to the park in my dad's car.

She travelled to Marrakech by train.

He arrived in a taxi.

2. Circle the best answer

I usually go to school (by / on / in) bus. → by

My friend rides (on / in / by) the bus with me. → on

We travelled to Fez (by / on / in) car. → by

He went to the party (in / on / by) his friend's car. → in

She arrived (on / in / by) a plane. → by

Aims:

By the end of the lesson, students will be able to use the prepositions on, in, and by correctly with different forms of transport in spoken and written English.

Subsidiary Aims:

To understand and apply the specific rules for choosing on, in, or by according to the type and size of vehicle.

To develop accuracy in filling in gaps and selecting the correct preposition in context.

To raise awareness of common collocations with modes of transport.

Teaching materials

Coursebook page (as shown in the image) or a printed handout of the rules and exercises.

Whiteboard and markers.

Flashcards or pictures of different vehicles (bus, car, train, bicycle, taxi, Segway, motorcycle, plane, boat, etc.).

Projector (optional) to display the rules or images.

Worksheet with additional practice sentences.

Answer key for the teacher.

Assessment

During the lesson (formative):

Observation during pair work and board work.

Quick oral checks: "Which preposition do we use with a bicycle?"

Error correction on the spot.

End of lesson (summative):

Completion of the two exercises on the page.

Short exit ticket: Students write 3 true sentences about their travel habits using different prepositions.

Follow-up assessment:

Homework: Write a short paragraph (80–100 words) about "My journey to school" or "A recent trip", using at least 6 different prepositions of transportation.

Next lesson quiz: 10 gap-fill sentences focusing on on/in/by with transport.

Aims:

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

Listen for specific information and complete a gapped text about means of transportation.

Identify and use key vocabulary related to travel and transport (bus, car, bike, train, etc.).

Answer simple comprehension questions about someone's travel habits.

Speak about their own means of transportation using simple sentences.

Teaching Methods

Student's book page with the listening text and multiple-choice questions (as shown in the image).

Audio recording of the listening text (provided with the coursebook or recorded by the teacher).

Word bank written on the board or displayed: train, travel, bike, town, the weather, window.

Flashcards or pictures of different means of transport (bus, car, bicycle, train).

Whiteboard and markers.

Optional: Projector for displaying the text, worksheets for extra practice.

Tips for Teaching

Play the audio twice for the gap-fill exercise: first for general understanding, second for completing the gaps.

Pause the audio after each paragraph if students find it challenging.

Encourage students to predict the missing words before listening to develop listening strategies.

For weaker students, provide the first letter of each missing word as support.

After completing the exercise, have students read the full text aloud in pairs to improve pronunciation and fluency.

Link the lesson to students' real lives by asking them to compare their travel habits with Laila's.

Monitor pronunciation of key words (especially "bicycle" and "weather").

Keep the lesson pace lively and use the pictures in the book to maintain engagement.

Answers

1. Listen and fill the gaps

Hello! My name is Laila. Today I will tell you about how I travel every day.

Sometimes, when the weather is nice, I ride my bicycle in the park.

I love riding my bike because it is fun and healthy.

During the summer holiday, my family travels to the beach by train.

The train is comfortable, and I enjoy looking out of the window.

2. Choose the Correct Answer

Laila goes to school by:

b) bus

Laila visits her grandmother on:

b) weekends

Laila rides her bicycle:

a) in the park

Laila travels to the beach by:

c) train

1 Listen and fill the gaps with the right words.

train _ travel _ bike _ town _ the weather _ window

Hello! My name is Laila. Today I will tell you about how I _____ every day.

On weekdays, I go to school by bus. The bus is fast, and I can sit with my friends.

On weekends, I usually visit my grandmother. She lives in another town, so my family goes there by car. It takes about one hour.

Sometimes, when _____ is nice, I _____ my bicycle in the park.

I love riding my _____ because it is fun and healthy.

During the summer holiday, my family travels to the beach by _____.

The train is comfortable, and I enjoy looking out of the _____.

These are the means of transportation I use. What about you? How do you travel?

2 Choose the Correct Answer

1. Laila goes to school by:
a) car b) bus c) train

2. Laila visits her grandmother on:
a) weekdays b) weekends c) holidays

3. Laila rides her bicycle:
a) in the park b) to school c) to the beach

4. Laila travels to the beach by:
a) car b) bus c) train

Teaching materials

Student's book page with the listening text and multiple-choice questions (as shown in the image).

Audio recording of the listening text (provided with the coursebook or recorded by the teacher).

Word bank written on the board or displayed: train, travel, bike, town, the weather, window.

Flashcards or pictures of different means of transport (bus, car, bicycle, train).

Whiteboard and markers.

Optional: Projector for displaying the text, worksheets for extra practice.

Assessment

Formative Assessment:

Observe students during the listening task and note how many gaps they fill correctly.

Check answers in pairs or as a whole class and provide immediate feedback.

Listen to students during the speaking activity (e.g., "How do you travel to school?") and assess use of target vocabulary and structures.

Self-Assessment:

Ask students: "Can you talk about how you travel?" (thumbs up/down or smiley faces).

Extension/Differentiation:

Stronger students can write a short paragraph about their own travel habits.

1 Write 3 sentences comparing the car and the bicycle.

Use comparative adjectives like faster, cheaper, safer, more comfortable.

_ A car is _____ than a bicycle.

_ A bicycle is _____ than a car.

_ A car is more _____ than a bicycle.

2 Write 5–7 sentences about how you go to school.

Use the following questions to help you:

_ How do you usually go to school?

_ Who do you go with? _ Why do you choose this means of transportation?

_ How long does it take? _ What do you like or dislike about it?

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Aims:

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

- Use comparative adjectives correctly to compare two means of transport (car and bicycle).
- Write a short, coherent paragraph (5–7 sentences) describing their personal school journey.
- Develop vocabulary related to transport and daily routines.
- Practise writing skills with appropriate use of linking words and personal opinion.
- Target language: Comparative adjectives (faster, cheaper, safer, more comfortable, slower, more dangerous, etc.)

Teaching materials

- Student workbook (the provided page with Exercise 1 and Exercise 2).
- Whiteboard and coloured markers.
- Flashcards or pictures of a car and a bicycle.
- Projector (optional) to display example sentences or images of different transport.
- Handouts with a list of comparative adjectives (if needed for differentiation).
- Coloured pencils or highlighters for self-checking.

Assessment

Formative assessment during the lesson:

- Observe participation in the comparison discussion.
- Check correct use of comparative adjectives in Exercise 1 (accuracy of form and spelling).
- Monitor writing in Exercise 2 for coherence, use of linking words (because, and, but, however), and appropriate length.

Success criteria:

- Exercise 1: All three sentences use correct comparative forms.
- Exercise 2: 5–7 complete sentences, clear description answering at least 3 of the prompt questions.

Final check: Collect books or do a quick gallery walk where students read each other's work. Give feedback using a simple checklist: Correct comparatives (Exercise 1) - Clear and logical sentences (Exercise 2)

Use of personal opinion (I like / I dislike)

Teaching Methods

- Whole-class discussion for the comparison activity (Exercise 1).
- Guided practice with model sentences on the board.
- Pair work to brainstorm ideas for Exercise 2.
- Individual writing with teacher support and monitoring.
- Peer feedback (optional for higher-level classes).

Tips for Teaching

- Begin Exercise 1 with a quick brainstorming session: ask students what they know about cars and bicycles and elicit comparative adjectives before they open their books.
- For weaker students, provide a word bank on the board (e.g., faster, slower, cheaper, safer, more comfortable, more expensive, more dangerous).
- Encourage students to use a variety of structures in Exercise 1 (not just "more + adjective").
- In Exercise 2, model the first two sentences yourself on the board to show structure and expected length.
- Circulate during writing time to offer individual help and correct common errors (e.g., more fast → faster; gooder → better).
- Praise creative and personal answers to build confidence.
- Set a time limit (8–10 minutes for Exercise 2) to keep students focused.

Answers (Model Answers)

Exercise 1 – Sample answers:

A car is faster than a bicycle.

A bicycle is cheaper than a car.

A car is more comfortable than a bicycle.

Alternative/Additional possibilities:

A car is more expensive than a bicycle.

A bicycle is slower than a car.

A bicycle is safer than a car in heavy traffic. (Accept logical answers)

Exercise 2 – Sample answer (5–7 sentences):

I usually go to school by bus. I go with my older brother and my neighbours. It takes about twenty minutes to get to school. I choose the bus because it is comfortable and I can talk to my friends. I like the bus because it protects me from the rain and sun. However, sometimes the bus is crowded and noisy. I dislike waiting for the bus when it is late. (Encourage students to adapt this to their real situation – walking, car, bicycle, etc.)

Aims:

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

Read and understand a factual text about public transport in a city.

Extract specific information from a reading passage (skimming and scanning skills).

Answer comprehension questions using complete sentences.

Match key vocabulary words to their correct definitions.

Develop awareness of public transport vocabulary and its importance in urban life.

Target language/skills: Reading for gist and detail, vocabulary building (tramway, station, passengers, ticket), writing short answers.

Teaching Methods

Communicative Language Teaching (CLT): Encourage pair and group discussion.

Task-Based Learning: Students complete the reading tasks actively.

PPP (Present-Practice-Produce): Present vocabulary, practise through reading, produce answers orally and in writing.

Differentiated instruction: Support weaker students with sentence starters; challenge stronger students to add their own opinions.

Tips for Teaching

Warm-up : Show a picture of a tram and ask: "What is this? Have you ever travelled by tram? What public transport do you use in Casablanca?" Activate prior knowledge.

Pre-teach key vocabulary before reading (tramway, passengers, station, ticket, polluted, comfortable).

Use the image of the red tram in the worksheet to generate interest.

Encourage students to underline key words while reading.

For the matching activity, have students work in pairs first, then check as a class.

Monitor and provide scaffolding (e.g., sentence starters: "People like using the tram because...").

Link the topic to students' real life in Casablanca to increase engagement.

Time management: 10 min pre-reading, 15 min reading + questions, 10 min matching, 10 min feedback.

Answers

Comprehension Questions

What city is the tramway in?

The tramway is in Casablanca.

Why was the Casablanca Tramway built?

It was built to make transportation easier because thousands of people need to move from one place to another every day.

Name two places the tram passes by.

Any two of the following: schools, markets, parks, hospitals.

Why do people like using the tram?

People like using the tram because it is clean, fast, and comfortable. It helps them avoid traffic and save time.

2. Match the words to their meanings

Tramway → A transport that runs on rails in a city

Station → Places where people get on/off

Passengers → People who travel in a vehicle

Ticket → Something you buy to travel

1 Read the text and answer the questions.

The Casablanca Tramway

Casablanca is one of the biggest cities in Morocco. Every day, thousands of people need to move from one place to another. To make transportation easier, the city built the Casablanca Tramway.

The tramway is clean, fast, and comfortable. It travels through many important places such as schools, markets, parks, and hospitals. People like taking the tram because it helps them avoid traffic and save time. The tram stops at many stations. At each station, passengers get on and get off safely. There are also signs and machines where people can buy their tickets. The Casablanca Tramway is very important for the city. It helps people go to work, school, or shopping easily and safely. It also keeps the city less polluted because it is an electric vehicle.



- What city is the tramway in?
- Why was the Casablanca Tramway built?
- Name two places the tram passes by.
- Why do people like using the tram?

2 Match the words to their meanings.

Tramway •	• Places where people get on/off
Station •	• A transport that runs on rails in a city
Passengers •	• People who travel in a vehicle
Ticket •	• Something you buy to travel

Teaching materials

The provided reading worksheet (with passage, questions, and matching activity) – one copy per student.

Projector or interactive whiteboard (to display the text and images).

Pictures of trams/tramways (Casablanca tram if possible).

Flashcards or word cards for the matching vocabulary: tramway, station, passengers, ticket.

Board markers and coloured pens.

Answer key (for teacher).

Assessment

Formative Assessment:

Observe participation during pair work and class discussion.

Check accuracy of answers to the four comprehension questions (focus on content and basic grammar).

Assess correct matching of vocabulary.

Success Criteria:

Students answer at least 3 out of 4 comprehension questions correctly.

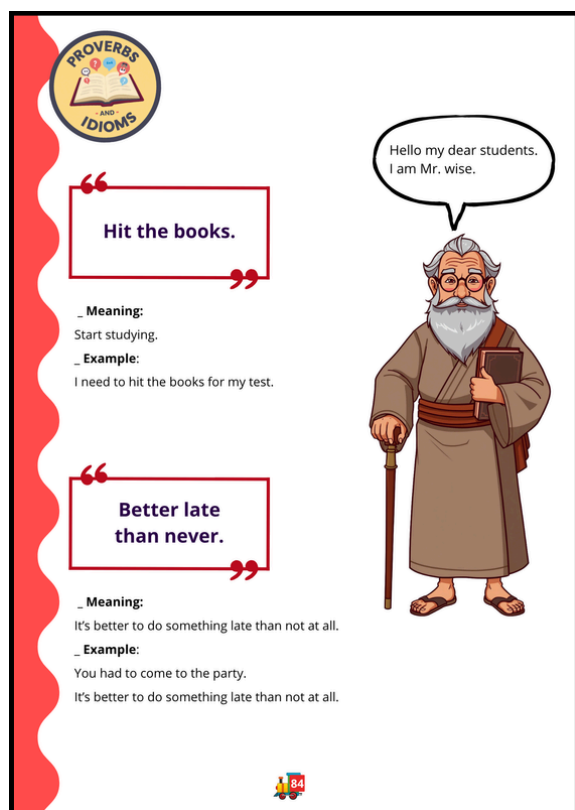
Students correctly match all four vocabulary items.

Extension/Differentiation:

Stronger students: Write one advantage and one disadvantage of trams.

Weaker students: Provide sentence frames.

Homework: Write a short paragraph (5–7 sentences) about "My favourite means of transport" using words from the lesson.



Aims:

- To enable students to understand the meaning and usage of common English idioms and proverbs.
- To develop students' ability to use "Hit the books" and "Better late than never" correctly in spoken and written contexts.
- To raise awareness of the cultural significance of idioms and proverbs in everyday British English communication.
- To encourage critical thinking by comparing these expressions with equivalents in the students' first language (if applicable).

Teaching materials

- The provided textbook page featuring Mr. Wise and the two expressions.
- Whiteboard or interactive board.
- Handouts with the target idioms/proverbs, meanings, and example sentences.
- Flashcards with the idioms on one side and meanings/examples on the other.
- Audio recording (or teacher reading) of the expressions in natural sentences.
- Projector for displaying images or short video clips illustrating the idioms (optional).
- Worksheet for matching, gap-fill, and sentence creation activities.

Assessment

Formative Assessment:

Observation during pair/group activities. Oral questioning: "What does 'hit the books' mean?" Exit ticket: Students write one sentence using each expression.

Teaching Methods

Presentation: Introduce Mr. Wise as the character and present the two expressions using the book page. Elicit what students think the expressions might mean before revealing the definitions.

Explanation: Clearly explain the literal vs. figurative meaning of each expression.

Practice: Controlled practice through matching, gap-fill, and drilling pronunciation.

Production: Freer practice through role-plays, discussions, and personalisation activities.

Communicative approach: Pair and group work to encourage speaking.

Inductive learning: Encourage students to guess meanings from context before explicit explanation.

Tips for Teaching

Begin with the visual (Mr. Wise) to engage students and make the lesson fun.

Highlight the difference between an idiom ("Hit the books" – non-literal) and a proverb ("Better late than never" – offers general life advice).

Model correct pronunciation and intonation: stress on "books" and "late" / "never".

Encourage students to keep an "Idioms and Proverbs" notebook for recording new expressions with examples.

Be sensitive to cultural differences – discuss how similar ideas are expressed in the students' own cultures.

Use humour where possible (e.g., dramatic examples of "hitting the books" before an exam).

Recycle the expressions in future lessons to aid long-term retention.

Other Examples

Here are additional common idioms and proverbs suitable for the same level:

Idioms:

"Piece of cake" – Something very easy.

Example: The exam was a piece of cake.

"Break the ice" – To start a conversation in a social situation.

Example: I told a joke to break the ice at the party.

"Cost an arm and a leg" – Very expensive.

Example: That new phone cost me an arm and a leg.

Proverbs:

"Actions speak louder than words." – What people do is more important than what they say.

Example: He always promises to help, but actions speak louder than words.

"Don't count your chickens before they hatch." – Don't assume something will happen before it does.

Example: I might get the job, but I'm not counting my chickens before they hatch.

"A picture is worth a thousand words." – A visual image can explain something better than words.

Aims:

To enable pupils to understand how an electric car works and identify its main parts.

To develop scientific vocabulary related to energy, electricity, and transport.

To encourage pupils to compare electric cars with traditional petrol/diesel cars and discuss environmental benefits.

To promote reading comprehension, speaking, and listening skills through an engaging topic.

Teaching Methods

Direct instruction with visual support (whole class).

Guided reading of the text.

Discussion and think-pair-share activities.

Labelling and matching exercises.

Collaborative learning (pair or small group work).

Plenary with reflection and assessment.

Tips for Teaching

Begin by activating prior knowledge: ask pupils what they already know about electric cars ("Have you seen one? How is it different from a normal car?").

Use the images on the page to support understanding — point out the battery, motor, and charging port as you read.

Emphasise key vocabulary: electricity, battery, electric motor, charging port, accelerator.

Highlight environmental advantages (no exhaust fumes, quieter, cleaner air) to link with sustainability topics.

Differentiate: provide sentence starters for lower-ability pupils; challenge higher-ability pupils to research one advantage and one disadvantage of electric cars.

Use gestures and simple demonstrations (e.g., pretend to plug in a "car" and "drive" it) to keep the lesson lively.

Monitor pronunciation of new words, especially "electricity" and "accelerator".

Connect to real life by asking if any pupils have been in an electric car or seen charging stations in Casablanca or elsewhere in Morocco.

Answers (for teacher reference)

1. What is an electric car?

An electric car is a car that runs on electricity instead of gasoline (petrol). It uses a large battery, similar to a phone or laptop but much bigger.

2. Main parts of an electric car

Battery: Stores electricity.

Electric Motor: Uses electricity to make the car move.

Charging Port: Where the car is plugged in to charge.

Wheels & Body: Same as any other car.

3. How does it work? (Step-by-Step)

You charge the car by plugging it into a charger.

The battery stores the electricity.

When the driver presses the accelerator, electricity moves to the electric motor.

The motor starts turning and makes the wheels spin.

The car moves quietly and smoothly!



The electric car

Objective :

- Learn how an electric car works and name its main parts.

Description

1. What is an electric car?
An electric car is a car that runs on electricity instead of gasoline.
It uses a battery, just like a phone or a laptop but much bigger.

2. Main parts of an electric car
Battery: Stores electricity.
Electric Motor: Uses electricity to make the car move.
Charging Port: Where the car is plugged in to charge.
Wheels & Body: Same as any other car.

3. How does it work? (Step-by-Step)
1. You charge the car by plugging it into a charger.
2. The battery stores the electricity.
3. When the driver presses the accelerator, electricity moves to the electric motor.
4. The motor starts turning and makes the wheels spin.
5. The car moves quietly and smoothly!



Teaching materials

Printed copies of the provided worksheet/page (one per pupil or pair).

Interactive whiteboard or projector to display the page and images.

Large pictures or a short video clip (1–2 minutes) of an electric car charging and driving.

Realia (optional): a small battery, toy electric car, or pictures of charging ports.

Whiteboard and markers.

Coloured pencils or highlighters for labelling activities.

Exit ticket slips for assessment.

Assessment

Formative Assessment (during the lesson):

Observation of participation in discussions and pair work.

Accuracy of labelling on the worksheet.

Ability to explain the steps in their own words.

Summative Assessment (end of lesson):

Exit Ticket: Pupils write or draw:

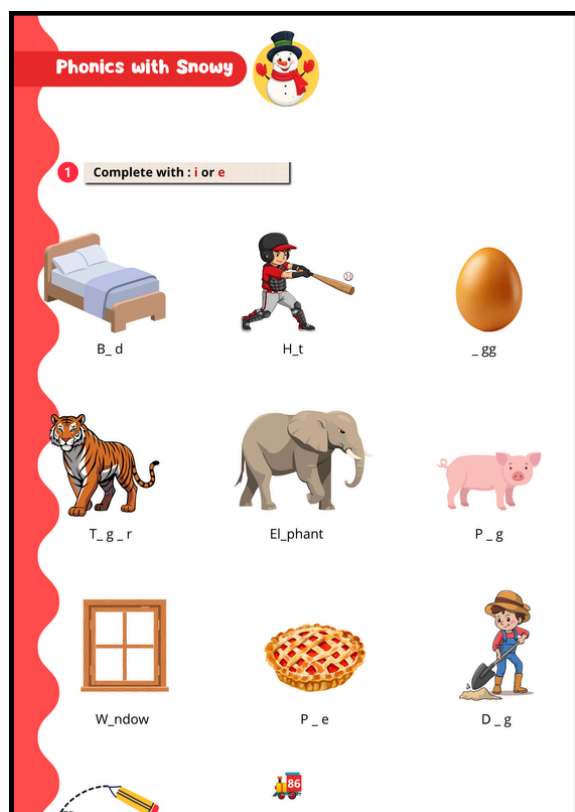
One main part of an electric car and its job.

One thing they found interesting.

Extension Assessment (optional):

Pupils create a simple poster or labelled diagram of an electric car with a short explanation of how it works.

Quick quiz (5 questions) matching parts to functions or sequencing the steps.



Teaching Methods

Direct Instruction: Begin with a short phonics warm-up focusing on the sounds /i/ and /e/.

Visual Phonics: Use the worksheet images to elicit vocabulary before revealing the partial spellings.

Guided Practice: Model the first 1–2 examples on the board, thinking aloud about the vowel sound.

Independent Practice: Pupils complete the worksheet individually or in pairs.

Multi-sensory Approach: Combine looking at pictures, saying the words, and writing the missing letters.

Differentiation: Provide extra support (sound buttons or picture prompts) for less confident learners; extension tasks for advanced pupils (e.g., writing full sentences).

Tips for Teaching

Start with a fun introduction using Snowy the snowman to capture attention: "Snowy needs your help to complete these words!"

Emphasise mouth shape and sound production: /e/ (smile, open mouth), /i/ (smaller mouth, teeth closer).

Encourage pupils to say the word aloud after filling in the blank to check if it matches the picture.

Circulate the classroom during independent work to provide immediate feedback.

Use positive praise and Snowy-themed stickers for motivation.

Keep the lesson pace lively (15–25 minutes) to maintain engagement.

Integrate movement: pupils can act out actions (e.g., swing a bat for "hit", dig for "dig").

Answers

B e d (Bed)

H i t (Hit)

E gg (Egg)

T i g e r (Tiger)

El e phant (Elephant)

P i g (Pig)

W i ndow (Window)

P i e (Pie)

D i g (Dig)

Aims:

To enable pupils to distinguish between the short vowel sounds /i/ (as in "hit") and /e/ (as in "bed") through visual and auditory cues.

To develop phonics skills by completing simple CVC (consonant-vowel-consonant) and CVCC words using the vowels i or e.

To build vocabulary recognition and spelling confidence through picture-word association.

To reinforce letter-sound correspondence in a fun, engaging way suitable for early primary pupils (typically Year 1 / Key Stage 1).

Teaching materials

The provided phonics worksheet ("Phonics with Snowy").

Flashcards of the target words (bed, hit, egg, tiger, elephant, pig, window, pie, dig).

Pictures or realia corresponding to each image on the worksheet.

Whiteboard and markers (or interactive whiteboard).

Audio recordings or teacher pronunciation of each word.

Coloured pencils or markers for pupils to fill in the blanks.

Optional: Snowy the snowman puppet or toy for character engagement.

Assessment

Formative Assessment (during the lesson):

Observe pupils' ability to choose the correct vowel. Listen to pupils reading the completed words aloud. Note common errors (e.g., confusion between /i/ and /e/).

Summative Assessment (worksheet completion):

Score the worksheet out of 9 (one mark per correct vowel).

Success criteria: 8–9 correct = excellent understanding; 6–7 correct = good progress; below 6 = requires additional support.

Extension Assessment Ideas:

Ask pupils to draw and label one new word with i or e. Quick oral quiz: "What is the missing vowel in 'p_g'?"

Peer assessment: Pupils swap worksheets and check each other's answers.

Aims:

Aims (Learning Objectives)

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

Read and understand a short narrative story about honesty and returning lost property.

Identify and match synonyms from the story context.

Expand their vocabulary by learning and using appropriate synonyms in sentences.

Develop reading comprehension and critical thinking skills through text analysis.

Teaching Methods

Communicative Language Teaching (CLT): Pupils discuss the story and moral values in pairs or small groups.

Task-Based Learning: Pupils actively scan the text to find synonyms.

Differentiated Instruction: Provide support for weaker pupils (word banks) and extension tasks for stronger pupils (using synonyms in new sentences).

Integrated Skills: Reading + vocabulary + speaking (retelling parts of the story).

Visual and Interactive: Use highlighting, word cards, and group discussion.

Tips for Teaching

Pre-reading : Show the picture and ask prediction questions: What is happening in the picture? Why is Mr Hassan happy? Have you ever found something lost?

While-reading: Play the audio (if available) or read aloud expressively. Ask pupils to follow along and raise hands when they hear the target words.

Scanning technique: Teach pupils to scan quickly for specific words rather than reading every word.

Context clues: Encourage pupils to use the surrounding sentences to understand meaning before looking for synonyms.

Moral discussion: After the activity, discuss: Why is it important to return lost things? How did Mr Hassan show gratitude?

Differentiation: For younger or weaker classes, provide the first letter of each synonym. For advanced pupils, ask them to write original sentences using the new synonyms.

Classroom management: Use pair work so quieter pupils feel confident sharing answers.

Time management: Allocate 10 minutes for reading, 15 minutes for the synonym task, and 10 minutes for discussion and assessment.

Answers (Synonyms from the Story)

Word	Synonym from the story
Directly	Immediately
Fast	Quickly
Politely	Kindly
Warmly	Kindly
Grateful	Thankful
Timidly	Shyly

Note: "Predicate" in the image is likely a transcription/OCR error and should be Politely.

Model sentences for extension:

Rayane immediately (directly) brought back the wallet.

Mr Hassan came quickly (fast).

He spoke kindly (warmly/politely).

Mr Hassan was very thankful (grateful) to Rayane.

Rayane smiled shyly (timidly).



Rayane and the Lost Wallet

Chapter 6: Hassan got his wallet

When Rayane brought back the wallet to the baker, he immediately called Mr. Hassan, who came quickly. He didn't expect that his wallet will be back to him. His face lit up when he breathed in relief. "Oh, thank you, young man!" He said kindly. "I thought I'd never find it again." Rayane smiled shyly and handed it back. Mr. Hassan checked the wallet, and he found everything was there. His money, credit cards and his ID card. He was so thankful to Rayane. He said « you are so educated young boy, I am so proud of you. »



1 Read the story and find the synonyms of these words.

Directly	.....	Warmly	.....
Fast	.....	Grateful	.....
Predicate	.....	Timidly	.....



Teaching materials

The Storytime textbook page (Chapter 6) – one copy per pupil or displayed on the interactive whiteboard.

Enlarged copy of the synonym table for whole-class modelling.

Whiteboard/markers or digital projector.

Word cards with target words and possible synonyms (for matching activity).

Worksheet with the story and synonym table (if not using the book).

Coloured pencils or highlighters for pupils to mark words in the text.

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

Assessment

Formative Assessment:

Observe pupils while scanning and discussing the text.

Check completed synonym tables (accuracy and completion).

Oral questioning: Find a word in the story that means the same as 'fast'.

Success Criteria:

All pupils correctly match at least 4 out of 6 synonyms.

Stronger pupils use new vocabulary in spoken or written sentences.

Follow-up Activities:

Write a short thank-you note from Rayane to Mr Hassan, using at least two new synonyms.

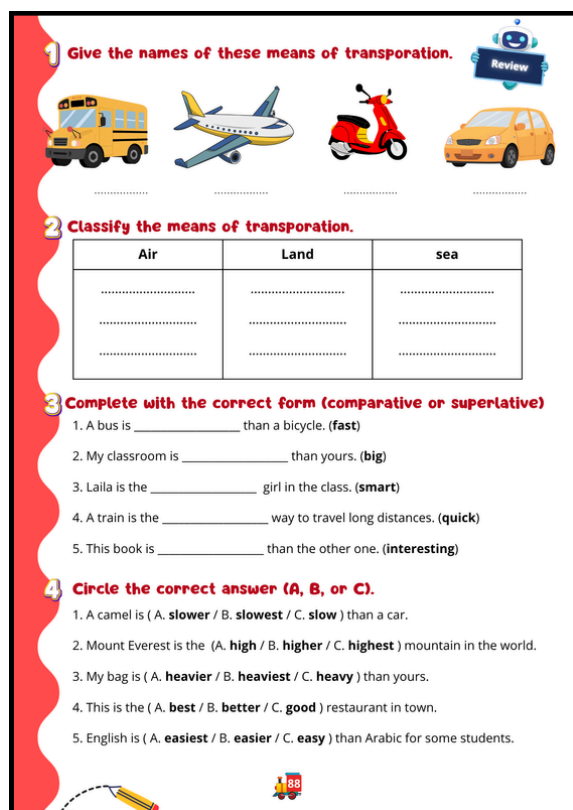
Role-play the scene between Rayane and Mr Hassan.

Homework: Find three more synonyms for words from the story using a dictionary or thesaurus.

Unit 7

Moroccan food





Aims:

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

- Identify and name common means of transportation (bus, aeroplane, scooter, car).
- Classify different means of transportation according to whether they travel by air, land, or sea.
- Use comparative and superlative adjectives correctly in simple sentences.
- Distinguish between comparative and superlative forms in context.

Target language/skills: Vocabulary of transport, comparatives (e.g. faster, bigger), superlatives (e.g. the fastest, the biggest), reading, writing, and speaking.

Teaching materials

The provided worksheet (one copy per pupil).

Flashcards or large pictures of different means of transportation (bus, aeroplane, scooter, car, train, ship, bicycle, lorry, helicopter, boat, etc.).

Blackboard/whiteboard and coloured markers.

Realia or toys (small car, toy aeroplane, etc.) if available.

Projector or interactive whiteboard (optional) for showing pictures and a short video about transport.

Assessment

Formative assessment during the lesson: Observe participation in pair work and board activities. Check understanding by asking random pupils to read their answers aloud.

Worksheet assessment: Mark the completed worksheet focusing on:

- Accuracy of vocabulary (Exercise 1 & 2).
- Correct use of comparative/superlative forms (Exercises 3 & 4).

Teaching Methods

Presentation-Practice-Production (PPP) approach.

Visual aids and realia for vocabulary introduction.

Guided practice through the worksheet.

Pair and group work for classification and speaking.

Interactive board work for comparatives and superlatives.

Differentiation: Support for weaker pupils with sentence starters; extension for stronger pupils by asking them to create their own sentences.

Tips for Teaching

Begin the lesson with a warm-up activity: Play a short "Transport Song" or show pictures and ask pupils, "How do you come to school?" to activate prior knowledge.

Teach the rule for comparatives and superlatives clearly on the board with examples before Exercise 3 and 4:

One-syllable adjectives: +er / +est (fast → faster → fastest)

Two-syllable adjectives ending in -y: -ier / -iest (heavy → heavier → heaviest)

Irregular: good → better → best

Encourage pupils to say the sentences aloud after completing them.

Monitor closely during the classification task and prompt with questions: "Does a ship travel on land or on sea?"

For Exercise 4, ask pupils to justify their choices in pairs to develop speaking skills.

Keep the lesson pace lively and include movement (e.g. "Fly like an aeroplane!") to maintain engagement.

Use positive reinforcement and display completed worksheets on the classroom wall.

Answers

- Give the names of these means of transportation.
Bus _ Aeroplane (or Plane) _ Scooter (or Motorbike) _ Car
- Classify the means of transportation.
(Possible answers – pupils may add more)

Air	Land	Sea
aeroplane helicopter submarine	Bus Car scooter train	Ship boat ferry

- Complete with the correct form (comparative or superlative).
A bus is faster than a bicycle. (fast)
My classroom is bigger than yours. (big)
Laila is the smartest girl in the class. (smart)
A train is the quickest way to travel long distances. (quick)
This book is more interesting than the other one. (interesting)
- Circle the correct answer (A, B, or C).
A camel is (A. slower) than a car.
Mount Everest is the (C. highest) mountain in the world.
My bag is (A. heavier) than yours.
This is the (A. best) restaurant in town.
English is (B. easier) than Arabic for some students.

Aims:

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

Read and understand a simple dialogue about Moroccan traditional foods.

Use vocabulary related to Moroccan dishes (couscous, tagine, harira, rfissa) in context.

Answer comprehension questions about a text.

Distinguish between true and false statements.

Act out a short dialogue with appropriate pronunciation and expression.

Talk about their favourite Moroccan foods using simple sentences.

Teaching Methods

Communicative Language Teaching (CLT)

Task-Based Learning (acting out the dialogue)

PPP (Present-Practice-Produce) for vocabulary

Cooperative learning (pair and group work)

Differentiated instruction (support for weaker students, extension for stronger ones)

Tips for Teaching

Begin with a warm-up discussion: "What is your favourite Moroccan food?" to activate prior knowledge and build interest. Pre-teach key vocabulary using pictures before reading the dialogue.

Model the dialogue yourself first with good intonation and expression.

Encourage students to use gestures and facial expressions when acting out the dialogue to make it lively.

Monitor pronunciation of tricky words: couscous, tagine, harira, rfissa, prunes.

For younger learners, use lots of visual support and praise effort.

Create a positive classroom atmosphere by linking the lesson to students' own culture and identity.

Allow students to personalise the dialogue at the end (change the foods to their own favourites).

Answers

Section 2 – Questions

What is Zaid eating?

Zaid is eating couscous.

What is Nada's favourite Moroccan food?

Nada's favourite Moroccan food is tagine (especially tagine with beef and prunes).

When does Nada usually eat harira?

Nada usually eats harira in Ramadan.

What idea does Nada suggest at the end?

Nada suggests bringing Moroccan food to school one day for a food party.

Section 3 – True or False

Nada is eating couscous. → False (Zaid is eating couscous)

Yassin likes tagine with beef and prunes. → False (Nada likes tagine with beef and prunes)

Harira is usually eaten in Ramadan. → True

Zaid's mother cooked couscous. → True

The students plan to have a food party. → True

1 Read and act out the dialogue.

Nada : Hi Zaid, hi Yassin! What are you eating? It smells so good!

Zaid : Hi Nada ! I'm eating couscous. It's my favourite Moroccan food. My mother made it this morning.

Yassin : Wow, couscous is delicious! I like it with vegetables and chicken. What about you, Nada ?

Nada : I love tagine! Especially tagine with beef and prunes. It's sweet and tasty.

Zaid : Yes! Tagine is amazing. Do you like harira too?

Nada : Of course! I usually eat harira in Ramadan. It's warm and healthy.

Yassin : My favourite Moroccan food is rfissa. My grandmother cooks it when we have a celebration.

Zaid : Moroccan food is the best! We have so many delicious dishes.

Nada : I agree! Maybe we can bring Moroccan food to school one day for a food party.

Yassin : Great idea!



2 Read the sentences and answer the questions.

1. What is Zaid eating?
.....
2. What is Nada 's favourite Moroccan food?
.....
3. When does Nada usually eat harira?
.....
4. What idea does Nada suggest at the end?
.....

3 Read the sentences and write : True or False

1. Nada is eating couscous.
2. Yassin likes tagine with beef and prunes.
3. Harira is usually eaten in Ramadan.
4. Zaid's mother cooked couscous.
5. The students plan to have a food party.



Teaching materials

Student's book (the provided page)

Flashcards or pictures of Moroccan dishes (couscous, chicken tagine, beef & prune tagine, harira soup, rfissa)

Projector or interactive whiteboard (optional)

Audio recording of the dialogue (if available) or teacher reading

Worksheets for answers and extension activities

Realia (optional): printed photos of the dishes or small samples if possible

Coloured markers / sticky notes for group work

Assessment

During the lesson (formative):

Observation of students' participation in pair/role-play activities

Checking answers to comprehension questions (oral or written)

Monitoring pronunciation and fluency during dialogue practice

End of lesson (summative):

Students write 3–4 sentences about their favourite Moroccan food.

Quick exit ticket: "Name two Moroccan dishes you learnt today and one adjective to describe them."

Differentiation:

Support: Provide sentence starters for weaker students.

Challenge: Ask stronger students to create their own short dialogue about food.

Aims:

- To develop students' speaking skills by discussing food preferences, ingredients, and cultural traditions.
- To enable students to describe Moroccan dishes using simple present tense, vocabulary related to food, and personal opinions.
- To raise cultural awareness of Moroccan cuisine and family traditions.
- To practise listening and responding to questions about food in a structured way.
- To build confidence in giving short presentations (30–40 seconds) using a model text.

Teaching Methods

- Communicative Language Teaching (CLT): Focus on meaningful interaction and real-life language use.
- Task-Based Learning: Students complete guided questions then move to freer production (short talks).
- Model-Guided Practice: Use the provided model text as a framework for speaking.
- Pair and Group Work: Initial questions in pairs, followed by individual presentations.
- Visual Support: Use photographs and illustrations to aid comprehension and vocabulary acquisition.

Tips for Teaching

- Pre-teach key vocabulary (e.g., favourite, delicious, ingredients, semolina, tasty, healthy) before starting the activities.
- Demonstrate the model talk yourself first, speaking clearly for 30–40 seconds.
- Encourage students to personalise their talks (e.g., mention their own family traditions).
- For lower-level students, provide sentence starters on the board:
My favourite Moroccan dish is...
We eat it on...
It is made with...
I like it because...
Circulate during pair work to offer support and note common errors for later feedback.
- Be sensitive to students' cultural backgrounds — many may already be familiar with these dishes.
- Make the lesson engaging by linking it to students' own lives (What food does your family cook on special days?).
- Answers (Suggested Model Answers)
Activity 1: Answer the following questions (example answers)
What ingredients do you know?
I know semolina, vegetables, meat, chicken, spices, tomatoes, and chickpeas.
What Moroccan food do you like?
I like Tagine and Couscous.
What food does your family cook on special days?
My family cooks Pastilla or Couscous on special days.
Do you eat couscous on Fridays?
Yes, we often eat couscous on Fridays. / No, we don't always eat it on Fridays.
Activity 2: Model Talk (Example for other dishes)
Tagine
My favourite Moroccan dish is Tagine. We eat it on special occasions. It is made with meat or chicken, vegetables, and spices. I like it because it is very tasty and aromatic. My mother cooks it very well!
Harira
My favourite Moroccan dish is Harira. We eat it during Ramadan. It is made with tomatoes, lentils, chickpeas, and meat. I like it because it is warm and healthy. My mother cooks it very well!
(Provide similar models for Rfissa, Pastilla, etc.)

Teaching materials

- The coursebook page (provided image) showing the dialogue, questions, model text, and pictures of Moroccan dishes.
- Projector or interactive whiteboard (to display the page and model answers).
- Pictures or flashcards of the Moroccan dishes (Couscous, Tagine, Harira, Rfissa, Pastilla, Briouat, Chebakia).
- Vocabulary worksheet or word bank (ingredients: semolina, vegetables, meat, spices, etc.).
- Timer (for the 30–40 second speaking activity).
- Optional: Real Moroccan food images/videos or simple recipe cards.

Assessment

- Formative Assessment:
Observe students during pair work and note participation and use of target language.
Checklist for the short presentation:
 - Used the model structure (4–5 sentences)
 - Spoke for 30–40 seconds
 - Clear pronunciation and fluency
 - Used food vocabulary correctly
 - Expressed personal opinion
- Peer Assessment: Students give positive feedback to classmates (e.g., "I liked how you described the ingredients.").
- Self-Assessment: Students reflect: I can talk about Moroccan food. Yes / A little / Not yet.

Quantifiers

Quantifiers are words we use to talk about how much or how many things there are.

A. For Countable Nouns (things we can count):
Many _ a few _ some
Examples:
 I have many books.
 She has a few friends.
 He has few pencils.
 There are some apples on the table.

B. For Uncountable Nouns (things we cannot count):
Much _ a little _ little _ some
Examples:
 I don't have much time.
 There is a little milk in the fridge.
 She has little money.
 There is some water in the bottle.

C. For Countable + Uncountable nouns:
a lot of _ lots of
Examples:
 There are a lot of chairs. (countable)
 There is a lot of sugar. (uncountable)



1 Choose the correct quantifier
 many - much - a few - a little - some - a lot of

- There are _____ students in the class.
- I have _____ water in my bottle.
- She has _____ friends.
- We don't have _____ sugar.
- He has _____ homework today.
- There are _____ apples in the basket.

2 Fill in with "many" or "much."

- How _____ milk do you drink?
- How _____ cars are in the street?
- There isn't _____ rain today.
- I don't have _____ pencils.

Teaching Methods

The lesson follows the PPP (Presentation – Practice – Production) framework:

Presentation

Lead-in: Ask students what they had for breakfast or how many friends they have to elicit quantifiers naturally.

Use the textbook page to present the rules in boxes A, B, and C. Highlight the difference between countable and uncountable nouns with clear examples on the board.

Use a T-chart on the whiteboard:

Countable

Uncountable

many / a few / few

much / a little / little

some / a lot of

some / a lot of

Practice

Controlled practice: Exercise 1 (Choose the correct quantifier).

Semi-controlled: Exercise 2 (many or much).

Pair work: Students create their own sentences using different quantifiers.

Production

Freer practice: Students talk about their school, family, or daily life using quantifiers (e.g., "I have a lot of homework", "There isn't much rain in Casablanca in summer").

Tips for Teaching

Clarify the difference early: Emphasise that we can count "apples" (one apple, two apples) but not "water" (we say "some water", not "one water").

Be careful with "few" vs "a few" and "little" vs "a little":

Few / little = not enough (negative meaning).

A few / a little = some (positive meaning).

Use gestures and visuals: Show "many books" with open arms, "a little milk" with thumb and finger close together.

Monitor pronunciation: "many" /'meni/, "much" /mʌtʃ/, "a lot of" /ə 'lɒt əv/.

For Arabic-speaking students: Highlight that "some" (بعض) works for both countable and uncountable.

Error correction: Use gentle reformulation rather than direct correction during speaking activities.

Differentiation: Give weaker students a reference card with the rules; challenge stronger students to write a short paragraph.

Answers

1 Choose the correct quantifier

There are many students in the class.

I have some / a little water in my bottle.

She has a few / some friends.

We don't have much / a lot of sugar.

He has a lot of / some homework today.

There are a lot of / many / some apples in the basket.

2 Fill in with "many" or "much."

How much milk do you drink?

How many cars are in the street?

There isn't much rain today.

I don't have many pencils.

Aims:

By the end of the lesson, students will be able to use appropriate quantifiers (many, much, a few, a little, few, little, some, a lot of) correctly with countable and uncountable nouns in speaking and writing.

Subsidiary Aims:

To distinguish between countable and uncountable nouns.

To practise quantifiers in controlled and freer exercises.

To develop accuracy in the use of quantifiers through contextualised practice.

Teaching materials

Student's Book (the provided page on Quantifiers).

Whiteboard / Interactive whiteboard.

Markers.

Flashcards or pictures of countable (books, apples, students, cars) and uncountable (water, milk, sugar, homework, rain) items.

Handout with additional gap-fill sentences (optional extension).

Projector (if showing the page digitally).

Assessment

During the lesson (Formative):

Observation during pair work and board work.

Quick oral checks: "Is 'water' countable or uncountable?"

Exit ticket: Students write 3 sentences about their day using different quantifiers.

End of lesson (Summative):

Short written quiz (5–6 sentences) using the target quantifiers.

Self-assessment: Students rate how confident they feel (1–5) with countable vs uncountable quantifiers.

Aims:

Main Aim: To develop students' listening skills by identifying specific words and information from an audio text about a family visit.

Subsidiary Aims:

To introduce and practise vocabulary related to food, family, and daily activities (couscous, harira, pastilla, chebakia, mint tea).

To reinforce the past simple tense through context (visited, arrived, was cooking, prepared, said).

Teaching Methods

Pre-listening: Discussion and vocabulary activation

While-listening: Gap-fill and multiple-choice tasks

Post-listening: Speaking practice and personalisation

Communicative Language Teaching (CLT) with a focus on task-based learning

Differentiation: Support for weaker students with visual prompts; extension for stronger students through personalised questions

Tips for Teaching

Pre-teach key vocabulary before listening using pictures and realia to help students visualise the Moroccan dishes.

Play the audio twice for the gap-fill exercise and three times if necessary for younger learners.

Encourage students to predict the missing words before listening to activate prior knowledge.

Use gestures and facial expressions when modelling the dialogue to make it more engaging.

Create a warm, supportive atmosphere – many students will relate to visiting grandparents and enjoying family meals.

For large classes, have students work in pairs or small groups when checking answers.

Integrate cultural elements by asking students to compare the food with dishes from their own culture.

Answers

1. Listen and fill the gaps with the right words.

Last Sunday, Sara and her brother Yassin visited their grandmother in Casablanca. When they arrived, the house smelled delicious.

Grandma was cooking couscous with vegetables. She also made a bowl of harira, because it was cold outside. For dessert, Grandma prepared chebakia and fresh mint tea.

After lunch, Sara said: "Grandma, your pastilla is the best!" Yassin added: "Next week, can we try couscous?" Grandma smiled and said: "Of course, children!"

2. Listen and choose the correct answer.

Where did Sara and Yassin go?

b) To their grandmother's house

What was Grandma cooking?

b) Couscous with vegetables

What was the weather like?

a) Cold

1 Listen carefully and fill the gaps with the right words.

Sunday - mint - pastilla - arrived - smelled - harira - dessert - couscous

Last _____, Sara and her brother Yassin visited their grandmother in Casablanca. When they _____, the house _____ delicious.

Grandma was cooking couscous with vegetables. She also made a bowl of _____, because it was cold outside. For _____, Grandma prepared chebakia and fresh _____ tea.

After lunch, Sara said: "Grandma, your _____ is the best!" Yassin added: "Next week, can we try _____?" Grandma smiled and said: "Of course, children!"

2 Listen and choose the correct answer.

1. Where did Sara and Yassin go?

a) To the park
b) To their grandmother's house
c) To school

2. What was Grandma cooking?

a) Tajine
b) Couscous with vegetables
c) Pizza

3. What was the weather like?

a) Cold
b) Hot
c) Rainy



Teaching materials

Student's Book (the page with the listening exercises)

Audio recording of the text (provided with the course)

Word bank displayed on the board or flashcards:

Sunday, mint, pastilla, arrived, smelled, harira, dessert, couscous

Pictures of Moroccan dishes (couscous, harira, pastilla, chebakia, mint tea)

Whiteboard and markers

Optional: Realia or printed images of the food items

Assessment

Formative Assessment:

Observe students during the listening tasks and note how many gaps they fill correctly.

Check participation in pair/group discussions.

Use quick thumbs-up/thumbs-down or mini whiteboards for comprehension checks.

Summative Assessment (optional extension):

Students write a short paragraph (4–6 sentences) about a visit to their own grandmother or a family meal, using at least four target words.

Oral assessment: Students describe what they would like to eat at their grandmother's house.

Success Criteria:

Correctly complete at least 6 out of 8 gaps.

Answer all three multiple-choice questions accurately.

Use at least three new food/family words in follow-up speaking/writing.

1 Complete the Sentences with the following linking words.
and - because - but - then - also

1. I like couscous _____ it is very delicious.
2. Tajine has meat _____ vegetables.
3. Harira is healthy, _____ it is easy to make.
4. We eat pastilla at celebrations _____ weddings.
5. Moroccan food is spicy, _____ I like it.



2 Put the words in the correct order to make sentences.

1. couscous / eat / Friday / we

2. tajine / is / delicious / very

3. soup / harira / a / is

4. spices / Moroccan / uses / food

5. family / with / eat / I / food / Moroccan

Teaching Methods

Communicative Language Teaching (CLT) with a focus on meaningful context (Moroccan culture).

Task-based learning: Students complete guided exercises.

Presentation-Practice-Production (PPP) structure.

Pair and group work for collaborative learning.

Visual aids and real-life cultural connection.

Tips for Teaching

Begin the lesson by asking students what they know about Moroccan food to activate prior knowledge and build interest.

Pre-teach or review key vocabulary: couscous, tajine, harira, pastilla, spicy, delicious, healthy, celebrations, weddings.

Model pronunciation of food names clearly, especially for younger learners.

Encourage students to personalise sentences (e.g., "I like harira because...").

Monitor closely during pair work and provide immediate feedback on linking words and word order.

For lower-level classes, provide the first letter of the linking word as support.

Link the lesson to students' lives by discussing family meals on Fridays (traditional couscous day in Morocco).

Use positive reinforcement and celebrate correct cultural references.

Keep the pace lively – Moroccan food is a fun, motivating topic!

Answers

Exercise 1: Complete the sentences

I like couscous because it is very delicious.

Tajine has meat and vegetables.

Harira is healthy, also it is easy to make.

We eat pastilla at celebrations and weddings.

Moroccan food is spicy, but I like it.

Exercise 2: Put the words in the correct order

We eat couscous on Friday.

Tajine is very delicious.

Harira is a soup.

Moroccan food uses spices.

I eat Moroccan food with family. / I eat with family Moroccan food. (Best: I eat Moroccan food with my family.)

Aims:

Main Aim:

By the end of the lesson, learners will be able to use common linking words (and, because, but, then, also) accurately in sentences and construct grammatically correct simple sentences by ordering words correctly.

Subsidiary Aims:

Develop vocabulary related to Moroccan cuisine.

Improve reading comprehension and writing skills at sentence level.

Raise awareness of sentence connectors for cohesion.

Practise word order in affirmative sentences (subject-verb-object/complement).

Teaching materials

The provided worksheet (image or printed copies).

Projector or interactive whiteboard (to display the worksheet and images of Moroccan dishes).

Pictures of Moroccan foods: couscous, tajine, harira, pastilla (optional realia or printed flashcards).

Board markers and whiteboard.

Answer key (for teacher reference).

Exit ticket slips for assessment.

Assessment

During the lesson (Formative):

Observe students while completing the exercises in pairs.

Listen to discussions and note common errors with linking words and word order.

Ask random students to read their completed sentences aloud.

End of lesson (Summative):

Exit ticket: Students write two original sentences about Moroccan food using one linking word and correct word order.

Quick peer-checking of Exercise 1 and 2 using the answer key (displayed or distributed).

Criteria for success:

Accurate use of at least 4 out of 5 linking words.

Correct word order in at least 4 out of 5 sentences.

Ability to explain why a particular linking word was chosen.

Aims:

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

Read and understand a factual text about Moroccan culture and cuisine.

Extract specific information from a text to answer comprehension questions.

Match key vocabulary words related to food and culture to their correct definitions.

Develop cultural awareness of Moroccan traditions, particularly the importance of food and family meals.

Practise reading for gist and reading for detail.

Teaching Methods

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

Task-Based Learning – students complete reading tasks and matching activities.

PPP (Present-Practice-Produce) structure adapted for reading lessons.

Collaborative learning through pair and group work.

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

Tips for Teaching

Warmer : Show pictures of Moroccan food and ask students: What do you know about Moroccan food? Have you ever tried couscous? This activates schemata and builds interest.

Pre-teach difficult vocabulary (semolina, chickpeas, zucchini, hospitality) before reading.

Encourage skimming first for the general idea, then scanning for specific answers.

For question 4 ("How is couscous cooked?"), note that the text implies it is prepared and served in a large shared dish, but does not give full cooking steps — guide students to infer from context. Use think-pair-share for the comprehension questions to increase student talking time.

Monitor closely during the matching activity and provide clues if students struggle.

Link to students' own culture: How is food important in your family/culture?

Be sensitive to dietary and religious aspects (e.g., Friday prayer tradition).

Extend the lesson with a short speaking activity: Would you like to try Moroccan couscous? Why/why not?

Answers

Reading Comprehension:

What is Morocco famous for?

Morocco is famous for its rich and delicious food.

What is couscous made with?

Couscous is made with semolina grains, carrots, zucchini, pumpkin, chickpeas, and meat such as chicken or beef.

When do Moroccan people usually eat couscous?

Moroccan people usually eat couscous on Fridays after the Friday prayer.

How is couscous cooked?

Couscous is prepared by many families on Fridays. It is cooked and served in one big plate, and everyone eats together from the same dish. (Note: The text focuses more on how it is served than the detailed cooking process.)

Matching the words to their meanings:

Semolina → A type of wheat used in couscous

Clay pot → A special pot made from baked earth

Spices → Things that give food flavour

Hospitality → A warm welcome and kindness to guests

1 Read the text and answer the questions.

Moroccan Food

Morocco is known around the world for its rich and delicious food. Moroccan families love eating together, especially during weekends and special days. Food is an important part of Moroccan culture because it brings people together and shows kindness.

One of the most popular dishes is couscous. It is made with semolina grains, carrots, zucchini, pumpkin, chickpeas, and meat such as chicken or beef. On Fridays, many families prepare couscous and enjoy it after the Friday prayer. It is served in one big plate, and everyone eats together. This tradition shows unity and family love.



1. What is Morocco famous for?
.....
2. What is couscous made with?
.....
3. When do Moroccan people usually eat couscous?
.....
4. How is couscous cooked?
.....

2 Match the words to their meanings.

Semolina •	• A warm welcome and kindness to guests
Clay pot •	• A special pot made from baked earth
Spices •	• A type of wheat used in couscous
Hospitality •	• Things that give food flavour

Teaching materials

The provided textbook page (or photocopies of the text and exercises).

Projector or interactive whiteboard (to display the text and images).

Word cards or digital flashcards for the matching activity (Semolina, Clay pot, Spices, Hospitality).

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

Worksheet with comprehension questions and matching exercise.

Pictures of Moroccan dishes (couscous, tagine) for warmer and extension activities.

Coloured pens/markers for group work.

Assessment

Formative Assessment:

Observation during pair/group work.

Checking answers in whole-class feedback.

Quick exit ticket: "Write one thing you learned about Moroccan food."

Summative Assessment:

Accuracy of answers in the comprehension questions (8 marks).

Correct matching of vocabulary (4 marks).

Optional follow-up writing task: "Write a short paragraph about a traditional food from your country." (assessed for content, vocabulary and grammar).

Success Criteria:

Students can answer all comprehension questions with information directly from the text and correctly match at least 3 out of 4 vocabulary items.



Aims:

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

- Understand and explain the meanings of the idioms “Don't count your chickens before they hatch” and “Time flies”.
- Use the two idioms correctly in appropriate contexts.
- Recognise the figurative nature of idioms and differentiate them from literal language.
- Develop speaking and writing skills by creating personalised examples.
- Improve cultural awareness of common English expressions.

Teaching materials

- The provided illustrated page (projected or printed copies for each student/pair).
- Whiteboard / interactive whiteboard.
- Markers / digital pen.
- Handout with the two idioms, meanings, and blank spaces for students to write their own examples.
- Matching cards (idiom – meaning – example) for a pair-work activity.
- Short video clip (optional) showing the idioms in natural use (e.g., from YouTube or a prepared clip).
- Exit ticket slips or digital quiz tool (e.g., Kahoot, Mentimeter, or Google Forms).

Assessment

Formative Assessment (during the lesson):

- Observation of pair and group work.
- Checking students' own examples for correct usage.
- CCQs and oral responses.

Summative Assessment (end of lesson):

- Exit ticket: Each student writes one sentence for each idiom showing correct use.
- Quick quiz (3–5 questions): What does “Don't count your chickens...” mean?
- Complete the sentence: “I can't believe the holiday is over already — ___!”

Teaching Methods

Lead-in / Warm-up

Show the image of Mr. Wise and ask students:

What do you think Mr. Wise is teaching today?

Have you ever made plans that didn't work out? Why?

How do you feel when time passes very quickly?

Elicit ideas and introduce the topic of idioms.

Presentation

Display the page and focus on the first idiom.

Read it aloud, explain the literal meaning (chickens hatching), then the figurative meaning.

Highlight the example on the page.

Repeat the process with “Time flies”.

Use concept-checking questions (CCQs):

“If I say ‘Don't count your chickens...’, am I telling someone to be optimistic or careful?”

“Does ‘Time flies’ mean time moves slowly or quickly?”

Practice (Controlled → Freer)

Matching activity (pair work).

Gap-fill sentences using the idioms.

Personalisation: Students write their own examples (speaking then writing).

Role-play: Students act out short dialogues using the idioms (e.g., a student who is too confident about an exam result).

Production

Group discussion: “When is it good to be careful and not count your chickens?”

Creative task: Students create a short comic strip or social media post using both idioms.

Tips for Teaching

Visual support: The cartoon character Mr. Wise makes the lesson engaging — refer to him regularly (“What would Mr. Wise say?”).

Context first: Always start with the meaning and context before the form. Idioms are best learned through situations rather than rote memorisation.

Pronunciation: Model and drill natural stress: Don't count your CHICKens beFORE they HATCH and TIME FLIES.

Differentiation: Provide sentence starters for weaker students; challenge stronger students to use the idioms in a short story.

L1 interference: Warn students that direct translations often don't work (e.g., many languages have different animal idioms).

Fun element: Encourage students to draw their own illustrations of the idioms — this aids memory.

Keep explanations short and clear; use gestures and facial expressions for “Time flies”.

Aims:

- To enable students to read and understand a simple procedural text about making Moroccan tea.
- To develop vocabulary related to ingredients, kitchen equipment, and the process of making tea.
- To practise giving and following instructions using sequencing words (first, next, then, after that, finally).
- To raise cultural awareness of Moroccan traditions and hospitality.
- To encourage speaking and writing skills through describing a process.

Teaching Methods

- Presentation-Practice-Production (PPP) approach.
- Visual scaffolding using the colourful book page and real objects.
- Collaborative learning (pair and group work).
- Task-based learning (following and creating instructions).
- Total Physical Response (TPR) for action verbs.

Tips for Teaching

- Begin by asking students what they know about Moroccan culture or tea to activate prior knowledge and build interest.
- Highlight the cultural importance of mint tea (thé à la menthe) in Morocco as a symbol of hospitality.
- Model pronunciation clearly: mint, teapot, pour, mix, serve.
- Use gestures when teaching sequencing words and action verbs.
- For younger or lower-level students, pre-teach key vocabulary before reading.
- Encourage students to be creative in the production stage – they can adapt the recipe slightly (e.g., less sugar).
- Be mindful of classroom safety: discuss that real hot water must be handled by adults only.
- Differentiate: stronger students can write their own recipe; weaker students can use sentence starters.

Warm-up

Show the image and ask: What is this about? Have you ever drunk mint tea? What ingredients can you see?

Presentation

Present and drill the ingredients using the book page and realia. Read the text aloud together, focusing on sequencing words. Highlight useful language: First..., Next..., Then..., After that..., Finally...

Practice (15 minutes)

Sequencing activity: Give students jumbled steps to put in the correct order.

Matching activity: Match ingredients to their pictures.

Pair work: Describe one step to their partner.

Production

Students work in groups to create a poster or short video script of "How to Make Moroccan Tea".

Role-play: One student is the "tea master" and gives instructions while others mime the actions.

Answers (for activities)

Sequencing Activity Answers:

First, wash the teapot and the mint.

Next, put green tea in the teapot.

Then, add fresh mint and sugar.

After that, pour hot water into the teapot.

Finally, mix well and serve the tea in small glasses.

Vocabulary Matching Answers:

Mint → green leaves

Tea → black/green powder

Sugar → white cubes

Hot water → kettle on stove

Teapot → traditional metal pot



Teaching materials

The provided page from the STEAM book (projected, printed copies for each pair/group, or displayed on a screen).

Realia (where possible): fresh mint leaves, green tea, sugar cubes, a teapot, small glasses, and a kettle.

Flashcards or pictures of the ingredients: mint, green tea, sugar, hot water, teapot, glasses.

Worksheet with the recipe steps (jumbled for sequencing activity).

Whiteboard/markers or interactive board.

Optional: video clip of Moroccan tea being poured (traditional high pour).

Assessment

Formative Assessment:

Observation during pair/group work (use of sequencing words and vocabulary).

Oral questioning: What do you do first? What comes after that?

Summative Assessment:

Exit ticket: Students write 3–5 sentences describing how to make Moroccan tea using at least three sequencing words.

Mini-project: Draw and label the ingredients + write the first three steps (can be assessed using a simple rubric: vocabulary use, accuracy of sequence, effort).

Peer assessment: Groups present their posters and classmates give positive feedback using sentence starters (I like..., You did well when...).



Aims:

By the end of the lesson, pupils will be able to:
 Identify and differentiate the vowel digraphs ea and ee.
 Spell and pronounce common words containing ea and ee correctly.
 Match pictures with the correct spelling of words using ea and ee.
 Develop phonemic awareness and early reading skills through visual cues.

Teaching materials

The provided worksheet "Phonics with Snowy" (Exercise 1)
 Flashcards with pictures and words: seat, feet, bear, ear, bee, sea, head, leaf, seeds
 Whiteboard and coloured markers (green for ee, blue for ea)
 Audio recording or teacher pronunciation of the target words
 Real objects or puppets (optional): toy bear, leaf, picture of the sea
 Interactive phonics game (e.g. matching cards or online phonics tool)

Assessment

Formative Assessment (during the lesson):
 Observation of pupils' participation and ability to match pictures to sounds.
 Quick oral questioning: "What sound do you hear in feet? Is it ee or ea?"
 Peer checking of answers in pairs.
 Summative Assessment (end of lesson):
 Completion of the worksheet (mark against the answer key above).
 Quick exit ticket: Ask pupils to write two words – one with ee and one with ea.

Teaching Methods

Direct Instruction: Introduce the sounds /i:/ (ee) and /i:/ or /e/ (ea) with clear modelling.
 Visual-Phonetic Approach: Use pictures to link meaning with spelling.
 Guided Practice: Teacher-led completion of the first few examples on the board.
 Independent Practice: Pupils complete the worksheet individually or in pairs.
 Multi-sensory Learning: Say the word, trace the letters in the air, and write them.
 Differentiation: Provide extra support (picture-word matching cards) for lower-ability pupils; challenge higher-ability pupils to write sentences using the words.

Tips for Teaching

Emphasise that both ea and ee can make the long /i:/ sound (as in feet and sea), but ea can also make other sounds (as in head – short /e/).
 Teach the common rule: ee usually appears in the middle of words, ea can appear in different positions.
 Use gestures: stretch arms for long sounds (/i:/), and use a short clap for the short /e/ in head.
 Encourage pupils to say the word aloud before writing to reinforce phonics.
 Monitor common mistakes (e.g. writing "be" instead of "bee", "sead" instead of "seed").
 Keep the lesson lively and fun – use the Snowy character to "help" the children.
 Allocate approximately 35–45 minutes for the full lesson.

Answers

Seat → Seat
 feet → Feet
 Bear → Bear
 ear → Ear
 Bee → Bee
 Sea → Sea
 Head → Head
 Leaf → Leaf
 Seeds → Seeds

Aims:

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

Read and understand a short moral story about honesty and family values.

Identify and explain the main message of the story (the importance of honesty and respect for others' belongings).

Find and use antonyms (opposites) of selected words from the text.

Develop listening, speaking, and vocabulary skills through discussion and pair work.

Values Aim: Encourage honesty and moral behaviour.

Teaching Methods

Communicative Language Teaching (CLT): Emphasis on meaningful interaction and real-life values.

Task-Based Learning: Students complete the antonyms task after reading.

Story-Based Approach: Using narrative to engage young learners.

Differentiated Instruction: Support for weaker students with word banks; extension tasks for stronger students.

Pair and group work for discussion.

Tips for Teaching

Begin with a warm-up discussion about losing and finding things to activate prior knowledge.

Pre-teach difficult words (e.g., moral, honest, respect, proudly) using pictures and examples before reading.

Read the story aloud with expression, then have students read in pairs or small groups.

Encourage students to relate the story to their own lives: "Have you ever found something and returned it?"

For the antonyms exercise, guide students to scan the text for contextual clues rather than guessing randomly.

Use positive reinforcement when students share personal experiences about honesty.

Keep the lesson lively and age-appropriate (recommended for ages 8–10).

Monitor pronunciation, especially of new vocabulary.

Answers (Antonyms Exercise)

Word Antonym from the story

Leftgot back (or returned/came back)

Badgood

Took gave (or gave back)

Asked told / replied

Worstbest

Sadly proudly (or happily)

Model Answers for Students:

left → got back

bad → good

Took → gave (back)

Asked → told / replied

Worst → best

Sadly → proudly



Rayane and the Lost Wallet

Chapter 7 : Rayane got back home

When Rayane got back home ; he met his mum and he told her the story that he lived in that day. She felt so proud of him. She told him « you did a good work my son, when you gave back the wallet, it's not moral to take the others' things » he replied « yes mum, I tried my best and I learnt a good thing from my teacher who told that we must respect the others and never take something doesn't belong to us ».

Rayane's mother was so proud and she said that every person must be honest, if we want to live happily in our society.

1 Read the story and find the antonyms of these words.

left	.....	Asked	.....
bad	.....	Worst	.....
Took	.....	Sadly	.....

Teaching materials

The Storytime textbook (page with Chapter 7).

Enlarged copy of the story text (for classroom display).

Flashcards with the target words and their antonyms.

Whiteboard and coloured markers.

Worksheet with the antonyms table (copied from the book).

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

Pictures illustrating the story (mother and son talking, wallet, proud expression).

Assessment

Formative Assessment:

Observation during pair reading and discussion.

Checking the antonyms table (accuracy and completion).

Oral questions: "Why was Rayane's mother proud?"

"What did Rayane learn from his teacher?"

Success Criteria:

All students correctly identify at least 4 out of 6 antonyms.

Students can retell the main idea of the story in simple sentences.

Extension/ Follow-up:

Write a short paragraph: "Why is it important to be honest?"

Role-play the conversation between Rayane and his mother.

Homework: Draw a picture of Rayane giving back the wallet and write two sentences about it.

Unit 8

My health



Aims:

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

Read and understand a simple dialogue about visiting a doctor and describing symptoms of a cold.

Act out the dialogue with appropriate pronunciation and expression.

Answer comprehension questions about the dialogue.

Use key vocabulary (cold, cough, runny nose, sore throat, fever, rest, fluids, medicine) in context through gap-fill exercises.

Develop listening, speaking, reading, and writing skills related to health and common illnesses.

Main language focus: Describing symptoms, giving advice, doctor-patient language.

Teaching Methods

Communicative Language Teaching (CLT): Emphasis on meaningful interaction through role-play.

PPP (Presentation–Practice–Production):

Presentation: Introduce vocabulary and dialogue.

Practice: Controlled reading and gap-fill.

Production: Freer role-play of the dialogue.

Task-Based Learning: Comprehension questions and acting out the dialogue.

Pair and group work for role-play.

Visual aids and total physical response (TPR) for vocabulary.

Tips for Teaching

Begin with a warm-up discussion: "What do you do when you feel ill?" or "Have you ever been to the doctor?"

Pre-teach key vocabulary using pictures and mime (e.g., pretend to cough, touch forehead for fever).

Model the dialogue first with clear pronunciation, stress, and intonation (especially "Oh no!", "beep", "Get well soon!").

Encourage expressive acting: facial expressions, gestures, and tone of voice.

For weaker students, provide sentence starters or half-scripts for role-play.

Differentiate: Stronger students can improvise extra lines (e.g., more symptoms or different advice).

Monitor pronunciation of medical words: fever /'fi:və(r)/, cough /kɒf/, fluids /'flu:ɪdz/.

Make it fun and low-pressure – praise effort in speaking.

Link to real life: Discuss healthy habits (rest, drinking water, washing hands).

Answers

Section 2 – Comprehension Questions

Why did Jad go to the doctor?

He didn't feel well. He had a cold.

What symptoms does Jad have?

He has a runny nose, a sore throat, and a cough.

Does Jad have a fever?

Yes, he has a slight fever.

What advice did the doctor give him?

He needs rest, lots of fluids, and some medicine to reduce his fever.

What should Jad do if he feels worse?

He should call the doctor.

Section 3 – Fill in the blanks

Jad has a cold.

He has a cough and a runny nose.

The doctor said to drink lots of fluids.

He also needs plenty of rest.

Jad has a slight fever.

1 Read and act out the dialogue.

Doctor: Hello, Jad! How are you feeling today?
Jad: Hi, Doctor. I don't feel well. I've got a cold.
Doctor: I'm sorry to hear that. What symptoms do you have?
Jad: I have a runny nose, a sore throat, and a cough.
Doctor: Do you have a fever?
Jad: I think so. My head feels hot.
Doctor: Let me check your temperature. beep Yes, you have a slight fever.
Jad: Oh no! What should I do?
Doctor: You need rest, lots of fluids, and some medicine to reduce your fever.
Jad: Okay... Will I get better soon?
Doctor: Yes, with rest and care, you should feel better in a few days. If you feel worse, call me.
Jad: Thank you, Doctor!
Doctor: You're welcome. Get well soon, Jad!



2 Read the sentences and write T for true or F for false.

...Why did Jad go to the doctor?
.....
...What symptoms does Jad have?
.....
...Does Jad have a fever?
.....
...What advice did the doctor give him?
.....
What should Jad do if he feels worse?
.....

3 Fill in the blanks with : cold - cough - fluids - rest - fever

...Jad has a
...He has a and a runny nose.
...The doctor said to drink lots of
...He also needs plenty of
...Jad has a slight



Teaching materials

Student's book (the provided page 101).

Flashcards or pictures of symptoms (runny nose, sore throat, cough, fever, thermometer).

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

Word cards for the gap-fill: cold, cough, fluids, rest, fever.

Whiteboard/markers or digital board.

Role-play props (optional): toy stethoscope, thermometer, chair for "doctor's surgery".

Worksheets (optional extension): T/F statements or drawing symptoms.

Assessment

Formative (during the lesson):

Observation of pair role-play (fluency, pronunciation, confidence).

Checking answers to comprehension questions and gap-fill orally or on the board.

Quick thumbs up/down or mini-whiteboard responses for vocabulary recall.

Summative (end of lesson):

Students perform the dialogue in pairs (assess accuracy, pronunciation, and acting).

Short written task: Write 3–4 sentences about "What to do when you have a cold."

Exit ticket: "One new word I learned today is ..."



Aims:

By the end of the lesson, students will be able to:
 Use basic expressions to describe feeling unwell (e.g., I am sick, I don't feel well, I feel ill).
 Describe common symptoms using appropriate structures (e.g., I have a headache, My throat hurts).
 Talk about actions taken when sick (e.g., I need to rest, I am taking medicine, I am going to see a doctor).
 Engage in short role-play conversations about health problems using the target language.

Teaching materials

Student's Book (the provided page 102).
 Flashcards or pictures of symptoms (headache, stomachache, fever, cough, sore throat, etc.).
 Word cards with the target expressions.
 Audio recording of the dialogue (if available) or teacher-read version.
 Whiteboard / interactive board.
 Worksheets for practice (matching, gap-fill, role-play cards).
 Realia: empty medicine bottle, thermometer, cup of tea (optional).

Assessment

During the lesson (formative):
 Observation during drilling and pair practice.
 Quick thumbs-up / thumbs-down checks ("Do you understand I have a stomachache?").
 Mini role-plays where students act out being sick and visiting the doctor.
 End-of-lesson assessment:
 Gap-fill worksheet with missing expressions.
 Matching symptoms to pictures.
 Oral pair role-play: Student A is the doctor, Student B is the patient. Teacher circulates and notes accuracy and fluency.

Teaching Methods

Presentation-Practice-Production (PPP) approach.
 Visual support through illustrations in the book.
 Communicative language teaching with pair and group work.
 Elicitation and modelling.
 Controlled practice followed by freer speaking activities.

Tips for Teaching

Begin by asking students about their own experiences ("When was the last time you were sick?") to activate prior knowledge and make the lesson relevant.
 Use gestures and facial expressions when presenting expressions (e.g., hold your head for headache, look tired for I feel weak).
 Drill pronunciation chorally and individually, paying attention to weak forms (I'm instead of I am) and natural intonation.
 Encourage students to personalise the language ("What do you usually do when you have a cold?").
 For younger learners, incorporate mime games or "Doctor and Patient" role-play with props.
 Monitor pronunciation of difficult words: stomachache, fever, cough, throat, medicine.

Differentiate: stronger students can create longer dialogues; weaker students can use sentence frames.

Answers

Section 1 – Expressions to say when you are sick

I am sick.
 I don't feel well.
 I feel ill.
 I feel weak.
 I feel tired.

Section 2 – Expressions to say about symptoms

I have a headache.
 I have a stomachache.
 I have a fever.
 I have a cold.
 I have a cough.
 My throat hurts.
 My body hurts.

Section 3 – Expressions to say about what you do

I need to rest.
 I need to stay at home.
 I am taking medicine.
 I am drinking warm tea.
 I am going to see a doctor.
 Dialogue completion / model
 Doctor: What's the matter with you, Lina?
 Lina: I have a headache and fever.

Aims:

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

Understand and differentiate between must (obligation), mustn't (prohibition), should (advice/recommendation), and shouldn't (negative advice).

Use modal verbs correctly in affirmative and negative forms to express obligation, prohibition, and advice in everyday contexts.

Complete sentences accurately using the appropriate modal verbs.

Develop awareness of cultural and social rules (e.g., Ramadan, classroom behaviour, healthy habits).

Language focus: Modal verbs must, mustn't, should, shouldn't

Skills: Grammar, reading, writing, speaking (controlled practice)

Teaching Methods

Presentation-Practice-Production (PPP) approach.

Inductive method: Students discover the rules through examples on the worksheet.

Guided discovery: Teacher elicits rules from students after looking at the explanations.

Pair and group work for completing the exercises.

Communicative practice: Students create their own sentences using the target structures.

Tips for Teaching

Begin with a warm-up by asking students about rules in their school, home, or religion (e.g., "What must you do during Ramadan?" or "What should you do to stay healthy?"). This activates prior knowledge and makes the lesson relevant.

Use gestures and visuals: strong hand movement for must, crossed arms for mustn't, and a thinking pose for should.

Highlight the difference: must = strong obligation (no choice), should = advice (good idea but not compulsory).

Emphasise that mustn't is stronger than shouldn't.

Monitor pronunciation: /mʌst/, /mʌsnt/, /ʃəd/, /ʃədn't/.

For younger learners, turn the exercise into a competition or use the cartoon illustrations to engage them.

Provide differentiation: stronger students can write additional sentences; weaker students work with sentence starters.

Encourage peer correction during feedback.

Answers

1. Complete the sentences with the right modal verbs (must / mustn't)

Muslims must fast Ramadan.

Children mustn't eat fast food because it's unhealthy.

We mustn't say bad words in the classroom.

The drivers must respect the traffic lights.

2. Complete with: should - shouldn't

Students shouldn't cheat in the exams.

Barbara should write all the lessons before she leaves the class.

Children should do their homework regularly.

My friends shouldn't waste their time in playing video games.

Modal verbs

Must : obligation

- _ You must work hard if you want to succeed.
- _ They must tell the truth to their parents.
- _ I must respect the school rules.

Mustn't : prohibition

- _ They mustn't tell lies.
- _ She mustn't cheat in the exams.
- _ We mustn't waste our time.

Should / shouldn't : advice

- _ You should practise sport on the weekend.
- _ She should eat healthy food.
- _ She shouldn't drink soda.
- _ Students shouldn't play video games too much.

1 Complete the sentences with the right modal verbs.

(must _ mustn't)

- _ Muslims _____ fast Ramadan.
- _ Children _____ eat fast food because it's unhealthy.
- _ We _____ say bad words in the classroom.
- _ The drivers _____ respect the traffic lights.

2 Complete with : should - shouldn't.

- _ Students _____ cheat in the exams.
- _ Barbara _____ write all the lessons before she leaves the class.
- _ Children _____ do their homework regularly.
- _ My friends _____ waste their time in playing video games.

103

Teaching materials

The provided worksheet (page 103) on modal verbs.
Whiteboard and markers.

Projector or interactive board (to display the worksheet and examples).

Flashcards or pictures illustrating obligation (e.g., traffic lights, school rules), prohibition (e.g., no cheating), and advice (e.g., healthy food, sports).

Coloured sticky notes or sentence strips for matching activities.

Audio recording (optional) of example sentences for pronunciation practice.

Assessment

Formative assessment:

Observation during pair work (checking accurate use of modals).

Oral feedback session: ask students to read their completed sentences aloud.

Worksheet completion: Check accuracy of the 8 target sentences.

Exit ticket: Students write two sentences (one with must/mustn't and one with should/shouldn't) about rules in their life.

Criteria:

Correct choice of modal verb (1 mark per sentence).

Appropriate context and meaning (1 mark per sentence).

Spelling and grammar accuracy.

1 Listen and complete the paragraph.

In the afternoon - In the evening - Every morning

Hello! My name is Samir. I want to talk about my health.

_____, I wake up early and brush my teeth.

I eat a healthy breakfast. I drink milk and eat bread and fruit.

At school, I play football with my friends.

_____, I do my homework and drink water.

_____, I eat vegetables and soup.

I go to bed early to stay healthy and strong.

2 Read and write true or false.

- Samir wakes up late. _____
- He eats a healthy breakfast. _____
- He plays football at school. _____
- He drinks soda every day. _____
- He goes to bed early. _____

3 Circle the Correct Answer

- Samir drinks:
 - juice
 - milk
 - soda
- He plays:
 - basketball
 - football
 - tennis
- In the evening, he eats:
 - fast food
 - cake
 - vegetables

Teaching Methods

PPP (Present-Practice-Produce): Present the vocabulary and time expressions, practise through controlled exercises (listening, true/false, multiple choice), then produce language through speaking.

Task-Based Learning: Pupils complete authentic tasks (listening to complete a text, reading for information).

Visual Learning: Use the colourful illustrations in the book to support understanding.

Communicative Approach: Encourage pair/group discussion after the exercises.

Differentiated instruction: Provide extra support (visual prompts) for weaker pupils and extension tasks for stronger ones.

Tips for Teaching

Pre-teach key vocabulary using flashcards before listening.

Play the audio twice: first for gist, second for completion of the gaps.

Encourage pupils to predict the missing time expressions before listening.

For true/false, ask pupils to justify their answers with evidence from the text.

When doing the multiple-choice questions, have pupils refer back to the paragraph and pictures.

Make it fun: After the exercises, ask pupils to mime their own daily routines for the class to guess.

Monitor pronunciation of time expressions and new vocabulary.

Keep the pace lively – this is a bright, engaging topic for young learners.

Link to real life: Ask “What do you do every morning?” to personalise the lesson.

Answers

1. Listen and complete the paragraph

Every morning, I wake up early and brush my teeth.

In the afternoon, I do my homework and drink water.

In the evening, I eat vegetables and soup.

2. Read and write true or false

Samir wakes up late. → False (He wakes up early)

He eats a healthy breakfast. → True

He plays football at school. → True

He drinks soda every day. → False (He drinks milk and water)

He goes to bed early. → True

3. Circle the Correct Answer

Samir drinks: b) milk

He plays: b) football

In the evening, he eats: c) vegetables

Aims:

By the end of the lesson, pupils will be able to talk about daily routines and healthy habits using time expressions (every morning, in the afternoon, in the evening) and related vocabulary.

Subsidiary Aims:

Develop listening skills for completing a paragraph.

Practise reading comprehension through true/false statements.

Reinforce vocabulary related to healthy food, sports, and daily activities.

Encourage speaking about personal health habits.

Language Focus:

Time expressions: every morning, in the afternoon, in the evening.

Teaching materials

Pupil's Book (the provided page).

Audio recording of the paragraph for the listening activity (Section 1).

Flashcards or pictures of daily routines (brushing teeth, eating breakfast, playing football, doing homework, eating dinner, sleeping).

Whiteboard and markers.

Worksheets (optional extension: pupils write their own daily routine).

Projector or interactive whiteboard (if available) to display images from the book.

Assessment

Formative Assessment (during the lesson):

Observation of listening performance (gap-fill accuracy). Checking true/false and multiple-choice answers orally or in pairs. Monitoring pair discussions about routines.

Summative Assessment (end of lesson):

Quick exit ticket: Pupils write three sentences about their own daily routine using every morning, in the afternoon, and in the evening.

Aims:

Main Aim: By the end of the lesson, learners will be able to use target vocabulary (healthy, fruit, exercise, sleep, doctor, sick) to complete sentences and write a short paragraph about staying healthy.

Subsidiary Aims:

Develop reading comprehension and sentence completion skills.

Practise simple present tense structures related to daily habits and health.

Encourage personalisation through writing about one's own healthy routines.

Build vocabulary related to health and well-being.

Teaching Methods

PPP (Presentation – Practice – Production):

Presentation: Introduce the topic with a short discussion and visuals.

Practice: Controlled sentence completion exercise.

Production: Freer writing of a paragraph.

Interactive discussion and pair work.

Scaffolding through modelling and guided writing.

Differentiation: Support weaker pupils with sentence starters; challenge stronger pupils to add more details.

Tips for Teaching

Begin with a warm-up: Ask pupils "What do you do to stay healthy?" and elicit ideas (eating fruit, playing sport, sleeping, etc.). This activates prior knowledge.

Pre-teach or revise any difficult vocabulary (e.g., "ill" vs "sick", "wake up early").

Demonstrate the first sentence on the board to show the expected answer format.

Encourage pupils to read the whole sentence before choosing a word to ensure it makes grammatical and logical sense.

For the paragraph task, provide a simple model on the board first: "I stay healthy by eating fruit every day. I do exercise like playing football. I sleep eight hours every night..."

Circulate during the writing task to offer individual help and correct common errors (e.g., subject-verb agreement, spelling of exercise and healthy).

Praise creative ideas and good use of the target words.

If time is short, the paragraph can be finished as homework.

Answers (Section 1)

I eat fruit every day to stay healthy.

I do exercise like running and playing football.

I sleep eight hours and I wake up early.

When I am sick, I rest at home.

I visit the doctor when I feel ill.

I feel healthy and happy today.

1 Complete the Sentences with the following linking words.
healthy - fruit - exercise - sleep - doctor - sick

_ I eat _____ every day to stay healthy.
_ I do _____ like running and playing football.
_ I _____ eight hours and I wake up early.
_ When I am _____, I rest at home.
_ I visit the _____ when I feel ill.
_ I feel _____ and happy today.

2 Write a paragraph about how you stay healthy.

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Teaching materials

Workbook page (as shown in the image) – one copy per pupil.

Whiteboard / interactive board.

Flashcards or pictures of: fruit, running/football (exercise), bed/sleeping, doctor, sick child, healthy child.

Word cards with the linking words: healthy, fruit, exercise, sleep, doctor, sick.

Coloured pencils or pens for the writing task.

Optional: Projector to display the completed example sentences.

Assessment

Formative Assessment:

Observe participation during the warm-up and sentence completion.

Check completed sentences for accuracy (6 marks possible – 1 per correct answer).

Success Criteria:

Pupils can correctly complete all sentences.

Pupils write a coherent paragraph of 4–6 sentences about healthy habits.

Most pupils use the target vocabulary appropriately.

Extension / Follow-up: Pupils can draw a picture of themselves doing one healthy activity or present their paragraph to the class.



Teaching Methods

Presentation-Practice-Production (PPP)

Communicative Language Teaching (CLT) – pair and group discussion.

Task-Based Learning – worksheet activities.

Visual and kinesthetic learning – use of images and realia.

Differentiated instruction for mixed-ability classes.

Tips for Teaching

Begin with a warm-up discussion: Ask pupils “What do you do to stay healthy?” to activate prior knowledge and build interest.

Pre-teach key vocabulary (e.g., healthy, fruits and vegetables, exercise, brush teeth, shower regularly) using pictures and gestures.

Encourage pupils to underline or highlight key sentences in the text while reading.

Use the large picture on the right to engage pupils – ask them to describe what they see.

For weaker pupils, provide sentence starters or allow them to work in pairs.

Praise effort and healthy choices to reinforce positive behaviour.

Link the lesson to real life: ask pupils to share one healthy thing they will do today or tomorrow.

Keep the atmosphere fun and energetic – use claps or actions when talking about exercise.

Answers

1. Read the text and choose the correct answer.

Healthy food helps our bodies to:

b) grow strong

Children should sleep:

c) early and well

Exercise makes our:

a) hearts strong

2. Read and Write True or False.

We should drink plenty of water. True

Fast food is very healthy. False

Exercise helps us stay active. True

Brushing teeth once a week is enough. False

Assessment

Formative Assessment (during the lesson):

Observation of participation during warm-up and pair work.

Checking answers in pairs or on the board.

Quick thumbs up/down: “Do you think sleeping late is healthy?” to check understanding.

Summative Assessment (end of lesson):

Completion of the worksheet (marked by teacher or self-assessment with answer key).

Exit ticket: Pupils write or draw one thing they will do to stay healthy (e.g., “I will eat fruit” or “I will sleep early”).

Differentiation & Extension:

Stronger pupils can write 2–3 additional healthy habits.

Weaker pupils can match pictures to sentences instead of writing.

Aims:

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

Read and understand a short text about healthy habits.

Identify key information related to healthy food, exercise, sleep, and cleanliness.

Answer simple multiple-choice and true/false questions about the text.

Develop awareness of simple ways to stay healthy in everyday life.

Practise basic reading strategies (skimming, scanning, and detailed reading).

Teaching materials

The provided reading worksheet “How to Stay Healthy” (one copy per pupil).

Projector or interactive whiteboard (to display the text and pictures).

Flashcards or realia: pictures of fruits/vegetables, milk, water, sports equipment, bed, toothbrush, soap.

Coloured pencils or markers for highlighting.

Whiteboard and markers.

Optional: A short healthy habits video or song (e.g., “Healthy Habits” song).

Aims:

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

Understand and explain the meanings of the idioms "If you want, you can" and "cold feet".

Use the idioms accurately in spoken and written sentences.

Recognise the motivational and emotional contexts in which these idioms are commonly used.

Develop confidence in learning and applying new idiomatic expressions in everyday English.

Target age/group: Young learners / lower secondary students (A2–B1 level)

Teaching Methods

A PPP (Present-Practice-Produce) approach combined with visual and interactive elements:

Presentation

Greet students and introduce Mr. Wise as "our English language wise man".

Display the image and read Mr. Wise's speech bubble together.

Elicit what students think the idioms might mean before revealing the explanations.

Present the two idioms clearly, highlighting pronunciation and stress.

Practice

Matching activity: Students match idioms to meanings.

Gap-fill sentences using the examples from the material.

Choral and individual drilling of the idioms.

Pair work: Students create short dialogues using the idioms.

Production

Role-play: Students act as Mr. Wise giving advice to a friend who has "cold feet" before an important event.

Personalisation: Students write or discuss situations where they (or someone they know) "got cold feet" or felt "If you want, you can".

Tips for Teaching

Visual engagement: Keep Mr. Wise visible throughout the lesson – refer back to him as the "idiom expert" to maintain fun and continuity.

Context is key: Emphasise that "If you want, you can" is motivational and positive, while "cold feet" describes nervousness or fear. Use real-life examples relevant to students (e.g., exams, sports competitions, performances).

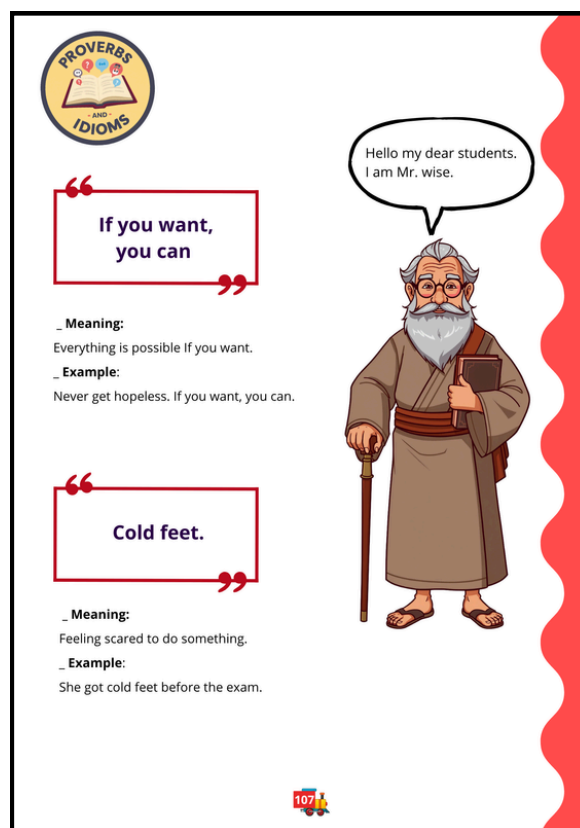
Pronunciation focus: Highlight the weak forms and natural linking ("If you want, you can" /ɪf ju wɒnt ju kæn/).

Differentiation: Provide sentence starters for weaker students; challenge stronger students to create longer stories or mini-presentations.

Cultural note: Briefly explain that idioms are common in British and American English but may not translate directly into other languages.

Energy management: Use physical movement – e.g., students stand up and say the idiom with confidence when they feel "If you want, you can!"

Keep the lesson light-hearted and encouraging to reduce students' own "cold feet" about learning idioms.



Teaching materials

The provided Phrases and Idioms poster / worksheet featuring Mr. Wise (printed or displayed on screen).

Whiteboard / interactive whiteboard.

Flashcards with the idioms and their meanings.

Handout with gaps for matching idioms to meanings and example sentences.

Projector (if using digital version of the image).

Coloured markers or pens.

Audio clips or short video dialogues containing the idioms (optional extension).

Exit ticket slips for assessment.

Assessment

Formative Assessment (during the lesson):

Observation of pair and group work.

Checking correct usage during drilling and role-plays.

Mini-whiteboard responses (e.g., "Show me a situation where someone gets cold feet").

Summative Assessment (end of lesson):

Exit Ticket: Students complete these three sentences on a slip of paper:

The idiom "If you want, you can" means _____.

I felt cold feet when _____.

One sentence using both idioms: _____.

Homework (optional):

Write a short paragraph (80–100 words) about a time they had "cold feet" but remembered "If you want, you can" and succeeded.

This lesson plan is ready to use and fully aligned with the material in the provided image.



Aims:

To enable pupils to recognise and use the word endings -ox, -ix, and -ax.

To develop phonemic awareness by matching pictures to words ending in ox/ix/ax.

To reinforce spelling of common CVC and CCVC words containing these endings.

To build vocabulary related to animals, objects, and everyday items.

Teaching materials

The provided phonics worksheet "Phonics with Snowy" (Activity 1).

Flashcards or pictures of: ox, box, fox, fix, mix, six, ax(e), wax, fax.

Whiteboard and markers.

Optional: magnetic letters or letter tiles for hands-on spelling.

Audio support (phonics song or pronunciation of target words).

Assessment

Observation: Check pupils' participation during guided practice and pronunciation.

Worksheet Completion: Mark the worksheet for accuracy (10 items).

Quick Oral Check: Point to pictures and ask pupils to say and spell the words.

Differentiation: Provide extra support (picture-word matching cards) for struggling pupils; challenge advanced pupils to write sentences using the words.

Success Criteria: Pupils can correctly spell at least 8 out of 10 words and pronounce the endings clearly.

Teaching Methods

Direct Instruction: Introduce the target endings (-ox, -ix, -ax) on the whiteboard with example words.

Visual Matching: Show pictures and elicit the words from pupils.

Guided Practice: Complete the worksheet together as a class or in small groups.

Independent Practice: Pupils complete the worksheet individually.

Multi-sensory: Pupils say the word, trace the letters in the air, and write them.

Tips for Teaching

Emphasise the short vowel sounds: /ɒ/ in ox, /ɪ/ in ix, /æ/ in ax.

Highlight that "axe" is the British English spelling (with e).

Encourage pupils to say the word aloud before writing to reinforce phonics.

For early finishers: Ask them to draw and label another word ending in -ox, -ix, or -ax.

Use positive reinforcement and Snowy the snowman character to keep the lesson fun.

Monitor pronunciation carefully, especially the difference between /ɒ/ and /æ/.

Answers

Top row:

Bull → ox (the animal is an ox)

Cardboard container → b__ → box

Animal → f__ → fox

Middle row:

Person repairing a tap → f__ → fix

Bowl with whisk → m__ → mix

Number → s__ → six

Bottom row:

Tool → ax__ → axe

Lit candle → w__ → wax

Office machine → f__ → fax

Aims:

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

Understand the moral of the story: the importance of honesty.

Express their personal opinions about the story in simple, clear English (written and/or spoken).

Use key vocabulary related to honesty, surprise, and approval (e.g., honest, incredible, returned, approved).

Develop reading comprehension and critical thinking skills through reflection on character actions.

Main aim: To encourage moral awareness and opinion-writing skills using a relatable narrative.

Teaching Methods

Reading aloud and shared reading: Teacher reads the text, pupils follow along.

Discussion-based learning: Whole-class and pair discussion to activate prior knowledge and personal experience.

Guided writing: Modelled writing followed by independent writing.

Moral/values education integrated with language learning: Focus on both comprehension and personal reflection.

Differentiation: Support lower-level pupils with sentence starters; challenge higher-level pupils to give reasons and examples.

Tips for Teaching

Begin with a warm-up question: "Have you ever found something valuable? What did you do?" to connect the story to pupils' lives.

Emphasise pronunciation of new words (honest /'ɒnɪst/, incredible /ɪn'kredəbl/).

Encourage pupils to use the story language in their opinions (e.g., "I think Rayane was right because...").

For younger or weaker classes, provide sentence starters on the board:

I think the story is ...

Rayane was ...

The best thing we can learn is ...

Praise pupils who show good moral reasoning rather than just correct grammar.

Allocate time carefully: 5 min warm-up, 10 min reading & discussion, 15–20 min writing, 5–10 min sharing.

Be sensitive to cultural contexts — relate honesty to Islamic values or universal ethics if appropriate for your class in Morocco.

Answers / Model Responses

Example of a good opinion :

I think this is a very good story. Rayane did the right thing when he returned the money to the owner. Many people would keep the money, but Rayane was honest. His friend Adam is right — the best thing we can learn is to be always honest. Honesty makes you feel proud and builds trust with others. I would like to be like Rayane.

Storytime
Rayane and the Lost Wallet

Chapter 8 :
Rayan : The great example

When Rayane met his friends and he told them the story, they were so surprised, they couldn't believe that Rayane returned the money to the owner. But his best friend Adam approved what Rayane said.

« I know that you found this story is incredible, because only few who return the money, we must know that the best thing we can learn is to be always honest » Adam said.

1 Write your opinion about this story.

Teaching materials

The Storytime book or printed copy of the page (Chapter 8).

Projector or large screen to display the page (if available).

Whiteboard and markers.

Worksheets with the question: "Write your opinion about this story." (lined paper or the book page).

Flashcards with key vocabulary: honest, honesty, returned, surprised, approved, incredible.

Optional: Coloured pencils for drawing a quick illustration of the story, or role-play props (e.g., a wallet).

Assessment

Formative Assessment (during the lesson):

Observe participation in discussion.

Check use of target vocabulary.

Monitor writing progress and offer support.

Summative Assessment (of written work):

Use a simple rubric (out of 10 or stars):



Aims:

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

- Identify and name common illnesses and symptoms (runny nose, fever, sore throat, stomachache).
- Name common fruits and vegetables.
- Use much/many correctly with countable and uncountable nouns.
- Use must and mustn't to express obligation and prohibition.
- Use some and any appropriately in affirmative and negative sentences.
- Develop reading, writing and visual recognition skills in English.

Teaching materials

The provided worksheet (one copy per student)
 Projector or interactive whiteboard to display the images from the worksheet
 Flashcards of illnesses, fruits and vegetables (optional)
 Real objects or pictures of cucumber, potatoes, kiwi and peach
 Coloured pencils or markers
 Board and markers

Assessment

Formative assessment during the lesson: observe participation, check answers in pairs, and note common errors.
 Worksheet completion: Collect and mark the worksheets using the answer key above. Focus on accuracy of vocabulary and grammar.
 Quick oral assessment: At the end, ask students to make their own sentences using must/mustn't, some/any, or describe how they feel when they are ill.

Teaching Methods

Visual-based learning (using the pictures in the worksheet)
 Guided discovery for grammar points
 Pair and group work for speaking practice
 Controlled practice through the worksheet exercises
 PPP approach (Present-Practice-Produce) for grammar structures

Tips for Teaching

Start with a warm-up by asking students how they feel today ("I have a headache / I feel fine").

For Section 1, elicit vocabulary before students write. Mime the symptoms or point to your own body parts.

For Section 2, teach or revise the names of the items first. Ask "What's this?" and encourage full sentences: "It's a cucumber."

When teaching much/many, use the rule: many + countable plural nouns, much + uncountable nouns. Give more examples with food (many apples / much water).

For must/mustn't, emphasise that must = obligation (necessary), mustn't = prohibition (not allowed). Relate to classroom/school rules.

For some/any, highlight the rule: some in positive sentences, any in negative sentences and questions.

Monitor students closely during writing tasks and provide support for spelling.

Encourage peer correction in pairs before whole-class feedback.

Use praise and positive reinforcement frequently, especially with younger learners.

Answers

1. Write the names.

Picture 1 (person in bed): fever

Picture 2 (man coughing/holding chest): stomachache

Picture 3 (girl with tissue): runny nose

Picture 4 (woman holding throat): sore throat

2. Look and write.

Cucumber- Potatoes (or Potato)- Kiwi- Peach

3. Complete with: much or many.

I don't have much money to buy a new laptop.

There are many trees in the garden.

You need to drink much water every day.

My brother has many posters in his bedroom.

4. Complete with: must and mustn't

You must wear a seatbelt in the car.

Students mustn't talk during the exam.

We must clean our classroom.

You mustn't run in the corridors.

5. Complete with: some and any

She has some apples on the table.

My sister doesn't have any mistakes in her writing.

Mr. James always drinks some coffee after lunch.

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