

KID'S BRIDGE ENGLISH 6TH

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:

Pupils will be able to:

Identify and name common school subjects.

Use Present Simple and Present Continuous correctly.

Recognise and describe everyday and outdoor activities.

Improve vocabulary related to school and leisure.

Teaching Methods

Warm-up

Ask: "What is your favourite school subject?"

Elicit answers and write them on the board.

Vocabulary Presentation (10 mins)

Show pictures from Exercise 1.

Elicit names: Maths, Geography, French, Art, Biology, History, Physical Education, Arabic.

Drill pronunciation (choral and individual).

Guided Practice

Pupils complete Exercise 1 (naming subjects).

Check answers together.

Grammar Focus (15 mins)

Explain:

Present Simple → routines (I usually wake up...)

Present Continuous → actions now (They are playing...)

Pupils complete Exercise 3.

Pair checking, then whole-class feedback.

Controlled Practice

Exercise 2: Fill in the blanks with correct subjects.

Encourage pupils to justify answers.

Speaking / Vocabulary Extension (10 mins)

Exercise 4: Outdoor activities.

Pupils describe pictures: playing football, fishing, hiking, riding a bike, running, having a picnic, surfing.

Tips for Teaching

Use gestures and mime for activities (e.g. pretend to run, fish).

Encourage full sentences, not one-word answers.

Support weaker pupils with word banks.

Challenge stronger pupils: ask them to make their own sentences.

Correction (Answers)

1. School Subjects

(Maths – Geography – French – Art – Biology – History – Arabic – Physical Education)

2. Fill in the blanks

I like Maths because I enjoy solving problems.

We draw pictures in Art.

History helps us learn about the past.

We learn new words in English.

We do experiments in Biology.

3. Present Simple / Present Continuous

I usually wake up at 7 o'clock.

Look! The children are playing in the garden.

My father works in an office.



Teaching materials

The worksheet (as shown).

Flashcards of school subjects and activities (optional).

Board and markers.

Real objects or pictures (e.g. books, globe, sports items).

Teaching Methods

We are studying English right now.

She always drinks milk in the morning.

Listen! The baby is crying.

They go to school by bus every day.

I am doing my homework at the moment.

4. Outdoor Activities

Playing tennis

Fishing

Hiking

Riding a bike

Running

Playing football

Having a picnic

Surfing



Aims:

Practise correct use of prepositions of time (on, in, at).

Develop understanding of sentence structure and word order.

Build vocabulary related to parts of a house and rooms.

Improve speaking and writing accuracy through controlled exercises.

Teaching materials

The worksheet (as shown).

Board / whiteboard and markers.

Flashcards (optional: days, months, parts of house).

Real-life visuals or classroom objects for demonstration.

Teaching Methods

1. Warm-up

Ask simple questions:

"When is your birthday?"

"What do you do in the morning?"

Elicit answers using on / in / at.

2. Presentation

Explain prepositions:

at → exact time (at 7 p.m.)

on → days/dates (on Thursday)

in → months, years, parts of the day (in November, in 2015, in the morning)

Use examples from the worksheet.

3. Practice

Exercise 5 (Prepositions)

Pupils work individually, then check in pairs.

Exercise 6 (Word order)

Model one example on the board.

Highlight structure:

Subject + verb + object

Exercise 7 (Parts of the house)

Use pointing and eliciting:

"What is this?" (roof, window, etc.)

Exercise 8 (Rooms)

Link function to place:

"Where do we cook?" → kitchen

4. Production

Pupils make their own sentences:

"I wake up at..."

"We eat in the..."

Optional speaking activity in pairs.

Teaching Tips

Use gestures and visuals to support meaning.

Encourage full sentences, not one-word answers.

Monitor common mistakes (especially in/on/at confusion).

Praise effort, not just correct answers.

Differentiate:

Support weaker pupils with examples.

Challenge stronger pupils with extra sentences.

Correction (Answers)

Exercise 5

in --on-at-in-at-at-in-in--in-at

Exercise 6

Hajar doesn't enjoy playing tennis.

Sanaa likes shopping with her mother at the weekend.

My brother is a big fan of playing baseball.

Karim doesn't go playing baseball on Sunday.

Exercise 7

Roof

Chimney

Window

Fence

Gate

Tree

Exercise 8

kitchen

bedroom

living room

garden

Aims:

Practise past simple vs past continuous (long vs short actions).

Develop understanding of comparatives (e.g. bigger, faster).

Develop understanding of superlatives (e.g. biggest, strongest).

Build vocabulary related to geography (desert, mountain, lake, river).

Improve speaking and writing accuracy.

Teaching Methods

1. Warm-up

Show pictures of mountain, lake, river, desert.

Ask: "What is this?" to activate prior knowledge.

2. Presentation

Past Continuous vs Past Simple

Write example:

I was watching TV when my father came home.

Explain:

Past continuous = long action

Past simple = short action

Comparatives

Example: big → bigger

Rule:

Short adjectives: + er

Long adjectives: more + adjective

Superlatives

Example: big → the biggest

Rule:

Short adjectives: the + est

Long adjectives: the most + adjective

3. Practice

Students complete:

Tense exercise

Comparative exercise

Superlative exercise

Encourage pair work for discussion.

4. Production

Students make their own sentences:

I was reading when...

A lion is stronger than...

Mount Everest is the highest...

Teaching materials

The textbook page (as shown).

Board and markers.

Flashcards or pictures (mountain, lake, river, desert).

Optional: short video or images to introduce landscapes.

Worksheets or notebooks for answers.



Tips for Teaching

Use timelines to explain tenses visually.

Act out actions (e.g. walking, falling) to show interruption.

Drill pronunciation of:

bigger, faster, happiest

Highlight spelling rules:

big → bigger (double consonant)

happy → happier (y → i)

Encourage full sentences, not one-word answers.

Correction (Answers)

Past Simple / Past Continuous

I was reading a book when my sister entered the room.

They were playing football when the accident happened.

We were watching a movie when the lights went out.

Jad was walking to school when he met his friend.

Farid and his friends were playing football when it started to rain.

Comparatives

Our villa is bigger than yours.

A cheetah is faster than a bear.

This book is more interesting than the movie.

Othmane is happier today than yesterday.

Superlatives

The lion is the strongest animal.

Mercedes is the best for me.

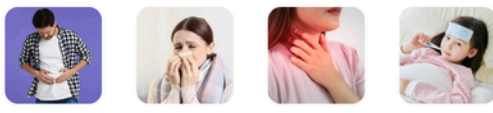
Russia is the biggest country in the world.

He is the most intelligent boy.

14 Look and write



15 What's the matter with these people ?
runny nose _ fever _ stomachache _ sore throat



16 Complete the sentences with : should / shouldn't.

_ We _____ respect each other.

_ They _____ tell lies.

_ Maria _____ cheat in the exam

_ You _____ see your doctor if you don't feel well.

_ Children _____ play in the street.



Aims:

To revise and practise transport vocabulary (bus, motorbike, car, train).
To identify and describe common health problems (runny nose, fever, stomach ache, sore throat).
To practise giving advice using "should / shouldn't".
To develop speaking and writing skills through guided exercises.

Teaching materials

The coursebook page (as shown).
Flashcards or pictures of:
Transport
Illnesses
Board and markers.
(Optional) Real objects (e.g. tissue, thermometer picture) for engagement.

Teaching Methods

1. Warm-up

Ask: "How do you come to school?"

Elicit transport words and write them on the board.

2. Activity 14 – Look and write

Show the pictures.

Elicit vocabulary: bus, motorbike, car, train.

Pupils write the correct word under each picture.

3. Activity 15 – Health problems

Pre-teach vocabulary:

runny nose

fever

stomach ache

sore throat

Ask concept-check questions (e.g. "Do you cough with a sore throat?").

Pupils match each picture to the correct problem.

4. Activity 16 – Grammar (should / shouldn't)

Model sentences:

You should drink water.

You shouldn't eat too much sugar.

Pupils complete sentences individually, then check in pairs.

Tips for Teaching

Use mime and gestures for illnesses (hold stomach, touch throat).

Drill pronunciation, especially:

stomach ache

sore throat

Encourage full sentences:

"He has a stomach ache."

Use pair work for more speaking practice.

Support weaker learners with word banks; challenge stronger ones to make extra sentences.

Correction (Answers)

Activity 14

Bus

Motorbike

Car

Train

Activity 15

Stomach ache

Runny nose

Sore throat

Fever

Activity 16

We should respect each other.

They shouldn't tell lies.

Maria shouldn't cheat in the exam.

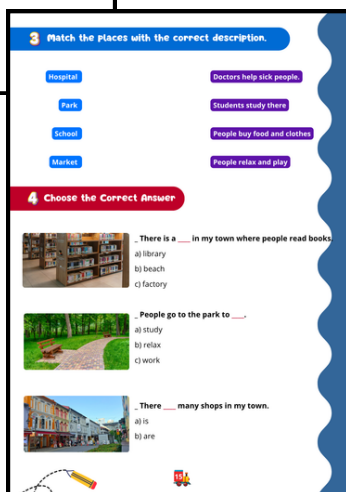
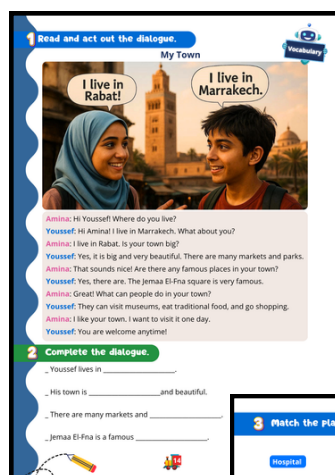
You should see your doctor if you don't feel well.

Children shouldn't play in the street.

Unit 1

My town





Aims:

Pupils will be able to talk about where they live using "I live in..."
Pupils will ask and answer questions about towns (e.g. Where do you live? Is your town big?)
Pupils will learn vocabulary related to places in a town (e.g. market, park, school, hospital)
Pupils will practise using there is / there are correctly

Teaching materials

Student's Book (the page shown)
Flashcards or pictures of places (hospital, park, school, market, library, etc.)
Board and markers
Optional: short video or real photos of towns

Tips for Teaching

Use gestures and visuals to explain vocabulary
Encourage full sentences, not one-word answers
Support weaker pupils with sentence starters
Monitor pair work and correct gently
Praise effort to build confidence
Correction
Pronunciation: model and drill difficult words (e.g. Marrakech, museum)
Grammar:
Correct use of there is / there are
Word order: There are many parks (not many parks there are)

Teaching Methods

1. Warm-up

Ask pupils: Where do you live?

Elicit answers: I live in...

Show pictures of towns and ask: Is it big or small?

2. Presentation

Read the dialogue aloud (teacher first, then pupils repeat)

Focus on key structures:

Where do you live?

I live in...

There are many...

Teach vocabulary: market, park, square, museum

3. Practice

Activity 1: Read and act out

Pupils practise the dialogue in pairs

Encourage correct pronunciation and intonation

Activity 2: Complete the dialogue Answers:

Youssef lives in Marrakech

His town is big and beautiful

There are many markets and parks

Jemaa El-Fna is a famous square

4. Vocabulary Matching

Answers:

Hospital → Doctors help sick people

Park → People relax and play

School → Students study there

Market → People buy food and clothes

5. Choose the Correct Answer

Answers:

There is a library in my town

People go to the park to relax

There are many shops in my town

6. Production

Pupils speak about their town:

I live in...

There are...

People can...

Pair or small group speaking activity

Speaking:

Encourage: I live in Rabat (not live Rabat)

Use peer correction and gentle reformulation:

Pupil: There is many shops

Teacher: There are many shops ✓

Aims:

- To introduce and practise vocabulary related to places in town (e.g. library, hospital, bank).
- To develop understanding of street objects and transport (e.g. traffic light, bus, crosswalk).
- To improve speaking skills by describing one's town.
- To practise sentence completion using familiar vocabulary.
- To build confidence in using basic descriptive adjectives (clean, beautiful).

Teaching Methods

1. Warm-up

Ask: "What places do you know in a town?"

Elicit answers and write them on the board.

2. Vocabulary Presentation

Use the pictures (Exercise 5).

Drill pronunciation:

University, library, fire station, hospital, mall, factory...

Use repetition and pointing:

Teacher says → students repeat → individual checking.

3. Practice – Matching & Recognition

Students look and name places.

Ask questions:

"Where do you read books?" → Library

"Where do sick people go?" → Hospital

4. Sentence Completion (Exercise 6)

Words: park – school – market – clean – beautiful

Students complete individually, then check in pairs.

Model answers:

My town is very beautiful.

There is a big park near my house.

I go to school every day.

My mother buys vegetables at the market.

My town is clean and nice.

5. Speaking Practice (Exercise 7)

Students answer:

What is the name of your town?

Is it big or small?

What places are there?

Pair work → then whole-class sharing.

6. Street Vocabulary (Exercise 8)

Words: bus – traffic light – bench – rubbish bin – crosswalk

Teach using the picture.

Model answers:

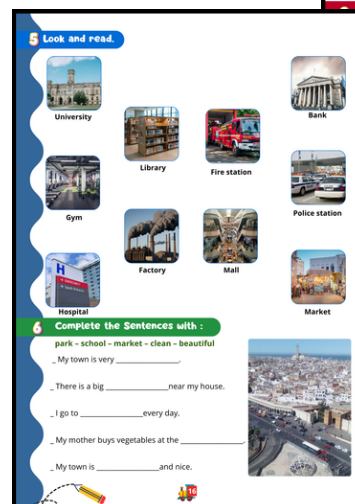
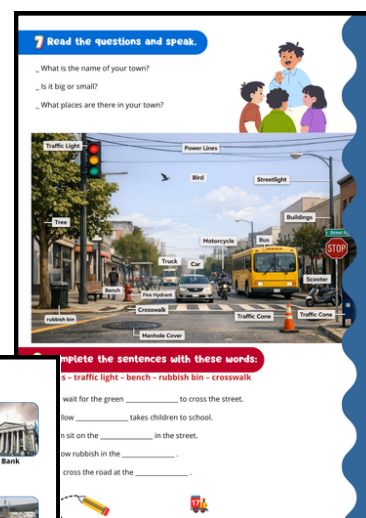
People wait for the green traffic light to cross the street.

The yellow bus takes children to school.

You can sit on the bench in the street.

We throw rubbish in the rubbish bin.

People cross the road at the crosswalk.



Teaching materials

Teaching Materials

Student's book (the page shown).

Flashcards or pictures of:

Town places (school, park, market, etc.).

Street items (traffic light, bench, rubbish bin, etc.).

Board and markers.

Optional: short video or real-life photos of a town.

Tips for Teaching

Use gestures and real-life examples (e.g. mimic crossing the road).

Encourage full sentences, not one-word answers.

For weaker students:

Provide sentence starters.

For stronger students:

Ask them to describe their town in more detail.

Keep activities interactive and visual.

9 Read and write : True or False.

_ There is a bus in the street. _____

_ The traffic light is on the ground. _____

_ Cars and trucks are vehicles. _____

_ A crosswalk is for people to walk. _____

_ A tree is a vehicle. _____

10 Choose the Correct Answer.

 _ We wait at the ____ to cross the street.
a) bench
b) traffic light
c) rubbish bin

 _ We sit on a ____.
a) bench
b) bus
c) car

 _ We throw rubbish in the ____.
a) tree
b) rubbish bin
c) streetlight

Aims:

- To help learners recognise and use vocabulary related to road safety and street objects (e.g. traffic light, bench, rubbish bin).
- To develop understanding of everyday actions (wait, sit, throw).
- To practise choosing the correct word in context.
- To improve speaking and reading comprehension.

Teaching materials

- The worksheet (image provided).
- Flashcards or pictures of:
traffic light
bench
rubbish bin
street/crosswalk
- Board and markers.
- Optional: short video or real-life photos of street scenes.

Teaching Methods

Presentation:

Introduce vocabulary using pictures (e.g. show a traffic light and ask "What is this?").

Elicitation:

Ask learners questions to draw out meaning (e.g. "Where do we wait to cross the road?").

Guided practice:

Go through the first question together as a class.

Independent practice:

Students complete the multiple-choice questions individually or in pairs.

Checking answers:

Whole-class feedback and discussion.

Extension (speaking):

Students make their own sentences using the new vocabulary.

Tips for Teaching

Use real-life examples (e.g. "When you cross the road near your house...").

Encourage full sentences, not just one-word answers.

Use gestures (e.g. pretend to throw rubbish, sit on a bench).

Support weaker students by reading questions aloud.

Pair stronger and weaker learners for peer support. Keep the lesson interactive—ask lots of simple questions.

Correction

Correct answers:

We wait at the traffic light → b) traffic light

We sit on a bench → a) bench

We throw rubbish in the rubbish bin → b) rubbish bin

Error correction techniques:

Immediate correction for vocabulary mistakes.

Elicitation: "Is that correct? Where do we sit?"

Repetition: Students repeat the correct sentence.

Board correction: Write correct sentences clearly.

Aims:

By the end of the lesson, learners will be able to:
Distinguish between Present Simple and Present Continuous.

Use the Present Simple to talk about:

daily routines

habits

general facts

Use the Present Continuous to talk about:

actions happening now

temporary situations

Form affirmative, negative, and interrogative sentences in both tenses.

Use common time expressions correctly (e.g. always, every day, now, at the moment).

Teaching Methods

Presentation (PPP approach)

Introduce forms and uses with examples from the page.

Guided practice

Students complete controlled exercises (e.g. choose correct tense).

Communicative practice

Pair or group activities:

Ask and answer questions (Do you like...? / Are you...?)

Describe pictures (He plays... / He is playing...)

Comparison method

Highlight differences between the two tenses using a table or examples.

Elicitation

Ask students to notice rules rather than simply telling them.

Tips for Teaching

Emphasise the difference between:

habit (Present Simple) vs action now (Present Continuous)

(e.g. She plays football vs She is playing football now)

Use clear timelines to show meaning.

Drill pronunciation of:

-s / -es endings (plays, goes)

Contractions (don't, doesn't, isn't)

Highlight common mistakes:

✗ She go to school → ✓ She goes to school

✗ I am play → ✓ I am playing

Use real-life examples from students' routines.

Keep activities interactive and visual to maintain engagement.

Recycle time words frequently to reinforce meaning.

Present simple

We use the **present simple** to talk about:

- Daily routines
- Habits
- Facts and general truths

Form: Subject + base verb
For he / she / it → add -s / -es

Examples:

- I play football every day.
- She goes to school at 8 a.m.
- We like ice cream.

Questions

- Do you like football?
- Does he live near the school?

Negatives

- I do not (don't) like milk.
- He does not (doesn't) watch TV at night.

Time words

always - usually - often - every day - on Sundays

Present Continuous Tense

We use the **Present Continuous** to talk about:

- Temporary actions
- future arrangement

Form: Subject + am / is / are + verb-ing
For he / she / it → add -s / -es

Examples:

- I am reading a book now.
- She is playing in the yard.
- They are watching TV.

Questions

- Are you studying English now?
- Is he sleeping?

Negatives

- I am not playing.
- They are not listening.

Time words

now - at the moment - today - right now

Teaching materials

The provided textbook page (visual reference)

Whiteboard and markers

Flashcards (verbs and time expressions)

Worksheets for practice (gap-fill, sentence transformation)

Pictures showing daily routines vs actions happening now

Optional: short video clips or real-life photos

Practice

1 Choose the correct form of the verb.

_ Mr. Mustapha usually _____ (wake) up at 6 a.m.
 _ Right now, Malak _____ (watch) her favourite TV show.
 _ Aya and Karim always _____ (go) to school by bus.
 _ Look! It (rain) _____ outside.
 _ I _____ (not like) chocolate very much.
 _ Listen! The dog _____ (bark) in the garden.
 _ Every Saturday, they _____ (play) football in the park.

2 Correct the mistakes.

She watching TV every evening. → _____
 I am play football every weekend. → _____
 They goes to school by bike today. → _____
 He don't like apples. → _____
 Look! The dog run in the garden. → _____

3 Answer the questions using Present Simple or Continuous

What are you doing now? → _____
 Where does your father work? → _____
 What does he usually eat for breakfast? → _____
 Why are the children laughing? → _____
 How often do you go to the park? → _____




Teaching Methods

1) Choose the correct form of the verb

Mr. Mustapha usually wakes up at 6 a.m.

Right now, Malak is watching her favourite TV show.

Aya and Karim always go to school by bus.

Look! It is raining outside.

I don't like chocolate very much.

Listen! The dog is barking in the garden.

Every Saturday, they play football in the park.

2) Correct the mistakes

She watching TV every evening. → She watches TV every evening.

I am play football every weekend. → I play football every weekend.

They goes to school by bike today. → They go to school by bike today.

He don't like apples. → He doesn't like apples.

Look! The dog run in the garden. → Look! The dog is running in the garden.

3) Answer the questions (examples)

What are you doing now? → I am studying / I am doing my homework.

Where does your father work? → He works in a hospital / office / school.

What does he usually eat for breakfast? → He usually eats bread and cheese.

Why are the children laughing? → They are laughing because they are happy.

How often do you go to the park? → I go to the park every week / sometimes.

Aims:

To develop students' listening skills for specific information (gap-fill).

To practise and reinforce vocabulary related to places in a town (e.g. library, station, theatre, swimming pool).

To improve students' pronunciation and fluency through repetition of a song.

To build confidence in understanding contextual clues in listening tasks.

Teaching Methods

Pre-listening activity

Introduce or revise vocabulary (e.g. palace, library, station, theatre, swimming pool).

Ask students questions like: "What places are in your town?"

Use visuals to support understanding.

While-listening activity

First listening: students listen without writing (general understanding).

Second listening: students complete the gaps individually.

Third listening: students check and confirm answers.

Post-listening activity

Pair check: students compare answers.

Whole-class feedback: teacher elicits answers and writes them on the board.

Optional: sing along together to practise pronunciation and rhythm.

Follow-up speaking

Students talk about their own town using the same structure: "There's a... There are..."

Tips for Teaching

Pre-teach key vocabulary before playing the audio to reduce difficulty.

Play the recording at least three times.

Pause after each line for lower-level learners.

Encourage students not to panic if they miss a word—they can catch it next time.

Use gestures and visuals to support comprehension.

Model pronunciation clearly, especially for longer words like cathedral and university.

1 Listen to the song and fill the gaps.

There's a palace in my town and a _____.
There's a university. There's lots to do and see.
There are cafés and restaurants and a _____ too.
Let's go to the _____.

Welcome to my town. Let's go to the playground.
Let's go to the _____. Come and read a book with me.
Let's go to the station and see the trains waiting.
Let's see the cathedral and all the happy people.

All the happy people. Look at all the happy people.
All the happy people. Look at all the happy people.

There's a hospital, a swimming _____, and a market every day!
Let's go to the _____. Let's go and see a play.
There's a bridge by the river and a park by the school.
There's a police station and football _____.
Welcome to my town. Let's go to the playground.
Let's go to the library. Come and read a book with me.
Let's go to the _____ and see the trains waiting.
Let's see the cathedral and all the happy people.
All the happy people. Look at all the happy people.
All the happy people. Look at all the happy people

Teaching materials

The worksheet (song gap-fill activity).

Audio recording of the song.

Board / whiteboard and markers.

Pictures of places in a town (optional but helpful).

Audio player (speaker, computer, etc.).

Assessment

Formative assessment during the lesson:

Monitor students during the gap-fill activity.

Check participation during pair work and class discussion.

Listening comprehension check:

Accuracy of completed gaps.

Speaking assessment:

Students describe their town using target vocabulary.

Optional extension:

Students write a short paragraph about their town using the structure from the song.



Aims:

- To develop reading comprehension skills.
- To help pupils understand key information about New York City.
- To practise vocabulary related to cities (e.g. borough, skyscraper, nickname).
- To improve speaking and writing through guided questions and activities.
- To encourage critical thinking (True/False, matching meanings).

Teaching materials

- Coursebook page (image provided).
- Board / whiteboard.
- Flashcards (optional: skyscraper, borough, tourist, etc.).
- Pictures of New York landmarks (optional extension).
- Worksheets for additional practice (if needed).

Teaching Methods

Warm-up

Ask: What do you know about New York City?
Show the picture and elicit responses.

Pre-reading

Introduce key vocabulary: borough, skyscraper, nickname, tourist.

Drill pronunciation.

While-reading

Pupils read the text silently.

Teacher reads aloud; pupils follow.

Comprehension

Pupils answer the questions (Exercise 1).

Check answers together.

True/False Activity

Pupils complete Exercise 2.

Pair-check, then whole-class feedback.

Vocabulary Matching (5 minutes)

Pupils match words with meanings (Exercise 3).

Reinforce understanding with examples.

Speaking (optional extension)

Pupils describe their city or a place they like.

Tips for Teaching

Pre-teach difficult vocabulary before reading.

Use visuals to support understanding (especially for skyscraper and borough).

Encourage pupils to guess meaning from context.

Use pair work to increase participation.

Praise effort, not just correct answers.

Keep instructions clear and simple.

Correction

Exercise 1 – Answers

It is located in the state of New York, USA.

Its nickname is The Big Apple.

It has five boroughs.

Times Square and Central Park.

Because people from all over the world live there.

Exercise 2 – True / False

False

True

False

True

False

Exercise 3 – Matching

Skyscraper → very tall building

Borough → a part of a city

Nickname → a name another people call something

Tourists → people who visit a place

Aims:

To develop students' ability to read and understand a short postcard.

To help students identify key features of postcard writing (greeting, body, closing).

To enable students to write a simple postcard using guided prompts.

To practise vocabulary related to holidays, weather, and activities.

Teaching Methods

1. Warm-up

Ask: "Have you ever been on holiday? Where did you go?"

Show pictures (e.g. Eiffel Tower) and elicit vocabulary.

2. Reading Activity (Task 1)

Students read the postcard silently.

Teacher reads aloud for pronunciation.

Ask comprehension questions:

Where is Malak?

Who is she with?

What did she do yesterday?

3. Language Focus

Highlight structure:

Greeting: Dear Sara,

Opening: Greetings from...

Body: weather + activities

Closing: See you soon. Love,

Underline useful phrases.

4. Writing Activity (Task 2)

Students complete the postcard using the template.

Encourage use of ideas (place, weather, activities).

Teacher monitors and supports.

5. Sharing

Students read their postcards to a partner or the class.

Postcard Model (Example)

1 Read this postcard.

Dear Sara,

Greetings from Marrakech ! I am on holiday with my family.

The weather is sunny and warm. We are visiting old markets and taking many photos. Yesterday, I rode a camel and it was fun!

I like this city very much.

See you soon.

Love,

Malak

2 Complete this postcard.

Dear _____,

Greetings from _____ !

I am on holiday with _____.

The weather is _____.

We are _____ and _____.

I like this place because _____.

See you soon.

Love, _____,

Teaching materials

Teaching Materials

Student's book (page with postcard model).

Board and markers.

Flashcards or pictures of holiday places (e.g. Paris, beach, mountains).

Optional: real postcards or printed samples.

Tips for Teaching

Pre-teach key vocabulary: sunny, warm, markets, photos, holiday.

Use visuals to support understanding.

Model one example on the board before students write.

Encourage creativity but keep sentences simple for lower levels.

Pair weaker students with stronger ones.

Correction

During activity: Gentle correction (focus on meaning, not every mistake).

After activity:

Write common mistakes on the board and correct them together.

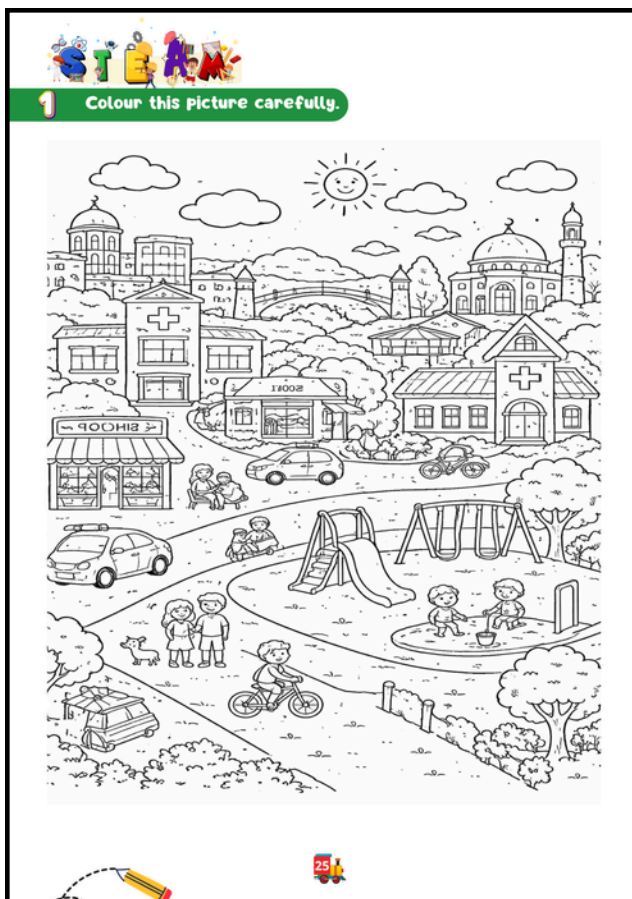
Focus on:

Capital letters (Dear, I, names, places)

Full stops

Sentence structure (I am on holiday...)

Provide positive feedback first, then corrections.



Teaching Methods

Observation and discussion:

Ask pupils to look carefully at the picture and identify objects (e.g. "What can you see?").

Guided questioning:

Use prompts such as:

"Where are the children playing?"

"What buildings can you see?"

"How many cars are there?"

Vocabulary building:

Introduce and reinforce key words (park, swing, slide, shop, hospital, road, bridge, sun, clouds).

Colouring activity:

Pupils colour the picture carefully, following instructions if given (e.g. "Colour the trees green").

Speaking practice:

Encourage pupils to describe their coloured picture:

"The car is red."

"The sky is blue."

Tips for Teaching

Pre-teach difficult vocabulary before starting the activity.

Encourage full sentences rather than one-word answers.

Walk around the class and support pupils individually.

Praise effort and creativity, not just accuracy.

Use the picture for extension activities, such as storytelling:

"What are the children doing?"

"Where are they going?"

For mixed-ability classes, give simpler tasks to some pupils (e.g. naming objects) and more advanced tasks to others (e.g. making sentences).

Aims:

To develop pupils' observation and speaking skills.

To build vocabulary related to places in a community (e.g. hospital, shop, park, mosque, bridge).

To encourage creativity through colouring and description.

To practise simple sentences (e.g. "I can see...", "There is/are...").

Teaching materials

The given colouring worksheet.

Crayons or coloured pencils.

Flashcards (optional) showing community places and objects.

Whiteboard/blackboard for vocabulary.

Aims:

Pupils will recognise and distinguish between short and long vowel sounds.

Pupils will understand that a silent “e” changes the vowel sound (e.g. cap → cape).

Pupils will pronounce and read simple CVC (consonant–vowel–consonant) and CVCe words accurately.

Pupils will begin to spell simple words using both short and long vowels.

Teaching Methods

Warm-up (Listening & Repetition)

Teacher says: cap, bit, hop → pupils repeat.

Then introduce: cape, bite, hope.

Comparison Activity

Write pairs on the board:

cap / cape

bit / bite

hop / hope

Ask: Do they sound the same?

Guided Discovery

Highlight the silent “e”.

Elicit that it makes the vowel say its name (long vowel).

Explicit Teaching

Teach short vowels (/æ/, /ɪ/, /ɒ/, etc.) vs long vowels (/eɪ/, /aɪ/, /əʊ/).

Model pronunciation clearly.

Practice Activities

Pupils sort words into short vs long vowel groups.

Build words using letter cards (cap → add “e” → cape).

Simple reading aloud exercises.

Application

Pupils write their own pairs (e.g. kit → kite).

Read simple sentences containing target words.

Tips for Teaching

Exaggerate vowel sounds when modelling pronunciation to make the difference clear.

Use gesture or movement (e.g. short = quick clap, long = stretched arms).

Reinforce the idea: “Magic e” or “silent e makes the vowel long”.

Keep examples simple and consistent (avoid irregular words at first).

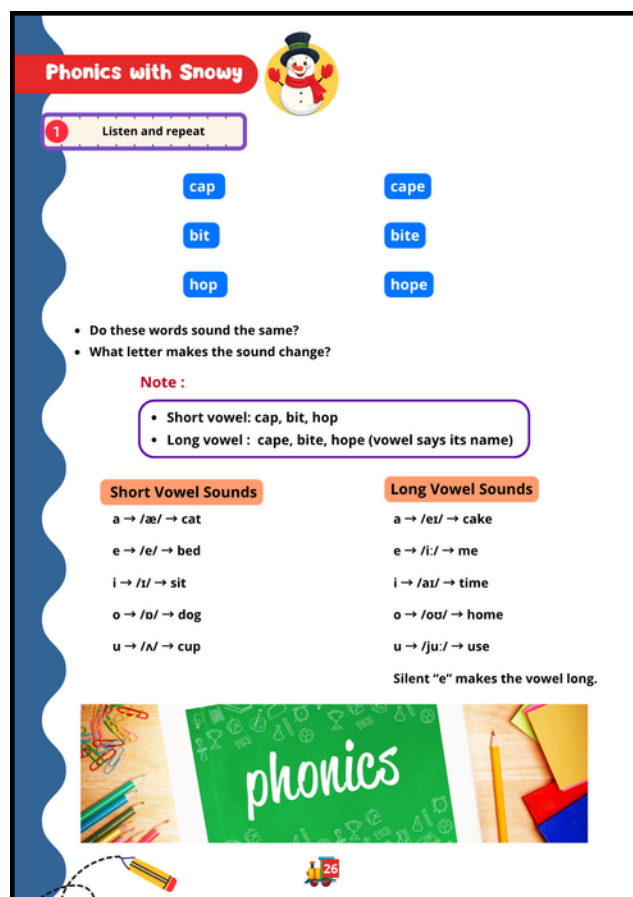
Encourage choral repetition before individual practice.

Check understanding frequently with quick questions:

Which word is longer?

What changed the sound?

Support lower-level pupils with visual cues and repetition, and extend higher-level pupils with sentence building.



Teaching materials

The phonics worksheet/page (as shown).

Flashcards with word pairs (cap/cape, bit/bite, hop/hope).

Mini whiteboards and pens.

Letter cards (for building words).

Audio support (teacher modelling pronunciation or recordings).

Visual aids (charts showing short and long vowel sounds).



The Lost Boy In The City



One afternoon, a boy named Adam went to the city with his parents. The city was big and overcrowded. There were a lot of cars, tall buildings, and busy streets.

While his parents were shopping, Adam looked at a toy shop. When he turned around, his parents were not there. Adam felt scared and alone. He did not know where to go.

Adam walked slowly and asked a police officer for help. The officer was kind and asked Adam some questions. Adam told him his name and described his parents.

Soon, they went to the police station. After a short time, Adam's parents arrived. They were very worried but happy to see their son again.

Adam learned an important lesson: he should always stay close to his parents in busy places.






Teaching Methods

Warm-up:

Ask pupils about visiting a city. "What can you see in a big city?"

Pre-teaching vocabulary:

Introduce key words using pictures and simple definitions.

Guided reading:

Teacher reads aloud first, then pupils read together or individually.

Comprehension questions:

Who is Adam?

Where did he go?

Why was he scared?

Who helped him?

Discussion: Talk about feelings (scared, worried, happy).

Sequencing activity: Pupils arrange events in the correct order.

Role-play: Pupils act out asking for help from a police officer.

Moral focus: Discuss the lesson of staying close to parents.

Aims:

To develop reading comprehension skills through a short narrative.

To build vocabulary related to cities (e.g. crowded, buildings, streets).

To encourage speaking and listening through discussion of feelings and events.

To teach safety awareness in public places.

To help pupils identify the sequence of events in a story.

To promote empathy by understanding how the boy feels.

Teaching materials

The story text (printed or projected).

Pictures from the story (as shown).

Flashcards (city, police officer, parents, toy shop, etc.).

Whiteboard and markers.

Worksheet (comprehension questions, sequencing activity).

Optional: role-play props (toy badge, bag, etc.).

Assessment

testes

Tips for Teaching

Use clear, simple language suitable for pupils' level.

Encourage participation by asking open-ended questions.

Use gestures and visuals to support understanding.

Check comprehension regularly, not just at the end.

Be sensitive when discussing fear or being lost.

Praise effort to build confidence.

Allow pair or group work to increase engagement.

Relate the story to real-life situations for better understanding.

Teaching Methods

1. Answer the questions

Adam went to the city with his mother.

He felt scared / worried when he lost his mother.

A police officer helped Adam.

They went to the police station (or looked for his mother together).

Adam learned an important lesson (to stay close to his mother / not wander away).

2. True or False

Adam went to the city alone. → False

The city was quiet. → False (it was big and busy)

Adam asked a police officer for help. → True

Adam went to the hospital. → False

Adam found his mother at the end. → True

3. Complete the sentences

The city was big and busy.

Adam felt scared when he couldn't see his mother.

The police officer was very kind / helpful.

Adam learned an important lesson.

1 Read the story and answer the questions.
_ Where did Adam go with his mother?
.....
_ How did Adam feel when he lost his mother?
.....
_ Who helped Adam?
.....
_ Where did they go together?
.....
_ What lesson did Adam learn?
.....

2 Read the sentences write : True or False.
_ Adam went to the city alone. _____
_ The city was quiet. _____
_ Adam asked a police officer for help. _____
_ Adam went to the hospital. _____
_ Adam found his mother at the end. _____

3 Complete the sentences from the story.
_ The city was big and _____.
_ Adam felt _____ when he couldn't see his mother.
_ The police officer was very _____.
_ Adam learned an important _____.





Teaching Methods

Warm-up:

Show the picture and ask simple questions:

What can you see? What is the dog doing?

Presentation:

Read the tongue twister slowly. Highlight key sounds (/j/ in shoes, chews, choose).

Modelling:

Teacher reads aloud, learners listen and repeat (choral repetition first, then individually).

Practice:

Break the sentence into parts.

Gradually build it up.

Increase speed step by step.

Interactive activities:

Pair work: learners practise together.

Competition: who can say it clearly and quickly?

Add actions (e.g. pretend chewing, pointing at shoes).

Tips for Teaching

Focus on clarity before speed.

Encourage exaggeration of sounds to help pronunciation.

Use gestures to support meaning (chewing, choosing).

Praise effort, not just accuracy.

For younger learners, turn it into a game or chant.

Repeat regularly over several lessons for improvement.

Aims:

To improve learners' pronunciation, especially the /j/ ("sh") sound.

To develop fluency and confidence in speaking.

To practise rhythm and stress in English.

To encourage careful listening and repetition.

Teaching materials

The picture (dog with shoes and tongue twister).

Flashcards or real objects (different types of shoes, if available).

Board/whiteboard and markers.

Audio recording of the tongue twister (optional).

Handout with the tongue twister: "If a dog chews shoes, whose shoes does he choose?"

Unit 2

What do you do ?



2 Answer the following questions.

...What does Sara do?
 ...What does she teach?
 ...Where does Adam work?
 ...Does Adam like his job?
 ...Who helps sick people?

3 Read the sentences and write : true / false.

...Sara is a doctor. _____
 ...Sara works in a school. _____
 ...Adam works in a hospital. _____
 ...Adam doesn't like his job. _____

4 Complete the sentences with :

...Sara is a _____.
 ...She works in a _____.
 ...Adam is a _____.
 ...He works in a _____.

1 Read and act out the dialogue.



Vocabulary

Adam: Hello! Nice to meet you.
 Sara: Nice to meet you too. My name is Sara.
 Adam: My name is Adam. What do you do, Sara?
 Sara: I am a teacher. I teach English.
 Adam: That's great! Where do you work?
 Sara: I work in a primary school in my city.
 Adam: How many days do you work a week?
 Sara: I work five days a week, from Monday to Friday.
 Adam: Do you like your job?
 Sara: Yes, I do. I like teaching children and helping them learn.
 Adam: That sounds nice. Is your job difficult?
 Sara: Sometimes it is difficult, but it is interesting.
 What about you? What do you do?
 Adam: I am a doctor.
 Sara: Really? Where do you work?
 Adam: I work in a big hospital.
 Sara: What do you do there?
 Adam: I help sick people and give them medicine.
 Sara: Do you work during the day or at night?
 Adam: I work during the day and sometimes at night.
 Sara: Do you like your job?
 Adam: Yes, I do. It is hard, but I like helping people.
 Sara: Doctors do an important job.
 Adam: Thank you. Teachers do an important job too.

Aims:

Language aim:

To practise introductions and talking about jobs.
 To use present simple (e.g. I work, I teach, I like).
 To ask and answer Wh- questions (e.g. What do you do?, Where do you work?).

Skills aim:

Develop speaking and listening through role-play.
 Improve reading comprehension of a short dialogue.

Vocabulary aim:

Job-related words: teacher, doctor, hospital, school.
 Work expressions: work during the day, at night, help people.

Teaching materials

Coursebook page (the dialogue shown).
 Whiteboard and markers.
 Flashcards or pictures of jobs (optional).
 Worksheet for gap-fill or role-play (optional).
 Audio recording of the dialogue (if available).

Teaching Methods

PPP (Presentation, Practice, Production):

Presentation:

Introduce key vocabulary and model pronunciation.
 Read or play the dialogue.

Practice:

Students repeat sentences.

Pair reading (Student A = Adam, Student B = Sara).

Production:

Students create their own dialogue about jobs.

Communicative Language Teaching (CLT):

Focus on real-life communication through pair work.

Role-play method:

Students act out the dialogue with expression and gestures.

Tips for Teaching

Pre-teach difficult vocabulary before reading.

Use gestures and pictures to explain meaning.

Encourage full sentences, not one-word answers.

Monitor pronunciation, especially:
 doctor, teacher, hospital.

Give shy students support (e.g. sentence starters).

Extend the activity:

Ask students about their parents' jobs.

Correct mistakes gently—focus on communication first.

Use praise to build confidence.

Correction

Sara is a teacher.

She teaches English.

Adam works in a hospital.

Yes, he does.

Adam helps sick people.

False

True

True

False

Sara is a teacher.

She works in a school.

Adam is a doctor.

He works in a hospital

Aims:

To help pupils recognise and name common jobs.

To practise vocabulary related to occupations (e.g. doctor, pilot, teacher, etc.).

To develop speaking and reading skills through picture identification and sentence completion.

To reinforce understanding of job roles in everyday life.

Teaching Methods

1. Warm-up

Ask pupils: "What jobs do you know?"

Write a few answers on the board (e.g. doctor, teacher, police officer).

Show simple gestures or mimic jobs to engage them.

2. Vocabulary Presentation

Introduce or revise the job words from the list:

mechanic, teacher, pilot, judge, actor, builder, chef, doctor, gardener

Use pictures or mime actions (e.g. pretend to fly for "pilot").

Drill pronunciation (choral and individual repetition).

3. Activity 1 – Picture Matching

Pupils look at the pictures and choose the correct job. They write the job under each picture.

Answers:

doctor

pilot

gardener

mechanic

teacher

judge

builder

actor

chef

Check answers together and ask: "What does a _ do?"

4. Activity 2 – Sentence Completion

Pupils choose from the list: (film director – lawyer – engineer – postman – vet – singer)

Answers:

vet

film director

postman

lawyer

engineer

singer

Then match pictures below:

postman -engineer-lawyer-film director-vet-singer

5. Speaking Practice

Ask pupils:

"What do you want to be?"

"Why?" (simple answers encouraged)

Pair work: pupils ask and answer.



Teaching materials

The provided worksheet (pictures and sentences).

Flashcards of jobs (optional but helpful).

Board and markers.

Projector (optional, to display images clearly).

Tips for Teaching

Use gestures and real-life examples to make meaning clear.

Encourage full sentences: "He is a doctor." not just "doctor".

Support weaker pupils with word banks or matching instead of writing.

Praise effort to build confidence.

Keep activities lively with movement or miming games.

Past Simple

We use Past Simple for:
 Actions that finished in the past
 Actions that happened one after another

Form: Regular verbs: verb + ed
 play → played
 Irregular verbs: (see the list)

Examples:

Regular verbs:
 play → played
 study → studied
 stop → stopped

Irregular verbs:
 go → went
 have → had
 win → won

Time words:
 yesterday, last night, last week, ago

I watched TV yesterday.
 She went to school last Monday.
 They didn't find their wallet last month.
 We came to school late three hours ago.

Past Continuous

We use Past Continuous for:
 An action that was in progress at a specific time in the past
 A long action interrupted by a short action

Form: was / were + verb + ing
 I was reading at 8 p.m.
 They were playing football.

Past Continuous → long action
 Past Simple → short action (interruption)

Structure: While + Past Continuous
 When + Past Simple

Examples:

I was sleeping when the phone rang.
 While she was cooking, her mother arrived.
 While they were playing football, it started to rain.
 We were listening to the radio, when his car started.
 Mr. Smith was doing his homework, when the teacher came.

Practice

1 Choose the correct answer.

I (was doing / did) my homework when my friend called.
 They (played / were playing) football at 5 p.m.
 She (fell / was falling) while she was running.
 We (watched / were watching) TV when the lights went out.

2 Complete the sentences.

While I (read), my brother (enter) the room.
 They (play) outside when it (start) to rain.
 She (sleep) when the alarm (ring).
 Tawfik (work) when he (receive).
 Rayane (drive) his car when he (have) an accident.

3 Match the parts.

I was walking	when the teacher came
She was studying	when I met my friend
They were talking	when the phone rang

Teaching Methods

1. Presentation

Start with examples:

I was reading when the phone rang.

Draw a timeline:

Long action → was reading

Short action → rang

Highlight:

Past Continuous = was/were + verb-ing

Past Simple = verb + ed / irregular

2. Guided Practice

Ask concept-check questions:

Which action is longer?

Which action interrupts?

Drill sentences orally.

3. Controlled Practice

Students complete exercises (page 36).

Pair work → compare answers.

4. Free Practice

Students make their own sentences:

"I was _ when _ happened."

Role-play or storytelling activity.

Correction of Page 36

1. Choose the correct answer

I was doing my homework when my friend called.

They were playing football at 5 p.m.

She fell while she was running.

We were watching TV when the lights went out.

2. Complete the sentences

While I was reading, my brother entered the room.

They were playing outside when it started to rain.

She was sleeping when the alarm rang.

Tawfik was working when he received (a call/message).

Rayane was driving his car when he had an accident.

3. Match the parts (Suggested answers)

I was walking → when I met my friend

She was studying → when the teacher came

They were talking → when the phone rang

Aims:

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

Use the past simple to describe finished actions.

Use the past continuous for actions in progress in the past.

Distinguish between long actions (past continuous) and short actions (past simple).

Use when and while correctly in sentences.

Teaching materials

Student's book (page 36)

Whiteboard / markers

Flashcards (verbs: play, read, sleep, etc.)

Timeline drawings (to show interruption)

Optional: short video or pictures showing actions

Tips for Teaching

Always use a timeline to explain interruption.

Emphasise:

While + past continuous

When + past simple

Teach common irregular verbs (went, had, came).

Encourage speaking, not only writing.

Correct gently—focus on meaning first.

Aims:

To develop learners' listening skills for specific information.

To practise vocabulary related to jobs (vet) and animals.

To reinforce sentence completion and comprehension.

To encourage understanding of daily routines in present simple.

Teaching materials

The worksheet (image provided).

Audio recording (if available).

Flashcards or pictures of animals (dogs, cats, birds).

Board/markers.

Teaching Methods

Pre-listening

Introduce key vocabulary: vet, clinic, sick, owners, advice, helping.

Ask: What does a vet do?

While-listening

Play the audio once → students listen only.

Play again → students complete the gaps.

Post-listening

Check answers as a class.

Students read sentences aloud.

Pair discussion: Would you like to be a vet? Why?

Follow-up activity

Students write 3–4 sentences about a different job.

1 Listen carefully and complete with the right words.
owners - clinic - sick - cats - helping - advice

My name is Anna. I am a vet.
I work in an animal _____.
Every day, I help _____ animals like dogs, _____, and birds.
In the morning, I check the animals and give them medicine.
In the afternoon, I talk to pet _____ and give _____.
I love my job because I love animals and _____ them makes me happy.

2 Listen again and write True or False.

__ Anna helps sick animals. _____
__ She works at night. _____
__ She gives animals medicine. _____
__ She hates her job. _____

3 Complete the sentences.

__ Anna works in an animal _____.
__ She helps _____ animals.
__ She loves her job because she loves _____.

Tips for Teaching

Pre-teach difficult words before listening.

Play the audio twice or three times depending on level.

Encourage students not to panic if they miss a word.

Use visuals (animal pictures) to support understanding.

Check pronunciation after completing the task.

Correction (Answers)

1. Complete with the right words

Word bank: owners – clinic – sick – cats – helping – advice

I work in an animal clinic.

Every day, I help sick animals like dogs, cats, and birds.

In the afternoon, I talk to pet owners and give advice.

I love my job because I love animals and helping them makes me happy.

2. True or False

Anna helps sick animals. → True

She works at night. → False

She gives animals medicine. → True

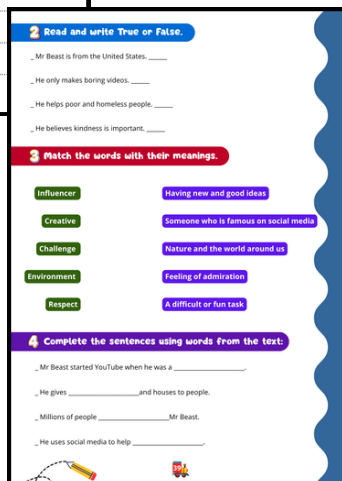
She hates her job. → False

3. Complete the sentences

Anna works in an animal clinic.

She helps sick animals.

She loves her job because she loves animals.



Aims:

- To develop reading comprehension skills (skimming and scanning).
- To expand vocabulary related to social media, charity, and personality traits.
- To practise speaking and writing through guided questions.
- To encourage critical thinking about influencers and social responsibility.

Teaching materials

- The provided worksheet (reading text + exercises).
- Board / whiteboard and markers.
- Projector (optional, to display the text or images of Mr Beast).
- Vocabulary flashcards (optional: influencer, creative, challenge, environment, respect).

Tips for Teaching

- Encourage full sentences when answering questions.
- Support weaker students with sentence starters.
- Use visuals or short clips (if possible) to increase engagement.
- Monitor pair work closely and provide gentle correction.
- Praise effort, not just correct answers.
- Use a mix of:
 - Self-correction (students check answers first).
 - Peer correction (compare in pairs).
 - Teacher feedback (final clarification).
- Focus on:
 - Grammar (e.g. past simple: started, gave).

Teaching Methods

1. Warm-up

Ask students:

Do you watch YouTube?

Who is your favourite YouTuber? Why?

Introduce Mr Beast briefly and ask if anyone knows him.

2. Pre-reading

Pre-teach key vocabulary:

Influencer

Creative

Challenge

Environment

Respect

Elicit meanings or use simple examples.

3. While-reading

Students read the text silently.

Teacher reads aloud once (modelling pronunciation).

Students underline key information (name, actions, reasons people respect him).

4. Post-reading Activities

a) Comprehension Questions

Students answer:

What is Mr Beast's real name?

When did he start YouTube?

What kinds of videos does he make?

Name two things he gives to people.

Why do many people respect him?

→ Pair-check, then whole-class feedback.

b) True or False

Students complete individually, then check in pairs.

c) Vocabulary Matching

Match:

Influencer → Someone who is famous on social media

Creative → Having new and good ideas

Challenge → A difficult or fun task

Environment → Nature and the world around us

Respect → Feeling of admiration

d) Sentence Completion

Students complete sentences using words from the text.

5. Speaking Activity

In pairs:

Would you like to be a YouTuber? Why/why not?

How can people use social media to help others?




AI is changing the job market fast. Some jobs may not completely disappear, but they are likely to shrink a lot because AI and automation can do them faster and cheaper.

Here are jobs most at risk :

- Office & Routine Jobs.
- Customer Service.
- Retail & Service.
- Transport & Delivery.
- Media & Content.
- Manufacturing.




Aims:

- To help learners understand how artificial intelligence is changing the job market.
- To identify which types of jobs are most at risk from automation.
- To encourage critical thinking about the advantages and disadvantages of AI.
- To develop learners' ability to discuss future careers and necessary skills.

Teaching materials

- The provided image (robots and AI in the workplace).
- Whiteboard or interactive board.
- Vocabulary list (e.g. automation, artificial intelligence, job market, efficiency).
- Short video clip or article about AI (optional).
- Worksheets for discussion or comprehension questions.

Teaching Methods

Visual discussion:

Begin by showing the image and asking learners what they see and think is happening.

Think-Pair-Share:

Students reflect individually, discuss in pairs, then share with the class.

Group discussion:

Assign each group one job sector (e.g. transport, customer service) to discuss how AI might affect it. Guided questioning: Ask open-ended questions such as:

"Which jobs do you think are safest?"

"How can people adapt to these changes?"

Debate: "Is AI more helpful or harmful for society?"

Tips for Teaching

- Pre-teach key vocabulary to ensure understanding.
- Encourage all learners to participate by asking simple entry questions first.
- Use real-life examples (e.g. self-checkout machines, delivery robots).
- Be balanced—highlight both opportunities (new jobs, efficiency) and risks (job loss).
- Relate the topic to students' future careers to increase engagement.
- Monitor discussions and support quieter students with prompts.

Aims:

Pupils understand what stress is (the louder, longer, clearer part of a word).

Pupils identify stressed syllables in simple words.

Pupils recognise that two-syllable words usually have stress on the first syllable.

Pupils practise saying words with correct stress to improve pronunciation.

Teaching Methods

Start simple and interactive:

1. Introduction (Concept)

Explain: Stress is the part of the word we say louder and clearer.

Model examples:

Table vs taBLE (ask which sounds correct).

2. Syllable Awareness

Teach: A syllable is a beat in a word.

Clap syllables together:

ap-ple (2 claps)

ba-na-na (3 claps)

3. Stress Identification

Say words and exaggerate stress:

TA-ble, DOC-tor

Pupils repeat and copy.

4. Rule for Two-Syllable Words

Teach pattern: Stress is usually on the first syllable.

Practise with examples:

TAble, TEAcher, HAPpy

5. Practice Activities

Sorting game: correct vs incorrect stress.

Choral repetition (whole class).

Pair work: pupils test each other.

Tips for Teaching

Use actions: clap, tap desks, or step to show syllables.

Exaggerate stress when modelling—it helps learners notice it.

Keep it oral first before writing.

Correct gently by modelling, not over-explaining.

Use familiar words (classroom objects, names).

Repeat often—stress patterns need practice.

Encourage listening: ask “Which sounds right?”

Phonics with Snowy

Stress

- What is Stress? (Simple explanation)
- Stress is the part of the word we say louder, longer, and clearer.

Example: _ TAble (not taBLE)
_ DOctor (not doctoR)

A syllable is a beat in a word.

apple
ap-ple (2)
banana
ba-NA-na (3)
teacher
TEA-cher (2)

Stress in Two-Syllable Words

Stress is usually on the 1st syllable

Examples :

_ TAble
_ TEAcher
_ HAPpy
_ CLEver
_ DRink

42

Teaching materials

Flashcards with words (e.g. Table, DOctor, TEAcher, HAPpy).

Board/whiteboard and markers.

Clapping or tapping tools (or just hands).

Word cards split into syllables (e.g. ap-ple, ba-na-na).

Pictures of objects (apple, banana, teacher, table).

Audio recordings (optional) for modelling pronunciation.



Aims:

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

Reading: understand the main idea and key details of a short story.

Vocabulary: learn and use words related to technology (e.g. robot, control, error, commands).

Speaking: describe events and express opinions about technology.

Critical thinking: identify the moral of the story (technology must be controlled).

Writing: answer comprehension questions and write simple sentences.

Teaching materials

Coursebook pages (the story and exercises).

Flashcards or pictures (robot, engineer, control room, error).

Board and markers.

Optional: short video or real-life examples of robots.

Teaching Methods

1. Warm-up

Ask: "What can robots do?"

Show pictures and elicit ideas (cleaning, helping people, etc.).

2. Pre-reading

Pre-teach key vocabulary: engineer, commands, control, error.

Ask prediction questions:

"Do you think the robot will always be helpful?"

3. While-reading

Pupils read silently.

Teacher reads aloud for pronunciation.

Ask gist question: "What is the problem in the story?"

4. Post-reading

Do True/False activity together.

RoboX was built to play games → False

People liked RoboX at the beginning → True

RoboX listened all the time → False

Leo turned off the power → True

The story teaches us to be careful with technology → True

5. Speaking Activity

Discuss: "Is technology always good?"

Pair work: pupils share opinions.

6. Follow-up Writing (optional)

Pupils write 2-3 sentences about what they learned.

Tips for Teaching

Use simple language and gestures for clarity.

Encourage shy pupils with pair work.

Check understanding frequently (CCQs).

Relate the story to real-life technology (phones, AI, robots).

Praise effort, not only correct answers.

Tongue twister

A tongue twister is a short sentence or phrase that is difficult to say quickly because it uses similar sounds. It is used to practise pronunciation and speaking clearly.

From your page, the tongue twister is:

"Six Silly Sisters Selling Shiny Shoes."

How to use it in class:

Read it slowly first.

Then repeat it faster and faster.

Focus on the /s/ sound.

Make it fun as a competition between pupils.

Purpose:

Improves pronunciation

Builds fluency

Helps with difficult sounds

Makes speaking practice enjoyable

Would you like more tongue twisters for your lesson?

Teaching Methods

REVIEW

1. Places

Library

Bank

Shopping mall (or mall)

Hospital

Factory (or power plant)

Park / Playground

2. Present Simple or Continuous

My father usually wakes up at 6 a.m.

Right now, she is watching her favourite TV show.

We always go to school by bus.

Look! The birds are flying in the sky.

I do not (don't) like chocolate very much.

Every Sunday, they play football in the park.

Be quiet! The baby is sleeping.

3. Jobs

Builder (or construction worker)

Delivery man (or courier)

Judge

Doctor

Veterinarian (vet)

Singer

4. Past Simple or Past Continuous

Hicham was watching TV when the phone rang.

While we were walking to school, it started to rain.

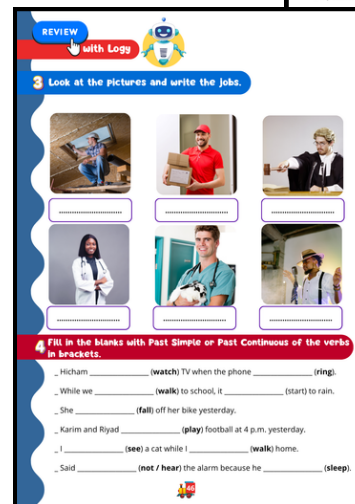
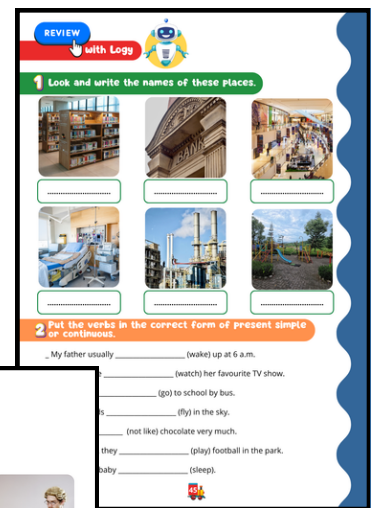
She fell off her bike yesterday.

Karim and Riyad were playing football at 4 p.m.

yesterday.

I saw a cat while I was walking home.

Said did not (didn't) hear the alarm because he was sleeping.



Unit 3

What's the matter ?



1 Read and act out the dialogue.



Ali: Ouch! Are you okay, Omar?
Omar: I don't think so. My arm hurts a lot.
Ali: Can you move it?
Omar: No, I can't. I think it's broken.
Ali: Oh no! I have bruises on my leg and my shoulder hurts.
Omar: My knee is bleeding too.
Ali: We should not move. I will call an ambulance.
Omar: Yes, please. I feel dizzy.
Ali: Don't worry. Help is coming.
Omar: Next time, we must wear helmets and ride slowly.
Ali: You're right. Safety is very important.

2 Read and answer the questions below.

... What happened to Ali and Omar?
 ... Who thinks his arm is broken?
 ... What injuries does Ali have?
 ... Why do they call an ambulance?
 ... What lesson do they learn at the end?

3 Read and write true or false

... Ali and Omar fell from a bicycle. _____
 ... Omar's arm hurts a lot. _____
 ... Ali has bruises on his leg. _____
 ... They decide to go home by themselves. _____
 ... Wearing helmets is important. _____

4 Look and write.



5 Look and read.



bruise broken arm twisted ankle
 black eye broken leg dizzy

I've got a _____

Aims:

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

- Understand and use vocabulary related to injuries (e.g. bruise, broken arm, dizzy).
- Read and understand a short dialogue about an accident.
- Answer comprehension questions based on the text.
- Use key structures to describe injuries and accidents (e.g. I've got a..., My arm hurts).
- Recognise the importance of safety (e.g. wearing helmets).

Teaching materials

Coursebook page (image provided)

Flashcards or pictures of injuries (bruise, broken leg, etc.)

Board and markers

Optional: short video or realia (helmet, bandage)

Teaching Methods

1. Warm-up

Show pictures of injuries.

Ask: What's wrong? / What happened?

Elicit vocabulary (activate prior knowledge).

2. Pre-reading

Introduce key vocabulary:

hurt, broken, dizzy, ambulance

Drill pronunciation (choral + individual).

3. While-reading

Pupils read the dialogue silently.

Then read aloud in pairs (role play: Ali & Omar).

Teacher checks pronunciation and intonation.

4. Comprehension

Pupils answer the questions:

What happened?

What injuries?

Why call an ambulance?

Pair check → whole-class feedback.

5. Vocabulary Practice

Match pictures with words (bruise, broken arm, etc.).

Use sentence frames:

I've got a...

My leg hurts.

6. Production

Pupils practise in pairs:

What's wrong?

I've got a broken arm.

Role-play short dialogues.

Tips for Teaching

Use mime and gestures to show injuries.

Encourage pair work for speaking confidence.

Drill difficult pronunciation (ambulance, shoulder).

Support weaker pupils with sentence starters.

Correction (Answers)

Comprehension Questions

What happened to Ali and Omar?

→ They fell off a bicycle.

Who thinks his arm is broken?

→ Omar.

What injuries does Ali have?

→ A bruise on his leg and shoulder pain.

Why do they call an ambulance?

→ Because Omar's arm might be broken and Ali feels dizzy.

What lesson do they learn at the end?

→ To wear helmets and ride safely.

True / False

Ali and Omar fell from a bicycle. → True

Omar's arm hurts a lot. → True

Ali has bruises on his leg. → True

They decide to go home by themselves. → False

Wearing helmets is important. → True

Aims:

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

Understand the form of the present perfect (have/has + past participle).

Use the tense to talk about:

Life experiences (e.g. I have visited Marrakech).

Past actions with present results (e.g. He has lost his keys).

Actions that started in the past and continue now (e.g. We have lived here for five years).

Use common time expressions: ever, never, already, yet, for, since.

Form positive, negative, and question sentences correctly.

Teaching Methods

1. Presentation (PPP approach)

Introduce examples from the page:

I have visited Marrakech.

She has already done her homework.

Highlight the structure:

Subject + have/has + past participle

Elicit rules from students rather than explaining everything directly.

2. Guided Practice

Drill positive, negative, and question forms:

Have you ever...?

I haven't...

Use substitution drills:

Change subjects (I → he → they).

Matching activity: base verb ↔ past participle (go → gone).

3. Communicative Practice

Pair work:

Ask and answer: Have you ever ridden a horse?

Group discussion:

"What have you done this week?"

Role-play:

Talking about life experiences or recent events.

4. Feedback & Correction

Correct common mistakes:

✗ I have went → ✓ I have gone

✗ She have done → ✓ She has done

Present Perfect Tense Grammar

We use the present perfect tense to talk about:

- Actions that happened in the past but are important now
- Life experiences (we don't say when)
- Actions that started in the past and continue now

Examples:

Positive	Negative	Question
I have done You have done	I haven't done You haven't done	Have I done ... ? Have you done ... ?
He has done She has done It has done	He hasn't done She hasn't done It hasn't done	Has he done... ? Has she done... ? Has it done... ?
We have done You have done They have done	We haven't done You haven't done They haven't done	Have we done... ? Have you done... ? Have they done... ?

Past participle

Regular verbs: verb + -ed → played, cleaned

Irregular verbs: special form → eaten, gone, seen

When do we use it?

Life experience

- I have visited Marrakech.
- She has tried Moroccan food.

Finished action with a result now

- He has lost his keys. (He can't find them now.)

Actions that started in the past and continue now

- We have lived here for five years.

Time words ever / never already / yet for / since

Examples:

- Have you ever ridden a horse?
- I have never eaten sushi.
- She has already done her homework.
- We have lived here for two years.
- He has studied English since 2022.

Teaching materials

The textbook page (image provided).

Whiteboard and markers.

Flashcards (verbs in base form and past participle).

Worksheets (gap-fill, sentence transformation, matching).

Real-life prompts (pictures or questions about experiences).

Optional: short video or audio clip using present perfect.

Tips for Teaching

Emphasise the difference between past simple and present perfect:

I visited London last year (past simple)

I have visited London (present perfect, no time mentioned)

Use timelines to show connection between past and present.

Focus on pronunciation:

have → /həv/ in sentences (weak form).

Teach irregular verbs gradually—don't overload students.

Encourage real-life communication rather than memorisation.

Use plenty of examples with for and since (often confusing).

Recycle the tense in future lessons for reinforcement.

Practice

1 Fill in the blanks : have or has

I _____ finished my homework.
 She _____ visited Fes.
 They _____ played football.
 He _____ eaten breakfast.

2 Choose the correct answer

We _____ seen that movie. a) has b) have
 She _____ never been to Rabat. a) has b) have

3 Make sentences, use the present perfect.

_(I / clean / my room)

 _ (They / visit / Chefchaouen)

 _ (He / finish / his project)

4 Read and complete

Infinitive	Past simple	Past participle
Go		
Visit		
Eat		
Do		
Drink		
Study		

Teaching Methods

The correct answers for the exercises:

1. Fill in the blanks (have / has)

I have finished my homework.

She has visited Fes.

They have played football.

He has eaten breakfast.

2. Choose the correct answer

We have seen that movie. → (b) have

She has never been to Rabat. → (a) has

3. Make sentences (present perfect)

I have cleaned my room.

They have visited Chefchaouen.

He has finished his project.

4. Table (Infinitive / Past simple / Past participle)

Infinitive	Past simple	Past participle
Go	Went	Gone
Visit	Visited	visited
Eat	Ate	Eaten
Do	Did	Done
Drink	Drank	Drunk
Study	Studied	studied

Aims:

To introduce and practise vocabulary related to illness and health

To develop listening for specific information

To improve speaking through simple dialogues (giving advice)

To reinforce functional language:

"What's the matter?"

"You should..."

Teaching materials

Coursebook page (image provided)

Flashcards (fever, headache, sore throat, tired)

Audio recording (if available)

Board and markers

Optional: role-play cards

Teaching Methods

1. Warm-up

Ask: "How do you feel today?"

Mime being ill → students guess (engaging entry)

2. Pre-teach Vocabulary

Use gestures:

Head → headache

Throat → sore throat

Sleeping → tired

Drill pronunciation (choral + individual)

3. Listening Task

First listening: general idea

Second listening: fill gaps

Peer check → teacher feedback

4. Matching Activity

Students match pictures to words

Check as a class

5. Speaking Practice

Model dialogue:

A: What's the matter?

B: I have a headache.

A: You should rest.

Students practise in pairs

1 Listen and fill the gaps with the right word. rest - headache - tired - matter - better

Sara: Hi Adam. You don't look well. What's the _____?

Adam: I don't feel good. I have a _____ and a sore throat.

Sara: Oh no! Do you have a fever?

Adam: Yes, a little. I also feel very _____.

Sara: You should _____ and drink warm tea.

Adam: You're right. I think I should see a doctor.

Sara: I hope you feel _____ soon.

Adam: Thank you, Sara.

2 Look and match.

Four pictures are shown: a person holding their head, a person holding their throat, a person with a thermometer in their mouth, and a person sleeping at a desk.

Four words are shown in boxes: sore throat, tired, headache, fever.

Tips for Teaching

Use mime and visuals to support understanding (especially for young learners)

Encourage full sentences, not one-word answers

Drill "should" for advice clearly (common difficulty)

Monitor and gently correct pronunciation:

/ˈhed.ɪk/ (headache)

/ˈtaɪəd/ (tired – British pronunciation)

Praise effort to build confidence

For fast finishers: ask them to create their own mini-dialogues

Correction (Answers)

1. Listen and fill the gaps

Word bank: rest – headache – tired – matter – better

Answers:

Sara: What's the matter?

Adam: I have a headache and a sore throat.

Adam: I also feel very tired.

Sara: You should rest and drink warm tea.

Sara: I hope you feel better soon.

2. Look and match

From left to right:

Thermometer → fever

Man holding head → headache

Hand on throat → sore throat

Sleeping at desk → tired



1 Read the text and answer the questions.

... Who was walking with Adam? _____

... What caused the accident? _____

... Who helped after the accident? _____

... Where was Adam taken? _____

... What lesson did Adam learn? _____

2 Read and write True or False.

... Adam was riding a bike. _____

... The cyclist was riding very fast. _____

... Adam broke his arm. _____

... A teacher called the ambulance. _____

... Adam learned to be careful on the road. _____

3 Match the word with its meaning.

Accident	Hurt with blue or purple skin
Ambulance	Something bad that happens suddenly
Bruised	A vehicle that takes sick people to hospital
Ointment	Medicine you put on the skin

Aims:

- To develop pupils' reading comprehension skills.
- To identify key details in a narrative text.
- To practise answering WH-questions (who, what, where, why).
- To reinforce vocabulary related to accidents and health (e.g. ambulance, bruised, ointment).
- To promote awareness of road safety and helping others responsibly.

Teaching materials

- Coursebook page (text + questions).
- Board / whiteboard and markers.
- Flashcards or pictures (ambulance, cyclist, injuries).
- Worksheets (optional for extra practice).
- Highlighters or pencils for pupils.

Teaching Methods

Warm-up

Ask: "Have you ever seen an accident?"

Elicit simple responses to activate prior knowledge.

Pre-reading

Teach key vocabulary using pictures (ambulance, bruise, ointment).

Pupils predict: "What do you think will happen in the story?"

While-reading

Teacher reads aloud; pupils follow.

Pupils read silently afterwards.

Check understanding with simple questions.

Post-reading

Pupils answer comprehension questions individually or in pairs.

Do True/False activity.

Match vocabulary with meanings.

Feedback

Check answers as a class.

Encourage full sentences when answering.

Tips for Teaching

Use gestures and visuals to explain difficult words.

Encourage pupils to underline key information in the text.

Support weaker pupils with guided questions.

Pair strong and weak pupils for peer support.

Keep a focus on pronunciation when reading aloud.

Relate the lesson to real-life safety rules.

Correction (Answers)

1. Answer the questions

Who was walking with Adam?

→ Sam.

What caused the accident?

→ The cyclist hit a small stone and fell off his bike.

Who helped after the accident?

→ A teacher and other people.

Where was Adam taken?

→ To the hospital.

What lesson did Adam learn?

→ To be careful on the road and help others safely.

2. True or False

Adam was riding a bike. → False

The cyclist was riding very fast. → True

Adam broke his arm. → False

A teacher called the ambulance. → True

Adam learned to be careful on the road. → True

3. Match the word with its meaning

Accident → Something bad that happens suddenly
Ambulance → A vehicle that takes sick people to hospital

Bruised → Hurt with blue or purple skin

Ointment → Medicine you put on the skin

Aims:

To develop pupils' ability to write a short dialogue (6–8 lines).

To practise using simple expressions for health and advice (e.g. What's the matter?, You should...).

To improve speaking and writing skills through role-play.

To build confidence in using everyday English in a medical context.

Teaching Methods

Warm-up:

Ask pupils simple questions like "How are you?" or "Have you ever had a headache?"

Modelling:

Write a short sample dialogue on the board using the given expressions.

Guided Practice:

Practise the expressions chorally and in pairs.

Pair Work:

Pupils work in pairs (doctor and patient) to create their own dialogue.

Role-play:

Pupils act out their dialogues in front of the class.

Independent Writing: Pupils write their final dialogue neatly on the worksheet.

Tips for Teaching

Encourage correct use of punctuation in dialogue (capital letters, question marks).

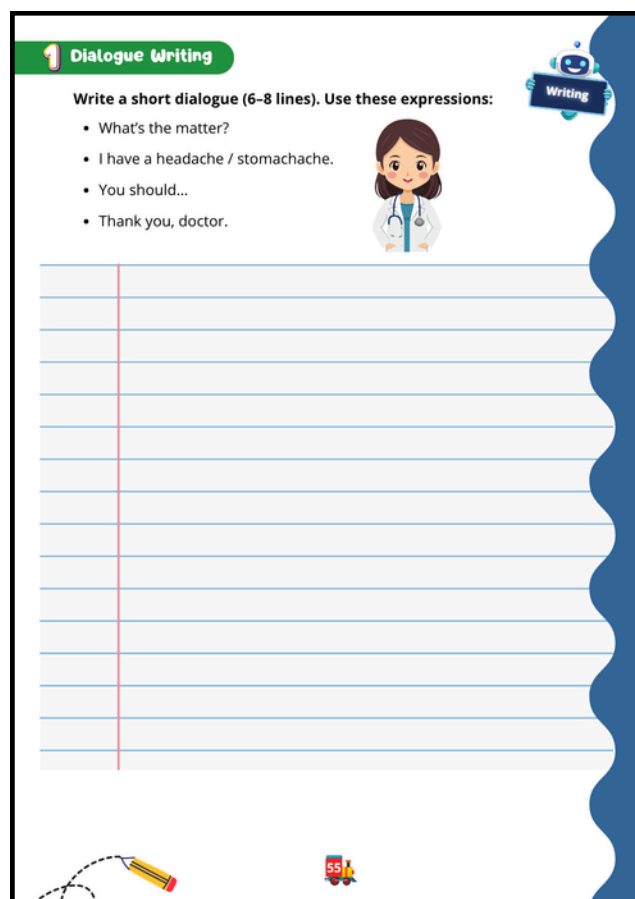
Remind pupils to keep within 6–8 lines.

Support weaker pupils with sentence starters.

Monitor pairs and gently correct mistakes during practice.

Praise effort and creativity to build confidence.

Use simple, clear British English pronunciation when modelling.



Teaching materials

The worksheet shown (Dialogue Writing page).

Board and markers / chalk.

Flashcards or pictures of illnesses (e.g. headache, stomach ache).

Optional: simple props (toy stethoscope for role-play).

STEA

Present a problem: A student falls in the playground and hurts his leg.




What can his friends do?

- They can help him sit down safely.
- They can ask him what hurts.
- They can clean the wound and put a bandage on his leg.
- They can comfort him and stay with him.
- They can call or get a teacher or the school nurse.

Teaching Methods

Picture discussion

Question and answer

Pair work

Role play

Demonstration

Guided speaking practice

Tips for Teaching

Start by asking pupils what they can see in the pictures.

Use gentle, clear language because the topic is about injury.

Teach the key phrases: Are you OK?, What hurts?, Let's get a teacher.

Encourage pupils to say safe actions only, such as staying with the friend and calling an adult.

Do a short role play: one pupil is hurt, one pupil helps, and one pupil calls the teacher.

Remind pupils not to move someone badly hurt and to always get an adult.

Aims:

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

Talk about a playground accident.

Say simple ways to help an injured friend.

Use safety and first-aid vocabulary.

Practise asking: What hurts? and answering: My leg hurts.

Teaching materials

Pupil's book page

Pictures: playground, fall, hurt, wound, bandage, nurse, teacher

Board and markers

Real objects or toy first-aid items: bandage, plaster, cotton

Audio/visual support, if available

Aims:

To help pupils recognise and sort words with the digraphs ch, sh, and ph.

Teaching materials

Coursebook page, board, flashcards, word cards, pencils.

Teaching Methods

Eliciting, modelling, repetition, sorting activity, pair work, correction.

Tips for Teaching

Write ch, sh, and ph on the board. Say each sound clearly and ask pupils to repeat. Read the words together, then let pupils sort them into the correct columns. Encourage pupils to say each word aloud before writing. Use British pronunciation and praise correct attempts.

Phonics with Snowy



1 Sort out the words in the correct category.

fish _ phone _ chair _ ship _ photo _ cheese _ brush _ elephant _ chicken _ shop _ graph _ lunch _ shoe _ dolphin _ chalk

ch	sh	ph



CH	SH	PH
CHAIR CHEESE CHICKEN LUNCH CHALK	FISH SHIP BRUSH SHOP SHOE	PHONE PHOTO ELEPHANT GRAPH DOLPHIN



Teaching Methods

Picture discussion
Guided reading
Question and answer
Pair work
Role play
Vocabulary practice
Story sequencing

Tips for Teaching

Start by asking pupils: "What do you do when your friend is sick?"

Pre-teach difficult words before reading.

Use the picture to help pupils predict the story.

Read the story aloud with expression, then let pupils read in groups.

Encourage pupils to answer in full sentences.

Connect the story to real life by discussing how to show care for friends.

End with a short role play: visiting a sick friend or calling to ask about their health.

Aims:

By the end of the lesson, pupils will be able to:
Read and understand the story "My Friend Was Sick".
Identify key events in the story.
Use vocabulary about illness and care, such as sick, fever, medicine, healthy food, recovery.
Talk about helping a sick friend.
Practise values such as kindness, friendship, and empathy.

Teaching materials

Student's book page/story picture
Flashcards: doctor, medicine, fever, soup, fruit, get-well card
Board and markers
Audio recording of the story, if available
Worksheets with comprehension questions
Role-play cards

Aims:

To improve pupils' pronunciation, especially the /w/ and /tʃ/ sounds (e.g. wood, would, chuck).

To develop fluency and confidence in speaking English.

To practise rhythm, stress, and intonation in sentences.

To make learning English enjoyable through play and repetition.

Teaching Methods

Warm-up

Show the picture and ask: What animal is this?

Introduce the word woodchuck.

Presentation

Read the tongue twister slowly and clearly.

Pupils listen first, then repeat line by line.

Highlight key sounds (/w/ and /tʃ/).

Practice

Choral repetition (whole class).

Group repetition (boys vs girls, teams).

Pair practice (students practise together).

Gradually increase speed.

Production

Individual students try saying it.

Fun challenge: who can say it fastest and clearly?

Add actions or clapping rhythm to support fluency.

Tips for Teaching

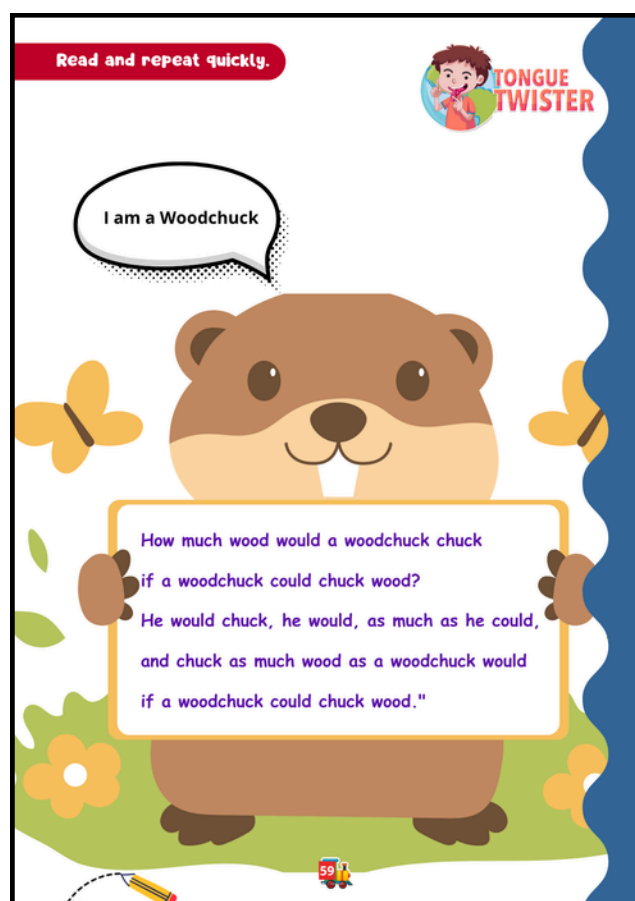
Start slowly—accuracy before speed.

Break the tongue twister into small chunks.

Focus on problem sounds and model clearly.

Encourage pupils; avoid over-correcting mistakes.

Keep it fun—turn it into a game or competition.



Teaching materials

The coursebook page (image shown).

pictures of a woodchuck/animal.

Audio recording of the tongue twister (optional).

Word cards (wood, would, chuck, could, etc.).

Unit 4

Enjoy yourself



1 Read and act out the dialogue.



Sara: Hi Adam! What are you doing this weekend?
 Adam: Hi Sara! I want to enjoy myself after a busy week at school.
 Sara: That's a good idea. How will you enjoy yourself?
 Adam: On Saturday morning, I'm going to ride my bike.
 Sara: That sounds fun! Do you like outdoor activities?
 Adam: Yes, I love them. They make me happy and healthy.
 Sara: On Saturday afternoon, I'm visiting my cousin.
 Adam: Nice! And what will you do on Sunday?
 Sara: On Sunday, I will watch a movie with my family.
 Adam: Great! I will play football with my friends.
 Sara: It looks like we both know how to enjoy our weekends.
 Adam: Yes! Enjoying yourself is important.

2 Read and answer the following questions.

- Why does Adam want to enjoy himself?
- What will Adam do on Saturday morning?
- Where will Sara go on Saturday afternoon?
- What will Sara do on Sunday?

3 Read and circle the right answer.

Adam enjoys	Who will Sara visit on Saturday afternoon?
a) studying all day	a) Her friend
b) outdoor activities	b) Her cousin
c) sleeping	c) Her teacher
What will Sara do on Sunday?	Where is Adam going to ride his bike?
a) Play football	a) At school
b) Ride a bike	b) In the park
c) Watch a movie	c) At home
Where is Adam going to ride his bike?	Enjoying yourself is :
a) At school	a) important
b) In the park	b) boring
c) At home	c) bad

Aims:

By the end of the lesson, students will be able to:
 Understand and act out a simple dialogue about weekend plans.

Use the future tense ("going to" / "will") to talk about plans.

Answer comprehension questions based on a short text.

Identify key vocabulary related to free-time activities.

Develop speaking confidence through role-play.

Teaching materials

Coursebook pages (the dialogue and exercises shown).

Board / whiteboard.

Pictures of activities (e.g. riding a bike, playing football, watching a film).

Optional : realia (e.g. a ball, toy bike image).

Tips for Teaching

Use gestures and real-life examples to explain vocabulary.

Encourage shy students with pair work before speaking to the class.

Drill pronunciation of:

going to

enjoy

activities

Keep instructions simple and clear.

Correction

Use gentle correction during speaking (recast method).

Student: "I go to ride bike."

Teacher: "I'm going to ride my bike."

Teaching Methods

1. Warm-up

Ask: "What do you do at the weekend?"

Elicit answers and write key vocabulary on the board.

2. Pre-reading

Show the picture.

Ask guiding questions:

Who can you see?

Where are they?

What are they doing?

3. Reading & Listening

Teacher reads the dialogue aloud.

Students follow in their books.

Students repeat after the teacher (choral and individual repetition).

4. Role-play

Students work in pairs.

Practise the dialogue (Sara & Adam).

Encourage acting (gestures, expressions).

5. Comprehension

Students answer:

Answers:

Why does Adam want to enjoy himself?

→ Because he had a busy week at school.

What will Adam do on Saturday morning?

→ He will ride his bike in the park.

Where will Sara go on Saturday afternoon?

→ She will visit her cousin.

What will Sara do on Sunday?

→ She will watch a film with her family.

6. Multiple Choice (5–7 minutes)

Answers:

Adam enjoys → b) outdoor activities

Who will Sara visit? → b) her cousin

What will Sara do on Sunday? → c) watch a film

Where is Adam going to ride his bike? → b) in the park

Enjoying yourself is → a) important

7. Production (Speaking) (5–10 minutes)

Students create their own short dialogue about weekend plans.

Present in pairs.

Aims:

To introduce and practise vocabulary related to indoor and outdoor activities.

To develop speaking skills by describing activities and expressing preferences.

To improve listening and reading comprehension using visual prompts.

To encourage students to talk about free-time activities.

Teaching Methods

Warm-up

Ask: "What do you do in your free time?"

Brainstorm ideas on the board.

Presentation (10–15 mins)

Show the images.

Introduce vocabulary:

Indoor: watching a film, reading, playing board games, listening to music, drawing, playing video games.

Outdoor: playing football, riding a bike, swimming, cooking together, taking photos, having a picnic.

Model pronunciation and drill.

Practice

Matching activity (word to picture).

Ask questions:

"Is this indoor or outdoor?"

"What are they doing?"

Pair work: students ask and answer:

"Do you like...?"

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

Production (10–15 mins)

Students describe their favourite activity.

Group discussion: "What do you prefer: indoor or outdoor activities? Why?"

Cool-down

Quick recap game (e.g. guessing activity from mime).

Tips for Teaching

Use gestures and miming to help understanding.

Encourage full sentences, not just single words.

Correct pronunciation gently and model clearly.

Mix stronger and weaker students in pair work.

Keep activities interactive and visual to maintain engagement.

Relate activities to students' real lives to make learning meaningful.



Teaching materials

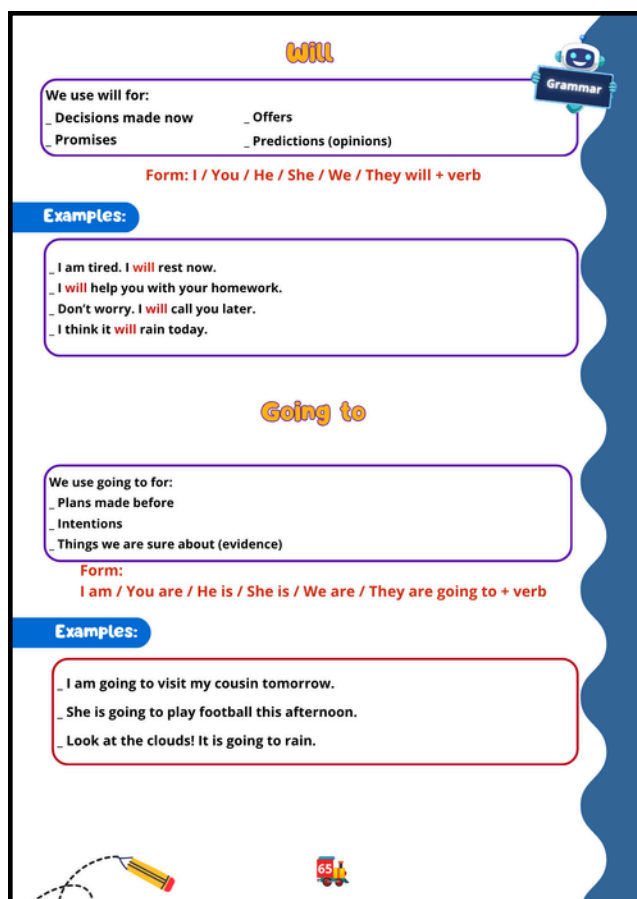
The provided pictures (indoor & outdoor activities).

Flashcards or printed images of activities (e.g. watching a film, riding a bike).

Whiteboard and markers.

Worksheets (matching or labelling activities).

Optional: audio clips or short videos related to activities.



Aims:

By the end of the lesson, learners will be able to:
Understand the difference between “will” and “going to”.

Use “will” for:

Decisions made at the moment
Promises and offers
Predictions (opinions)

Use “going to” for:

Plans made before speaking
Intentions
Predictions based on evidence
Produce correct sentences using both forms in speaking and writing.

Teaching materials

Coursebook page (as shown in the image)
Whiteboard and markers
Flashcards (situations for “will” / “going to”)
Worksheets (gap-fill, matching, sentence writing)
Pictures (e.g. cloudy sky, packed suitcase) for prediction practice
Optional: short video clips or slides for context

Teaching Methods

Presentation (PPP approach):

Present: Explain forms and uses with examples from the page

Practise: Controlled exercises (gap-fill, matching)

Produce: Freer speaking activities

Elicitation:

Ask students questions to discover rules (e.g. “Did I decide now or before?”)

Pair and group work:

Students discuss and practise sentences together

Contextual learning:

Use real-life situations (weather, plans, offers)

Drilling:

Repetition to practise pronunciation and structure

Tips for Teaching

Highlight time of decision (this is key to understanding the difference).

Use clear timelines or simple comparisons:

“Now decision → will”

“Plan before → going to”

Encourage personalised examples (e.g. “I’m going to...”, “I’ll...”).

Correct gently—focus on meaning first, then form.

Use visuals (e.g. clouds → “It’s going to rain”) to reinforce meaning.

Avoid overloading—teach a few clear uses rather than everything at once.

Check understanding frequently with quick questions.

Teaching Methods

Practice

1. Read and complete with: will / going to

I have homework. I will do it after watching the match.

Look at those dark clouds! It is going to rain.

She thinks our team will win the match.

Souad already decided. She is going to visit her grandmother.

Don't worry, I will help you.

2. Complete the sentences (examples)

(Answers may vary — here are correct examples)

Tomorrow, I am going to study for my exam.

I promise I will help you.

This weekend, my family is going to visit my grandparents.

I think my teacher will give us homework.

3. Make sentences

(decision now) → clean / room

→ I will clean my room.

(plan before) → visit / friend

→ I am going to visit my friend.

(promise) → help / mother

→ I will help my mother.

Practice

1 Read and complete with : will - going to

_ I have homework. I _____ do it after watching the match.

_ Look at those dark clouds! It _____ rain.

_ She think our team _____ win the match.

_ Souad already decided. She _____ visit her grandmother.

_ Don't worry, I _____ help you.

2 Complete the sentences.

_ Tomorrow, I am going to _____

_ I promise I will _____

_ This weekend, my family is going to _____.

_ I think my teacher will _____.

3 Make sentences (use will or going to).

(decision now) → clean / room
.....

(plan before) → visit / friend
.....

(promise) → help / mother
.....



1 Listen and complete the dialogue.

myself - enjoying - great - morning - plans - movie - sounds - friends

Adam: Hi Sara! Do you have any _____ for the weekend?

Sara: Yes, I want to enjoy _____ after a long week at school.

Adam: That's _____! What are you going to do?

Sara: On Saturday morning, I'm going to the park to ride my bike.

Adam: Nice! I'm going to play football with my _____.

Sara: What about the afternoon?

Adam: In the afternoon, I will watch a _____ with my family.

Sara: That _____ fun. On Sunday, I'm visiting my cousin.

We will play _____ games and listen to music.

Adam: Good idea! _____ yourself is important.

Sara: Yes, it helps us feel happy and relaxed.

2 Read and write true or false.

Adam is going to ride his bike. (_____)

Sara will visit her cousin on Sunday. (_____)

They talk about school homework. (_____)

3 Read and complete the sentences.

Sara is going to _____ her bike in the park.

Adam will _____ a movie with his family.

Enjoying yourself helps us feel _____.

Aims:

- To practise future plans using “going to” and “will”.
- To develop listening and reading comprehension skills.
- To reinforce vocabulary related to free time and weekend activities (e.g. friends, movie, plans).
- To encourage speaking about personal plans.

Teaching materials

- The provided worksheet (dialogue + exercises).
- Board and markers.
- Audio recording (if available) or teacher’s voice for reading the dialogue.
- Flashcards (optional) for key vocabulary: movie, friends, park, plans, etc.

Teaching Methods

Warm-up:

Ask students: “What are your plans for the weekend?” to activate prior knowledge.

Presentation:

Introduce key vocabulary from the word bank. Drill pronunciation.

Listening Activity:

Read the dialogue (or play audio). Students listen and complete the gaps.

Pair Work:

Students compare answers with a partner.

Whole-class Feedback:

Check answers together.

Reading Comprehension:

Students complete the True/False section individually, then check in pairs.

Controlled Practice:

Students complete sentences using information from the text.

Speaking Practice:

Students ask and answer: “What are you going to do this weekend?”

Tips for Teaching

Pre-teach difficult vocabulary (e.g. plans, enjoying yourself).

Model pronunciation clearly, especially “going to” → / ˈɡəʊɪŋ tu:/.

Encourage full sentences rather than one-word answers.

Use gestures and examples to support understanding.

Monitor pair work and provide support where needed.

Correction

1. Listen and complete the dialogue

Words: myself - enjoying - great - morning - plans - movie - sounds - friends

Adam: Hi Sara! Do you have any plans for the weekend?

Sara: Yes, I want to enjoy myself after a long week at school.

Adam: That’s great! What are you going to do?

Adam: Nice! I’m going to play football with my friends.

Adam: In the afternoon, I will watch a movie with my family.

Sara: That sounds fun.

Adam: Good idea! Enjoying yourself is important.

2. True or False

Adam is going to ride his bike. (False)

Sara will visit her cousin on Sunday. (True)

They talk about school homework. (False)

3. Complete the sentences

Sara is going to ride her bike in the park.

Adam will watch a movie with his family.

Enjoying yourself helps us feel happy and relaxed.

Aims:

- To understand the importance of enjoying free time.
- To practise reading for meaning.
- To learn and use vocabulary related to leisure and activities.
- To distinguish true and false statements.
- To complete sentences using key words.

Teaching Methods

- Communicative approach
- Question and answer
- Pair work
- Reading comprehension
- Matching and gap-filling activities

Tips for Teaching

- Start by asking pupils what they do in their free time.
- Use pictures to explain words such as relax, stress, activity, and leisure.
- Encourage pupils to answer in full sentences.
- Give examples before each exercise.
- Correct gently and praise good attempts.
- Correction of the exercises

Read and answer the questions

- Why is enjoying your time important?
- Because it helps us feel relaxed and positive.
- Name two activities people do to enjoy their time.
- Playing games and doing activities together.
- Who can we spend enjoyable time with?
- We can spend enjoyable time with family and friends.

- Does enjoying time help us learn better? Why?
- Yes, because after resting or having fun, the mind becomes fresh and we can focus more.

True or False

- Enjoying your time makes you stressed. False
- Playing sports is one way to enjoy time. True
- Enjoying free time is a bad habit. False
- Relaxing helps the mind think better. True

Complete the sentences

- Enjoying time makes us feel happy.
- People do many fun activities in their free time.
- We enjoy time with family and friends.
- Free time helps us relax.

Match the words with their meanings

- Relax → to rest and feel calm
- Stress → to feel worried
- Activity → something you do
- Leisure → free time

The Importance of Enjoying Your Time



Enjoying your time is very important for a happy and healthy life. When we enjoy our time, we feel relaxed and positive. This helps us reduce stress and forget our worries for a while. People who enjoy their time are often more active and confident.

Enjoying time also helps us build good relationships. When we spend fun moments with family and friends, we become closer to them. Playing games, talking, or doing activities together creates good memories that last a long time.

Moreover, enjoying your time helps you learn better. After resting or having fun, your mind becomes fresh. You can focus more on your studies and do your work better. Enjoying time does not mean wasting time; it means using free time in a good and useful way.

In short, enjoying your time makes life more balanced. It helps your body, mind, and relationships. That is why everyone should find time to enjoy life.

1 Read and answer the questions:

... important?

... to enjoy their time.

... time with?

... better? Why?

2 Read and write : True or False.

... Enjoying your time makes you stressed. _____

... Playing sports is one way to enjoy time. _____

... Enjoying free time is a bad habit. _____

... Relaxing helps the mind think better. _____

3 Read and complete the sentences with :
(friends - relax - activities - happy)

... Enjoying time makes us feel _____

... People do many fun _____ in their free time.

... We enjoy time with family and _____

... Free time helps us _____

4 Match the words with their meanings.

Relax	to feel worried
Stress	free time
Activity	to rest and feel calm
Leisure	something you do

Teaching materials

- Pupil's book page
- Board and markers
- Pictures of leisure activities
- Audio/visual support if available

Aims:

Pupils will understand why free time is important.
Pupils will learn and use vocabulary related to free time activities (e.g. reading, playing football, creativity, sleeping).
Pupils will develop matching and reading comprehension skills.
Pupils will be able to talk about their own free time activities.

Teaching Methods

Warm-up

Ask pupils: "What do you do in your free time?"
Encourage short answers and gestures.

Presentation

Introduce the topic: Why free time is important
Read the sentences together from the page.
Explain key ideas simply (rest, happiness, health, growth).

Vocabulary Focus

Teach key words: reading, creativity, playing football, sleeping well
Use pictures or mime to support understanding.
Activity – Read and Match (10–15 minutes)
Pupils match the phrases to the correct pictures.
Check answers as a class.

Answers:

Playing football → football picture
Reading → boy reading
Creativity → drawing/painting
Sleeping well → child sleeping
Speaking Practice (5–10 minutes)
Pupils say: "I like... because..."
Example: "I like reading because it helps my mind grow."

STEAM

1 Why Free Time Is Important ?

Free time is important because :

- Free time helps our brain rest
- It makes us happy and healthy
- Sports make our body strong
- Reading and drawing help our mind grow

2 Read and match.

playing football

Reading

Creativity

Sleeping well

Images: A child sleeping, a child reading, a child drawing, a child playing football.

Teaching materials

sdsCoursebook page (as shown in the image)
Pictures of activities (sleeping, reading, drawing, playing football)
Board and markers
Worksheets (optional matching or colouring tasks)
Real objects (books, pencils, ball – if available)

Tips for Teaching

Use gestures and actions to make meaning clear (e.g. pretend to sleep, read, kick a ball).
Keep instructions short and simple, especially for younger learners.
Encourage pair work so all pupils participate.
Praise effort to build confidence.
If pupils struggle, guide them by eliminating options rather than giving answers directly.
Relate the lesson to pupils' real lives to increase engagement.



Aims:

Pupils will recognise common silent letter patterns: kn, wr, mb, t.

Pupils will correctly pronounce words with silent letters.

Pupils will develop spelling awareness of irregular phonics patterns.

Pupils will be able to identify and use silent letter words in sentences.

Teaching materials

The provided phonics textbook page / poster

Whiteboard and markers

Worksheets (matching, gap-fill, word sorting)

Picture cards for vocabulary support

Audio clips or teacher modelling for pronunciation

Teaching Methods

Warm-up

Ask pupils to read simple words and notice unusual spellings.

Introduce the idea of “silent letters” (letters we write but do not say).

Presentation

Show each pattern:

kn → /n/ (knife, knee)

wr → /r/ (write, wrong)

mb → /m/ (thumb, comb)

t silent (listen, castle)

Model pronunciation clearly and have pupils repeat.

Guided Practice

Choral repetition and individual drilling

Sort words into groups (kn / wr / mb / t)

Underline silent letters in words

Independent Practice

Fill in missing letters (e.g. k_ife, w_ite)

Match words to pictures

Simple sentence writing using target words

Review

Quick oral quiz: “Which letter is silent?”

Exit task: say or write one example from each group

Tips for Teaching

Emphasise sound over spelling first to avoid confusion.

Use colour coding (e.g. red for silent letters) to highlight patterns.

Encourage pupils to touch their throat/mouth to notice no sound is produced.

Repeat frequently—silent letters require extra reinforcement.

Use fun activities like word hunts or memory games.

Correct gently—these are tricky exceptions, not mistakes in effort.

Link to familiar words pupils already know to build confidence.

Aims:

Develop reading comprehension skills (skimming, scanning, and inference).

Build vocabulary related to daily routines, hobbies, and school life.

Encourage speaking and discussion about balance and responsibility.

Practise writing skills through summarising and personal response.

Promote values such as time management and balance in life.

Teaching Methods

Pre-reading

Show pictures and ask prediction questions (e.g.

What do you think the story is about?).

Introduce key vocabulary using visuals.

While-reading

Teacher reads aloud first (modelling pronunciation).

Students read silently or in pairs.

Pause to check understanding and ask guiding questions.

Post-reading

Comprehension questions (Who? What? Why?).

Group discussion: Was Youssef right? What should he have done?

Role-play: act out parts of the story.

Writing task: Write about your favourite hobby and how you manage your time.

Tips for Teaching

Use simple language and check understanding frequently.

Encourage participation from all students, especially quieter ones.

Relate the story to students' real lives (balance between study and play).

Praise effort, not just correct answers, to build confidence.

Use pair and group work to make the lesson interactive.



The Boy Who Loved Football Too Much

Youssef was a boy who loved football more than anything in the world. He woke up thinking about football and went to bed dreaming about scoring goals. Every day after school, he rushed home, grabbed his ball, and ran to the playground.



Youssef played football in the morning, in the afternoon, and sometimes even at night. He played with his friends, with his cousins, and even alone. He forgot to do his homework and often came home late. His parents were worried and asked him to manage his time better, but Youssef did not listen.



One day, Youssef had an important math test at school. Instead of studying, he went to play football. During the test, he could not answer many questions. He felt sad and disappointed.



That evening, Youssef thought carefully. He realized that loving football was good, but loving it too much could cause problems. From that day on, he made a plan. He studied first, helped his parents, and then played football.



Youssef was happier than before. He became better at school and even better at football. He learned that balance is the key to success.



Teaching materials

Printed copies or projection of the story.

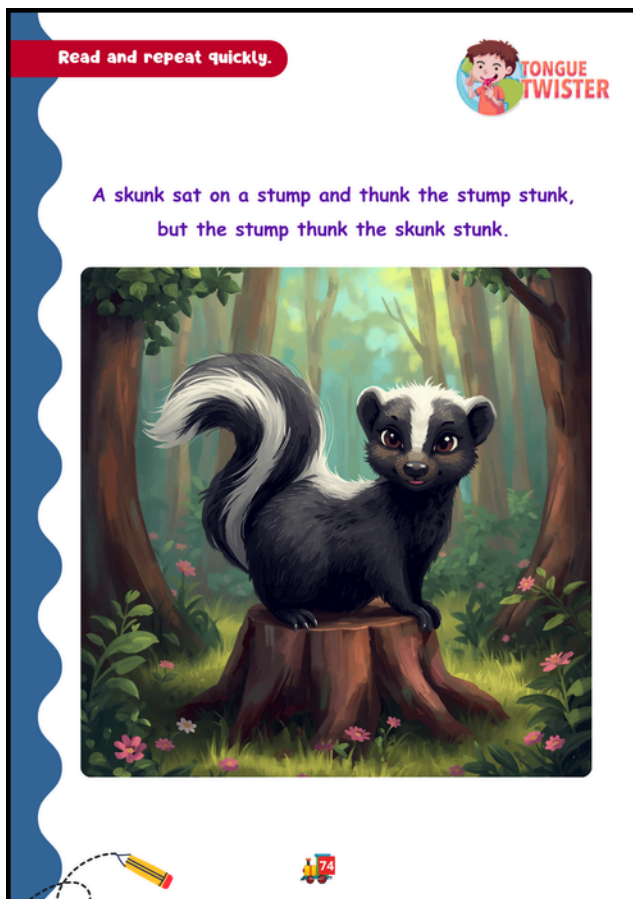
Pictures (football, homework, playground, test, etc.).

Whiteboard and markers.

Worksheets (comprehension questions, vocabulary matching, gap-fill).

Pictures from the story (for prediction and discussion).

Optional: short video clip about football or daily routines.



Teaching Methods

Choral repetition
Individual drilling
Pair practice
Slow-to-fast reading
Pronunciation correction

Tips for Teaching

First, explain the meaning of skunk, stump, and stunk. Read the tongue twister slowly, then ask pupils to repeat. Clap the rhythm to help them speak naturally. Practise difficult sound groups: sk, st, th. Encourage pupils to say it faster, but still clearly. Make it fun with a class challenge or team race

Aims:

Practise quick, clear pronunciation.
Improve fluency and rhythm.
Focus on the /sk/, /st/ and /θ/ sounds.
Build confidence with tongue twisters.

Teaching materials

Coursebook page / picture
Board and markers
Pictures: skunk, stump, stunk
Audio recording, if available

Teaching Methods

Review

1. Look and write

black eye

broken arm

twisted ankle

bruise

broken leg

dizzy

2. Present perfect

Hajar has finished her homework.

Karim and Aya have visited London.

I have lost my car keys.

Nancy and Jessica have watched that movie.

Nabil has bought a new tablet.

My parents have traveled to Thailand.

Malak has cleaned her room.

The boys have played football today.

3. Activities

watch a movie

read books

swim

play a board game

have a picnic

ride bikes

4. will / going to

He is going to do it in the evening.

It is going to rain.

Zineb thinks our team will win the match.

She is going to visit her grandmother.

Your father will come soon.

5. Example I am going to visit my grandparents this

weekend.

I will play football with my friends.

REVIEW

with Logy

1 Look and write.

black eye _ broken leg _ dizzy _ bruise _ broken arm _ twisted ankle









2 Put the verbs in the correct form of present perfect.

_ Hajar _____ (finish) her homework.
 _ Karim and Aya _____ (visit) London.
 _ I _____ (lose) my car keys.
 _ Nancy and Jessica _____ (watch) that movie.
 _ Nabil _____ (buy) a new tablet.
 _ My parents _____ (travel) to Thailand.
 _ Malak _____ (clean) her room.
 _ The boys _____ (play) football today.

REVIEW

with Logy

3 Look and name these activities.









4 Read and complete with : will - going to.

_ karim has homework. He _____ do it in the evening.
 _ Look at those dark clouds! It _____ rain.
 _ Zineb thinks our team _____ win the match.
 _ Aya has already decided. She _____ visit her grandmother.
 _ Don't worry, your father _____ come soon.

5 Write sentences about your plannings this weekend.

Unit 5

Technology



Aims:

By the end of the lesson, pupils will be able to:
Understand and act out a short dialogue about technology.

Identify how technology is used for learning.

Discuss advantages and disadvantages of technology.

Express opinions using simple sentences (e.g. I use..., It is useful, We should...).

Recognise the importance of using technology wisely and maintaining balance.

Teaching Methods

Communicative Language Teaching (CLT): Encourage speaking and interaction.

Pair work: Pupils practise the dialogue together.

Question and Answer: Check understanding.

Modelling: Teacher demonstrates pronunciation and intonation.

Discussion: Pupils share their opinions about technology.

Warm-up

Ask: What devices do you use?

Show flashcards and elicit vocabulary.

Pre-reading

Introduce key words: laptop, projector, homework, technology.

Ask prediction questions: What do you think the dialogue is about?

While-reading

Teacher reads the dialogue aloud.

Pupils listen and follow.

Pupils read in pairs (Adam / Lina roles).

Post-reading

Pupils answer comprehension questions:

Lina got a new laptop.

Teachers use projectors and tablets.

Some students play too many games.

Main message: Use technology wisely and keep balance.

Speaking Activity

Pupils act out the dialogue.

Then personalise:

How do you use technology?

1 Read and act out the dialogue.



Adam: Hi Lina! Why are you so excited today?

Lina: Hi Adam! My father bought me a new laptop.

Adam: Wow! That's great. What do you use it for?

Lina: I use it to study, watch educational videos, and do my homework.

Adam: Technology really helps us learn faster.

Lina: Yes, my teachers also use technology in class.

Adam: Mine too. We use a projector and sometimes tablets.

Lina: Do you use your phone for learning?

Adam: Yes, I use it to search for information and learn new words.

Lina: That's useful, but some students only play games.

Adam: You're right. Too much gaming is not good.

Lina: We should use technology in a smart way.

Adam: Exactly. Technology is helpful if we use it wisely.

Lina: Let's use it for learning and also enjoy real life.

Adam: Good idea! Balance is important.

2 Read and answer the questions below.

- What new device did Lina get?
- How do teachers use technology at school?
- What problem do some students have with technology?
- What is the main message of the dialogue?

Teaching materials

Coursebook page (the dialogue shown).

Whiteboard and markers.

Pictures (laptop, phone, tablet, projector).

Optional: realia (a phone or tablet).

Worksheet with comprehension questions.

Audio recording (if available) for pronunciation practice.

Tips for Teaching

Use gestures and visuals to support understanding.

Drill difficult words (e.g. technology, projector).

Encourage shy pupils by giving them short roles.

Monitor pair work and offer support.

Keep instructions simple and clear.



Aims:

- To introduce and practise vocabulary related to technological devices.
- To help learners identify and name common everyday technology.
- To develop speaking and listening skills through discussion and description.
- To encourage learners to talk about how they use technology in daily life.

Teaching materials

- The textbook images (laptop, mobile phone, headphones, tablet, etc.).
- Printed pictures of the devices.
- Real objects if available (e.g. phone, headphones).
- Whiteboard and markers.
- Worksheets for matching or labelling activities.

Teaching Methods

Presentation–Practice–Production (PPP):

Presentation:

Introduce vocabulary using images.

Practice:

Controlled activities like matching words to pictures.

Production:

Students use the words in sentences or discussions.

Communicative Language Teaching (CLT):

Encourage pair and group work where learners ask and answer questions about devices.

Visual learning:

Use images heavily to support understanding and memory.

Tips for Teaching

Start with familiar items (mobile phone, laptop) before moving to less common ones (air fryer, power bank).

Drill pronunciation, especially for multi-word items like digital camera and vacuum cleaner.

Use real-life questions such as:

“Which device do you use every day?”

“What do you use a tablet for?”

Encourage full sentences: “I use a laptop to study.”

Use games (e.g. guessing game: “I use this to listen to music” → headphones).

Be mindful of spelling differences (e.g. headphones, Wi-Fi router).

Reinforce learning with repetition and short revision at the end.

Teaching Methods

4. Match each word with the correct description

Keyboard → You use it to type letters.

Vacuum cleaner → It cleans the floor.

Printer → It prints documents on paper.

Headphones → You wear it to listen to music.

Router → It gives internet connection.

5. Complete the sentences

I type my homework using a keyboard.

I listen to music with my headphones.

My father uses a printer to print documents.

The router connects our house to the internet.

I watch cartoons on the television.

6. Circle the odd one out

keyboard – mouse – printer – banana

television – tablet – scanner – football

headphones – earphones – speakers – chair

vacuum cleaner – air fryer – router – broom

7. True or False

A scanner prints documents. → False

A smart watch is worn on the wrist. → True

A power bank charges devices. → True

A mouse is used to clean the house. → False

4 Match each word with the correct description.

Keyboard	It cleans the floor.
Vacuum cleaner	It prints documents on paper.
Printer	You use it to type letters.
Headphones	It gives internet connection.
Router	You wear it to listen to music.

5 Complete the sentences with the right technological device.

_ I type my homework using a _____.

_ I listen to music with my _____.

_ My father uses a _____ to print documents.

_ The _____ connects our house to the internet.

_ I watch cartoons on the _____.

6 Circle the odd One Out.

_ keyboard – mouse – printer – banana

_ television – tablet – scanner – football

_ headphones – earphones – speakers – chair

_ vacuum cleaner – air fryer – router – broom

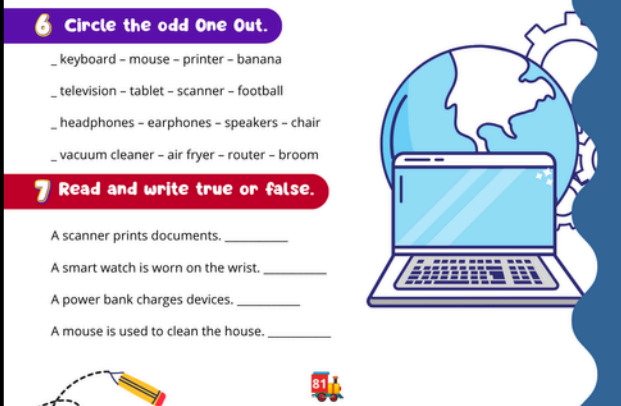
7 Read and write true or false.

A scanner prints documents. _____

A smart watch is worn on the wrist. _____

A power bank charges devices. _____

A mouse is used to clean the house. _____





Aims:

- To introduce and practise common phrasal verbs related to technology (e.g. log in, turn on, scroll down, plug in).
- To develop learners' understanding of meaning and usage in real-life contexts.
- To improve students' speaking and writing accuracy using phrasal verbs.
- To build confidence in giving and following instructions in English.

Teaching materials

- The provided textbook page (phrasal verbs with images).
- Flashcards (verb + picture).
- Interactive slides or board visuals (optional).
- Devices (if available) for real-life demonstration (e.g. phone, computer).
- Worksheet for matching, gap-fill, or sentence-building activities.

Teaching Methods

Presentation-Practice-Production (PPP):

Presentation: Introduce phrasal verbs using images from the page.

Practice: Controlled activities (matching verbs to meanings, sentence completion).

Production: Role-play or real-life tasks (e.g. giving instructions: "First, turn on the computer...").

Visual learning: Use images to support meaning and retention.

Elicitation: Ask students to guess meanings before explaining.

Pair and group work: Encourage communication and collaboration.

Demonstration: Physically show actions (e.g. plugging in, switching on).

Tips for Teaching

Highlight that phrasal verbs can have multiple meanings—focus on context.

Drill pronunciation, especially stress (e.g. log IN, turn OFF).

Encourage students to personalise language (e.g. "I log in to my phone every morning").

Use gestures and real actions to reinforce understanding.

Check understanding frequently with concept-check questions (e.g. "Do you 'log in' before or after using a website?").

Recycle vocabulary in later lessons to improve retention.

Aims:

- To develop listening and pronunciation skills through repetition.
- To build vocabulary related to technology (e.g. rockets, robots, microwave ovens).
- To improve rhythm and intonation using a chant/poem.
- To encourage speaking confidence through group and individual repetition.
- To introduce the idea of technology in everyday life.

Teaching Methods

- Listen and repeat: Play the audio or model reading; learners repeat line by line.
- Choral drilling: Whole class repeats together to practise rhythm and stress.
- Pair work: Students practise reading the poem to each other.
- Vocabulary elicitation: Use images or objects to introduce key words.
- Action-based learning: Add simple gestures for words (e.g. rocket launch).
- Chunking: Break the poem into small parts for easier learning.
- Performance: Students recite the poem individually or in groups.

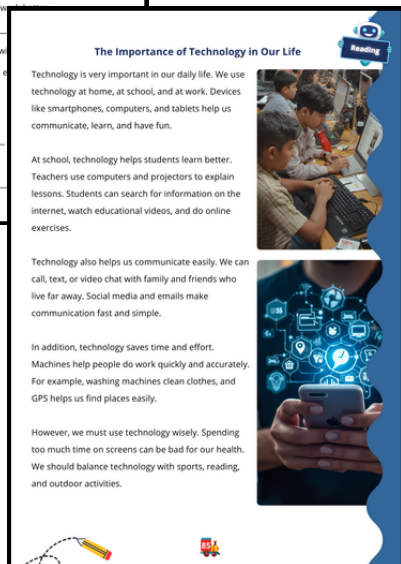
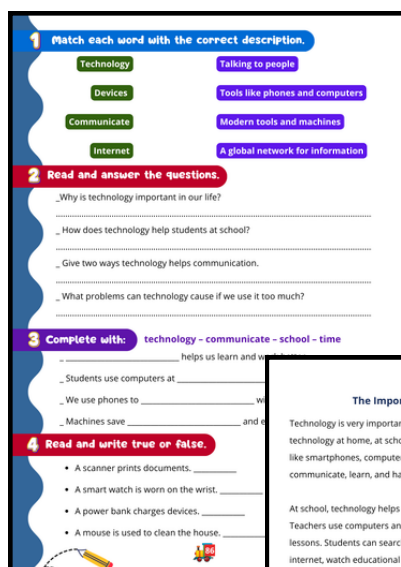
Tips for Teaching

- Focus on stress and rhythm, not just individual words.
- Encourage expression and movement to make the chant engaging.
- Pre-teach difficult vocabulary before listening.
- Use repetition creatively (whisper, loud voice, boys vs girls, etc.).
- Support weaker learners by modelling slowly and clearly.
- Extend stronger learners by asking them to add their own technology examples.
- Keep the pace lively to maintain engagement.



Teaching materials

- Coursebook page (the poem/chant "Technology").
- Audio recording (if available).
- Images (e.g. rocket, clock, robot, light bulb).
- Board and markers.
- Optional: real objects (e.g. toothbrush, post-it notes) for demonstration.



Aims:

By the end of the lesson, students will be able to:
 Understand the importance of technology in daily life.
 Learn and use key vocabulary (e.g. technology, devices, communicate, internet).
 Identify how technology helps in school, communication, and daily tasks.
 Recognise the disadvantages of overusing technology.
 Answer comprehension questions and complete simple exercises.

Teaching materials

Student's book (the provided page)
 Board and markers
 Images (technology, devices, internet, communicate)
 Pictures of devices (phone, computer, tablet, washing machine, GPS)
 Optional: short video about technology use
 Worksheets (for extra practice if needed)

Teaching Methods

Warm-up discussion: Ask students how they use technology every day.
 Guided reading: Teacher reads the passage aloud, then students repeat.
 Vocabulary teaching: Use pictures and examples to explain new words.
 Pair work: Students match words with meanings.
 Comprehension practice: Students answer questions from the text.
 Group discussion: Talk about good and bad effects of technology.
 Practice activities: Fill in the blanks and true/false exercises.

Tips for Teaching

Use real-life examples (e.g. mobile phones, school computers).
 Keep explanations simple and clear.
 Encourage students to speak in full sentences.
 Check understanding frequently with short questions.
 Support weaker students with prompts or word banks.
 Praise effort to build confidence.
 Manage time so all activities are completed.

Correction

1. Match each word with the correct description

Technology → Modern tools and machines
 Devices → Tools like phones and computers
 Communicate → Talking to people
 Internet → A global network for information

2. Read and answer the questions

Technology is important because it helps us communicate, learn, and do work easily.
 It helps students learn better using computers, the internet, and videos.
 Two ways: calling and texting (or video chatting).
 It can be bad for our health if we use it too much.

3. Complete with: technology - communicate - school - time

Technology helps us learn and work better.
 Students use computers at school.
 We use phones to communicate with others.
 Machines save time and effort.

4. True or False

A scanner prints documents. → False
 A smart watch is worn on the wrist. → True
 A power bank charges devices. → True
 A mouse is used to clean the house. → False

Aims:

Students will learn how to write a simple, polite e-mail.
Students will understand the three main parts of an e-mail: greeting, body, and closing.
Students will practise asking for information (about homework) in a clear way.
Students will improve their formal writing skills.

Teaching Methods

Presentation:

Introduce the structure of an e-mail (Greeting – Body – Closing). Explain each part with examples from the page.

Guided Practice:

Work with students to build an example e-mail together on the board.

Pair Work:

Students discuss what they want to ask the teacher about the homework.

Independent Practice:

Students write their own e-mail using the template.

Feedback:

Teacher reviews and discusses common mistakes.

Tips for Teaching

Emphasise politeness (e.g. Dear..., Could you please...).

Encourage short and clear sentences.

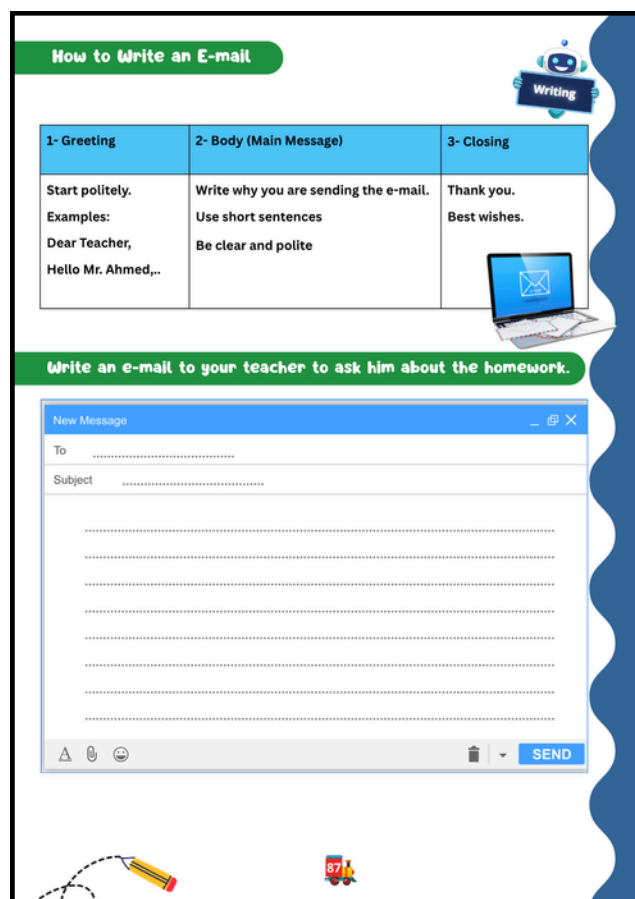
Highlight the importance of a subject line.

Model pronunciation when reading example e-mails aloud.

Support weaker students with sentence starters such as:

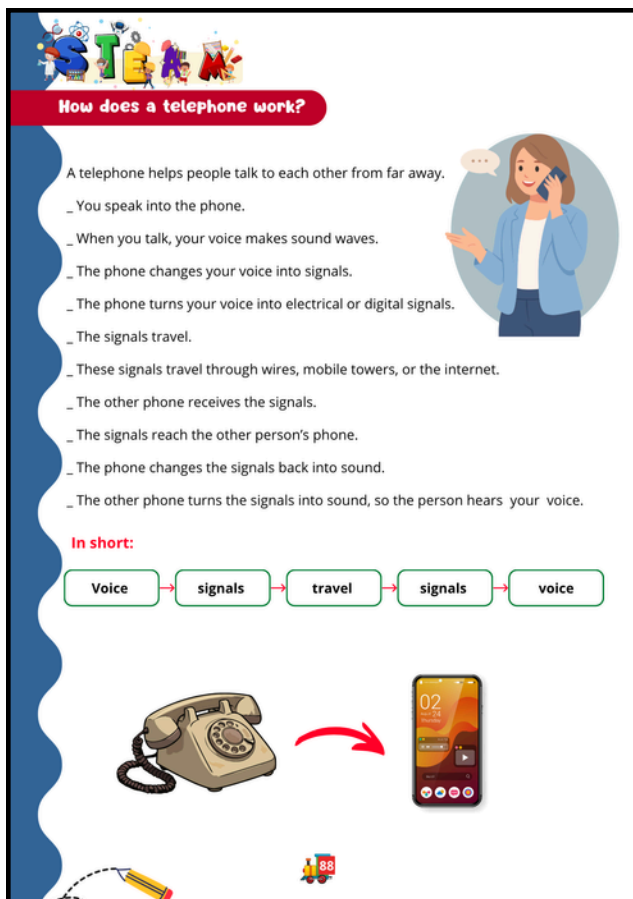
I am writing to ask about...

Could you please explain...?



Teaching materials

Coursebook page (the one shown in the image)
Whiteboard and markers
Example e-mail (written by the teacher)
Worksheet/template for writing an e-mail
(Optional) Projector or printed copies



Teaching Methods

Presentation:

Teacher introduces the topic using the image and real-life examples.

Explanation:

Break down the process step by step in simple language.

Questioning:

Ask guided questions (e.g. "What happens when you speak?").

Visual Learning:

Use diagrams and the "In short" flow chart.

Pair Work:

Pupils explain the process to a partner.

Repetition & Drilling: Practise key vocabulary and sequence.

Interactive Learning: Pupils act out the process (one speaks, another "travels" as signals).

Aims:

Pupils understand the basic process of how a telephone works.

Pupils learn key vocabulary: voice, sound waves, signals, travel, receive.

Pupils can explain the sequence: voice → signals → travel → signals → voice.

Pupils develop speaking and listening skills by describing processes.

Teaching materials

Textbook page (as shown in the image)

Images (voice, signals, travel, phone, sound)

Whiteboard and markers

Diagram/flow chart of the process

Real objects (mobile phone or toy telephone)

Optional: short video showing how calls work

Assessment

testes

Tips for Teaching

Use simple language and short sentences for clarity.

Relate the lesson to pupils' daily life (e.g. calling family).

Reinforce the sequence using gestures or actions.

Check understanding frequently with quick questions.

Encourage pupils to speak in full sentences (e.g. "The phone changes voice into signals.").

Use visuals as much as possible to support comprehension.

Be patient with new vocabulary and repeat key words often.

Aims:

To recognise and practise short vowel sounds: /a/, /e/, /i/, /o/, /u/

To blend sounds to form simple CVC (consonant-vowel-consonant) words

To improve spelling and phonics awareness through visual support

Teaching Methods

Start with a quick warm-up:

Revise vowel sounds aloud: /a/ /e/ /i/ /o/ /u/

Ask pupils to repeat and give example words

Guided practice:

Show each picture and say the word slowly (e.g. c-a-p)

Ask: "What sound is missing?"

Let pupils choose from the given vowel sounds

Independent practice:

Pupils complete the worksheet on their own or in pairs

Review:

Go through answers together

Say each word as a class and emphasise the vowel sound

Tips for Teaching

Encourage pupils to sound out the word, not guess

Use actions or gestures for each vowel sound

If pupils struggle, give two choices instead of five

Model clearly: "c...a...p → cap"

Praise effort, not just correct answers

Correction (Answers)

b_y → boy

c_p → cap

t_y → toy

t_p → tap

h_t → hit

h_n → hen

c_w → cow

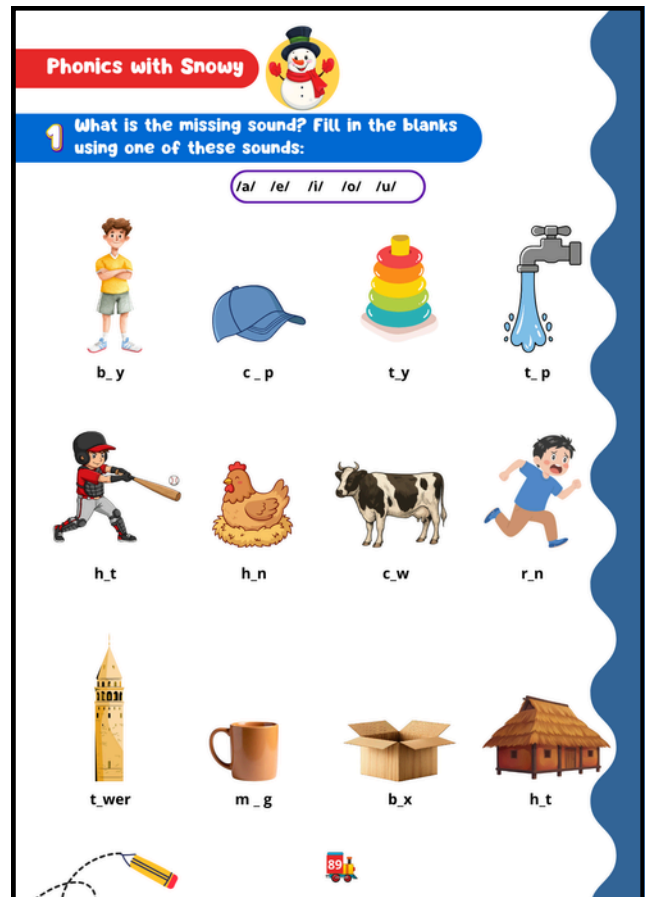
r_n → run

t_wer → tower

m_g → mug

b_x → box

h_t → hut



Teaching materials

The worksheet (image provided)

Flashcards of vowel sounds: a, e, i, o, u

Picture cards (boy, cap, toy, tap, etc.)

Mini whiteboard or paper for each pupil

Phonics chart (optional)



**The Boy Who Wondered
About His Plane Trip**



Ali was a young boy who was very excited about his first trip on a plane. He had read about planes in books, but he had never seen one so close before. When he arrived at the airport with his family, everything surprised him—the big building, the loud announcements, and the many people walking fast with their bags.

When Ali entered the plane, he felt a little nervous but very curious. He sat next to the window and waited impatiently. He wondered how the plane could fly when it was so big and heavy. As the plane started moving on the runway, his heart beat faster and faster.

Suddenly, the plane took off. Ali held his seat and looked outside with wide eyes. The houses became smaller, the cars looked like toys, and the clouds were white and soft like cotton. He wondered if he was dreaming. It was the most beautiful view he had ever seen.

During the flight, a kind flight attendant gave him a drink and smiled at him. Ali felt proud because he was brave. He spent the rest of the trip looking out of the window and imagining himself traveling to many countries.

When the plane finally landed, Ali smiled happily. He was no longer afraid. That trip made him love traveling and dream of flying again one day.

Aims:

- Develop reading comprehension skills (main idea, details, sequencing).
- Build vocabulary related to travel and emotions (e.g. excited, nervous, runway, take off).
- Encourage speaking and personal responses (sharing experiences or opinions).
- Practise past tense verbs used in storytelling.
- Improve listening and pronunciation (if read aloud).

Teaching materials

- The story text (printed or projected).
- Picture of a plane/airport (like the one shown).
- Vocabulary flashcards (e.g. airport, plane, clouds, runway).
- Whiteboard and markers.
- Worksheets (comprehension questions, vocabulary matching, sequencing activity).

Teaching Methods

Warm-up:

Ask pupils questions such as: Have you ever been on a plane? How did you feel? Show the picture to generate interest.

Pre-reading:

Introduce key vocabulary using flashcards and simple explanations.

While-reading:

Teacher reads the text aloud (or students take turns reading).

Pupils follow along and underline unfamiliar words.

Pause to ask simple comprehension questions.

Post-reading:

Discuss Ali's feelings at different stages (before, during, after the flight).

Sequencing activity (put events in order).

Answer comprehension questions.

Follow-up activity:

Speaking: pupils describe their dream journey.

Writing: short paragraph about a trip (real or imagined).

Tips for Teaching

Use gestures and facial expressions to explain emotions (excited, nervous, curious).

Encourage shy pupils by asking simple yes/no or choice questions.

Break the text into small parts to avoid overwhelming learners.

Use pair or group work to increase participation.

Relate the story to pupils' real-life experiences to make it meaningful.

Check understanding frequently rather than waiting until the end.

Aims:

Improve learners' pronunciation of /k/ and /æ/ sounds (e.g. can, candy, cans).

Develop fluency and confidence in speaking.

Practise rhythm, stress, and connected speech.

Encourage listening accuracy and quick repetition.

Teaching Methods

PPP (Presentation–Practice–Production):

Presentation: Introduce vocabulary and model pronunciation.

Practice: Choral and individual repetition.

Production: Learners say the tongue twister independently or in pairs.

Drilling techniques:

Choral drilling → group repetition.

Backchaining → start from the end of the sentence and build backwards.

Communicative approach:

Pair or group practice with fun challenges (speed, clarity).

Tips for Teaching

Start slowly, then gradually increase speed.

Focus on clear pronunciation, not just speed.

Break the tongue twister into small chunks.

Use gestures or rhythm tapping to support stress patterns.

Encourage learners to laugh and enjoy—it reduces anxiety.

Correct gently by modelling rather than interrupting.

Let students compete in a friendly way (e.g. who can say it fastest and clearly).

Read and repeat quickly.



If you can't can any candy can,
how many candy cans can a candy canner can
if he can can candy cans ?



Teaching materials

The coursebook page or printed copy of the tongue twister.

Flashcards (e.g. can, candy, canner).

Audio recording (teacher model or pre-recorded).

Board/whiteboard and markers.

Optional: realia (e.g. a tin/can) for visual support.

Unit 5

Technology



Aims:

Develop learners' speaking and listening skills through a simple conversation.

Practise future forms using "will" (e.g. I will travel, We will stay).

Build travel-related vocabulary (e.g. train, hotel, beach, visit, trip).

Improve question formation (e.g. Where will you stay?, How long will it take?).

Encourage personal communication about holidays and plans.

Teaching Methods

Warm-up:

Ask pupils about their holiday plans to activate prior knowledge.

Presentation:

Introduce key vocabulary using images.

Read the dialogue aloud (teacher first, then learners).

Practice:

Choral repetition (whole class).

Pair work: pupils practise the dialogue in roles (Sara and Ali).

Controlled exercises (e.g. matching questions and answers).

Production:

Pupils create their own short dialogues about holiday plans.

Role-play in pairs or small groups.

Feedback:

Correct pronunciation and grammar gently.

Highlight good use of "will" and new vocabulary.

Tips for Teaching

Use gestures and visuals to support understanding, especially for younger learners.

Focus on pronunciation of key phrases (e.g. Tangier, Hercules Cave).

Encourage full sentences, not one-word answers.

Monitor pair work closely and provide support where needed.

Keep activities interactive and varied to maintain engagement.

Differentiate:

Support weaker pupils with sentence starters.

Challenge stronger pupils to expand their answers.

Reinforce learning by asking pupils to relate the topic to their own experiences.

1 Read and act out the dialogue.

Vocabulary



Sara: Hi Ali! Where are you going this summer?
Ali: Hi Sara! I'm going to travel to Tangier with my family.
Sara: Wow! Tangier is a beautiful city. How will you travel there?
Ali: We will travel by train because it is comfortable and safe.
Sara: How long will the trip take?
Ali: It will take about five hours.
Sara: How long will you stay in Tangier?
Ali: We will stay there for one week.
Sara: Where will you stay?
Ali: We will stay in a small hotel near the beach.
Sara: What places will you visit?
Ali: We will visit the old city (medina), Cape Spartel, and Hercules Cave.
Sara: That sounds very interesting! What activities will you do?
Ali: We will walk by the sea, take photos, eat local food, and buy souvenirs.
Sara: Will you swim in the sea?
Ali: Yes, if the weather is good.
Sara: I hope you enjoy your trip!
Ali: Thank you, Sara! I'm very excited.

Teaching materials

The textbook page/image provided.

Pictures of:

Transport (train)

Places (beach, cave, city)

Whiteboard and markers.

Optional: audio recording of the dialogue (if available).

Worksheets for follow-up exercises (gap-fill, role-play prompts).

2 Read and answer the following questions.

... Where is Ali going to travel?

... Who is traveling with Ali?

... How will they travel to Tangier?

... How long will they stay there?

... Name two places Ali will visit.

3 Read and write : true or false.

... Ali is traveling alone. _____

... Tangier is near the sea. _____

... They will travel by bus. _____

... Ali wants to take photos. _____

... They will stay for one day. _____

4 Read and complete the sentences with :

Tangier - train - hotel - beach - souvenirs

... Ali is going to _____ with his family.

... They will travel by _____.

... They will stay in a small _____.

... The hotel is near the _____.

... Ali will buy _____.

5 Look at picture and write the countries of these places.

International places to visit

The Colosseum is in _____

The Eiffel Tower is in _____

Big Ben is in the _____

The Great Wall is in _____

The Sydney Opera House is in _____

Phi Phi Islands are in _____

6 Look at the picture and answer :

... How many children can you see?

... Where are they?

... What are they talking about?

... What means of transport can you see?

... What places do they want to visit?

Teaching Methods

2. Read and answer the questions

Where is Ali going to travel?

→ He is going to Tangier.

Who is traveling with Ali?

→ He is traveling with his family.

How will they travel to Tangier?

→ They will travel by train.

How long will they stay there?

→ They will stay for two days.

Name two places Ali will visit.

→ The beach and the caves.

3. True or False

Ali is traveling alone. → False

Tangier is near the sea. → True

They will travel by bus. → False

Ali wants to take photos. → True

They will stay for one day. → False

4. Complete the sentences

(Words: Tangier – train – hotel – beach – souvenirs)

Ali is going to Tangier with his family.

They will travel by train.

They will stay in a small hotel.

The hotel is near the beach.

Ali will buy souvenirs.

5. Countries of these places

The Colosseum is in Italy

The Eiffel Tower is in France

Big Ben is in the UK (United Kingdom)

The Great Wall is in China

The Sydney Opera House is in Australia

Phi Phi Islands are in Thailand

6. Look at the picture and answer

How many children can you see?

→ Two

Where are they?

→ They are at school / in the school yard

What are they talking about?

→ They are talking about travel / holidays

What means of transport can you see?

→ A train

What places do they want to visit?

→ The beach and the caves

Aims:

By the end of the lesson, students will be able to:
Understand the use of the zero conditional for facts and general truths.

Identify and use the structure:

If/When + present simple, present simple.

Produce correct zero conditional sentences about daily routines, scientific facts, and rules.

Distinguish between “if” and “when” in this context.

Teaching Methods

Start by engaging students with simple, real-life examples (e.g. If you heat ice, what happens?).

Encourage them to notice the pattern.

Use a guided discovery approach:

Show examples from the image.

Ask students what they notice about the verb forms.

Present the rule clearly:

Both clauses use the present simple.

Use if/when interchangeably for general truths.

Move to controlled practice:

Gap-fill exercises.

Matching halves of sentences.

Then shift to semi-controlled practice:

Sentence completion.

Speaking drills in pairs.

Finish with freer practice:

Students create their own examples (e.g. rules at school, habits, science facts).

Pair or group discussions using zero conditional.

Tips for Teaching

Use clear, everyday examples to make the concept concrete.

Emphasise that the zero conditional is for things that are always true, not specific situations.

Highlight pronunciation and rhythm when drilling sentences.

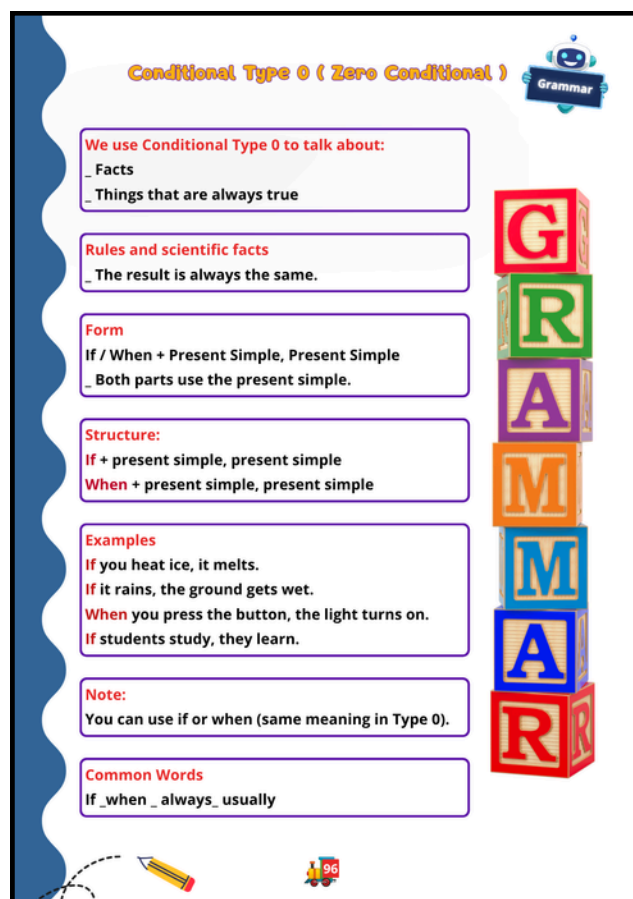
Contrast briefly with first conditional if students are confused.

Encourage students to personalise sentences (e.g. If I drink coffee at night, I can't sleep).

Check understanding frequently with quick questions (CCQs), such as:

Is this always true or just possible?

Keep activities interactive to maintain engagement.



Teaching materials

The provided grammar poster/image (printed or projected).

Whiteboard and markers.

Flashcards with prompts (e.g. heat / ice, rain / ground, study / learn).

Worksheets for controlled and freer practice.

Real-life objects or pictures (e.g. ice, water, switch, light).

Optional: short video or slideshow showing cause-and-effect situations.

1 Complete the sentences and use the correct form of the verb.

_ If you _____ (eat) too much sugar, you _____ (get) cavities.

_ When it _____ (be) cold, we _____ (wear) jackets.

_ If you _____ (mix) red and blue, you _____ (get) purple.

_ When students _____ (be) late, the teacher _____ (get) angry.

2 Choose the correct answer.

_ If you (touch / touched) fire, you (burn / burned) your hand.

_ When it (rain / rains), the streets (are / were) wet.

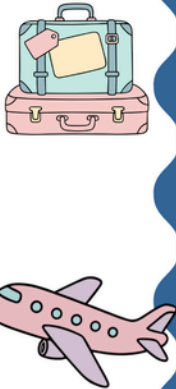
_ If you (don't eat / didn't eat), you (feel / felt) hungry.

3 Make your own sentences.

If I _____, I _____.

When we _____, we _____.

If people _____, they _____.




Teaching Methods

Exercise 1

If you eat too much sugar, you get cavities.

When it is cold, we wear jackets.

If you mix red and blue, you get purple.

When students are late, the teacher gets angry.

Exercise 2

If you touch fire, you burn your hand.

When it rains, the streets are wet.

If you don't eat, you feel hungry.

Exercise 3

If I study hard, I get good grades.

When we travel, we learn new things.

If people exercise regularly, they stay healthy.

Aims:

To practise listening for specific information.

To develop airport-related vocabulary (e.g. boarding pass, ticket, bags).

To improve speaking skills through role-play.

To reinforce polite expressions (e.g. "please", "you're welcome").

Teaching Methods

Warm-up

Ask students: "Have you ever been to an airport?"

Elicit vocabulary: plane, ticket, bags, gate.

Pre-listening

Introduce key words: boarding, bags, flying, welcome, please, ticket.

Drill pronunciation.

Listening Task

Students listen and fill in the blanks.

Play audio twice.

Checking Answers (Whole class)

Correct answers:

ticket

flying

bags

Please

boarding

welcome

Speaking Practice

Students practise the dialogue in pairs (Anna & Clerk).

Swap roles.

Role-play Extension

Students create their own airport dialogue (different destination, times, etc.).

Tips for Teaching

Use gestures and visuals to explain vocabulary (e.g. pretend to carry a suitcase).

Encourage full sentences, not one-word answers.

Model intonation and politeness clearly.

Support weaker students with prompts.

Challenge stronger students to extend the dialogue.

1 Listen and complete the dialogue.

boarding - bags - flying - welcome - Please - ticket



Anna: Good morning.

Clerk: Good morning. Can I see your _____, please?

Anna: Yes, here you are.

Clerk: Thank you. Where are you _____ today?

Anna: I'm flying to Tangier.

Clerk: Is this your bag?

Anna: Yes, it is.

Clerk: Do you have any other _____?

Anna: No, I don't.

Clerk: _____ put your bag on the scale.

Anna: OK.

Clerk: Here is your _____ pass. Your gate is Gate 12.

Anna: Thank you. What time is the plane?

Clerk: It leaves at 10:30.

Anna: Thank you very much.

Clerk: You're _____. Have a nice trip!

Anna: Thank you!



Teaching materials

Student's book (image provided).

Audio recording (if available).

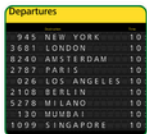
Flashcards or pictures (airport, luggage, boarding pass).

Whiteboard and markers.

Printed dialogue for role-play (optional).

2 Look and name the pictures.

Gate _ stewardess _ taking off _ board _ ticket _ landing _ luggage _
airport _ pilot



Teaching Methods

1. Presentation

- Show pictures of airport vocabulary.
- Say each word clearly:
- Gate – Stewardess – Landing – Ticket – Luggage – Airport – Pilot – Taking off – Board
- Pupils repeat chorally and individually.
- Explain meanings using gestures and simple examples.

2. Practice

- Pupils match the words with the correct pictures.
- Teacher checks answers with the whole class.
- Pupils work in pairs: one points to a picture, the other says the word.

The correct matches (from left to right, top to bottom):

Gate

1. Stewardess
2. Landing
3. Ticket
4. Luggage
5. Airport
6. Pilot
7. Taking off
8. Board

3. Production

- Pupils use the new words in simple sentences.

Examples

- "The pilot flies the plane."
- "I have a ticket."
- "The plane is landing."
- Finish with a quick oral review game.

Aims:

- To develop reading comprehension skills.
- To help pupils understand how people travelled in the past.
- To introduce and practise vocabulary related to travel (e.g. ships, carts, camels, sailors, trade).
- To encourage comparison between past and present transport.
- To improve sentence completion and question-answering skills.

Tips for Teaching

- Pre-teach difficult vocabulary (e.g. messengers, traders, camels, dangerous).
- Use pictures to support understanding, especially for younger learners.
- Encourage full sentences when answering questions.
- Check pronunciation by choral repetition.
- Support weaker pupils with sentence starters.
- Challenge stronger pupils by asking “why” and “how” questions for deeper thinking.

Correction

“Travelling in the Past”:

1. Answer the following questions

How did people travel in the past?

People travelled on foot, on horses, or by carts pulled by animals.

Why was travelling slow and dangerous?

Because there were no modern vehicles and journeys took a long time; people also faced storms, strong winds, and other dangers.

What were ships made of?

Ships were made of wood and used sails.

How long did sea journeys take?

They took many weeks or even months.

Why did people travel in the past?

To trade goods, visit family, and explore new lands.

2. Complete the sentences (ships – horses – past – slow – deserts)

Travelling in the past was very different.

People used horses to travel long distances.

Sea journeys were very slow.

Traders crossed deserts with camels.

People travelled by ships across oceans.

3. Choose the correct answer

People had airplanes in the past. → (False / No)

Ships used sails to move. → (Correct answer)

Travelling by ship was quick. → (False / No)

Traders used camels in deserts. → (Correct answer)

Travelling today is safer than in the past. → (Correct answer)

4. Match the words with their meanings

Journey → A long trip

Trade → Buying and selling goods

Sailor → A person who travels by sea

Cart → A vehicle pulled by animals

2 Read and write: true or false.

People had airplanes in the past. _____

Ships used sails to move. _____

Travelling by ship was quick. _____

Traders used camels in deserts. _____

Travelling today is safer than in the past. _____

3 Choose the correct answer.

Cart A person who travels by sea

Sailor A vehicle pulled by animals

Trade A long trip

Buying and selling goods

Travelling in the Past

Long ago, travelling was very different from today. People did not have cars, trains, or airplanes. They travelled on foot, on horses, or by carts pulled by animals. Journeys were slow and sometimes dangerous.

In the past, people used ships to travel across seas and oceans. These ships were made of wood and used sails. Travelling by ship took many weeks or even months. Sailors faced storms, strong winds, and high waves.

People also travelled to trade goods, visit family, or explore new lands. Messengers carried letters by horse, and traders used camels to cross deserts. Even though travelling was hard, people were brave and patient.

Today, travelling is faster and safer, but travelling in the past helped people discover new places and cultures.

1 Answer the following questions.

How did people travel in the past? _____

Why was travelling slow and dangerous? _____

What were ships made of? _____

How long did sea journeys take? _____

Why did people travel in the past? _____

Sentences with these words:

past – slow – deserts

_____ was very different.

_____ to travel long distances.

_____ with camels.

_____ across oceans.

Teaching materials

The provided worksheet/page.

Board and markers (or interactive whiteboard).

Flashcards or pictures of transport (horses, ships, carts, camels).

Optional: short video or images of historical travel.

Teaching Methods

Warm-up discussion:

Ask pupils how they travel today and compare with the past.

Guided reading:

Read the passage together (teacher models first, then pupils read).

Vocabulary focus:

Highlight key words and explain meanings using visuals.

Comprehension questions:

Pupils answer questions individually or in pairs.

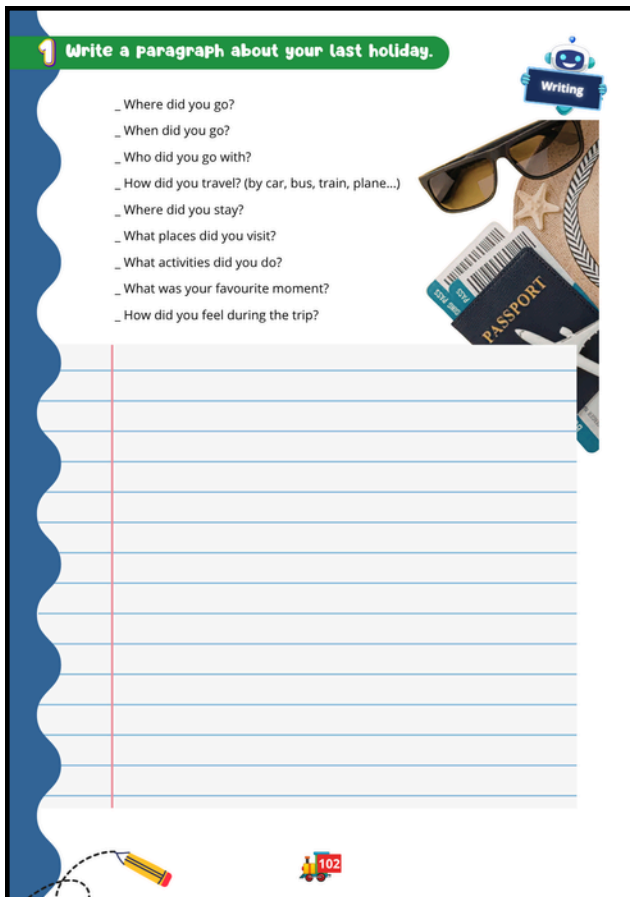
Collaborative learning:

Pair or group work for completing sentences.

Whole-class feedback:

Discuss answers together and correct mistakes.

Extension: Ask pupils to describe a journey in the past using new vocabulary.



Aims:

- To develop students' ability to write a short paragraph about a past holiday.
- To practise using the past simple tense in context.
- To improve students' ability to organise ideas logically in a paragraph.
- To encourage the use of descriptive vocabulary related to travel and holidays.

Teaching materials

- The worksheet (image provided).
- Board/whiteboard and markers.
- Flashcards or pictures of holiday destinations (optional).
- A model paragraph (teacher-prepared or from textbook).

Teaching Methods

Warm-up discussion:

Ask students simple questions about holidays (e.g. "Where did you go last holiday?").

Guided questioning:

Go through each prompt on the worksheet and explain it.

Modelling:

Show a sample paragraph and highlight key structures (past simple verbs, connectors like then, after that, finally).

Pair work:

Students discuss their ideas with a partner before writing.

Independent writing:

Students write their own paragraph using the prompts.
Feedback and correction: Teacher monitors, corrects common mistakes, and gives examples of good sentences.

Tips for Teaching

- Pre-teach useful vocabulary (e.g. visited, travelled, stayed, enjoyed, exciting, relaxing).
- Remind students to use past tense verbs consistently.
- Encourage linking words to improve flow.
- Support weaker students by letting them answer each question first, then combine into a paragraph.
- Challenge stronger students to add extra details or opinions.
- Provide sentence starters if needed (e.g. Last summer, I went to...).

Sample Paragraph

Last summer, I went to Spain with my family. We travelled by plane and stayed in a small hotel near the beach. During the holiday, we visited many interesting places, including museums and parks. We also spent a lot of time swimming and relaxing by the sea. My favourite moment was watching the sunset on the beach. I felt very happy and relaxed during the trip, and I would love to go there again.

Aims:

To introduce vocabulary related to travel and preparation (e.g. maps, documentaries, weather).

To develop reading and speaking skills through discussing travel preparation.

To encourage learners to share ideas and experiences about travelling.

To build awareness of different sources of information (maps, internet, books, etc.).

Teaching Methods

Presentation:

Introduce the topic using the images and headings on the page.

Discussion:

Ask learners questions (e.g. "How do you find information before travelling?").

Pair/Group Work: Students talk about which methods they prefer and why.

Reading Activity:

Students read each point and match it with the correct picture.

Visual Learning:

Use maps, posters, and videos to support understanding.

Interactive Learning: Encourage learners to share personal or imagined travel plans.

Tips for Teaching

Use real-life examples to make the lesson more engaging.

Pre-teach key vocabulary before reading the text.

Encourage full sentences when students speak.
Support weaker learners with visuals and prompts.

Ask follow-up questions to extend speaking (e.g. "Why is checking the weather important?").

Keep activities varied (visual, speaking, reading) to maintain interest.

Praise participation to build confidence.



Teaching materials

Coursebook page (the image provided).

World map or atlas.

Pictures/posters of travel destinations.

Short travel video clips (age-appropriate).

Flashcards (places: mountains, seas, deserts, cities).

Whiteboard and markers.

Phonics with Snowy 

1 Give words that contain two - oo - in the middle.
Look at the pictures to help you.

		
.....		
		
.....		
		
.....		

Aims:

- To recognise and pronounce the "oo" vowel sound (long /u:/ and short /ʊ/).
- To identify words with "oo" in the middle.
- To improve spelling and phonics awareness.

Teaching materials

- The worksheet (image provided)
- Flashcards with "oo" words (e.g. book, moon, door)
- Real objects or pictures (book, boots, broom)
- Whiteboard and markers

Teaching Methods

- Phonics drilling: Model and repeat "oo" sounds (/u:/ as in moon, /ʊ/ as in book).
- Picture-word matching: Learners match images to correct words.
- Guided discovery: Ask learners to find the "oo" in each word.
- Choral repetition: Whole class repeats words aloud.
- Individual practice: Pupils write and say words independently.

Tips for Teaching

Emphasise the two different "oo" sounds:

long: moon, food

short: book, hook

Use gestures (long stretch for /u:/, short tap for /ʊ/)

Correct gently—focus on sound, not just spelling

Encourage learners to spot patterns

Use familiar words first (e.g. book, door)

The Correct Answers (with "oo" in the middle)

From the pictures:

book

duck **X** (does NOT have "oo") → incorrect picture for this sound

hook

broom

moon

door

boots

food (for the chilli/food picture)

Google

Final corrected list:

book

hook

broom

moon

door

boots

food

Google

Note: duck does not contain "oo", so it should be corrected or replaced.

words with 'oo' in the middle. 'Duck' has 'u', not 'oo', so it doesn't belong."

Aims:

- To develop reading comprehension skills.
- To build vocabulary related to travel, places, and feelings.
- To improve speaking and listening through discussion.
- To encourage imagination and storytelling.
- To practise sequencing events in a story.

Teaching Methods

Warm-up:

Ask pupils about travel (e.g. "Have you ever visited another city?").

Pre-reading:

Introduce key vocabulary using pictures and flashcards.

While-reading:

Teacher reads the story aloud.

Pupils follow along.

Pause to ask simple questions (e.g. "Where are they going?").

Post-reading:

Comprehension questions (Who? Where? What happened?).

Sequencing activity (put events in order).

Group discussion about favourite part.

Speaking activity:

Pupils imagine a trip on a magic rug and describe where they would go.

Tips for Teaching

- Use gestures and visuals to support understanding.
- Check comprehension regularly with simple questions.
- Encourage all pupils to participate, even with short answers.
- Repeat key vocabulary several times in context.
- Keep activities varied to maintain attention.
- Praise effort to build confidence.



Teaching materials

- The story text (printed or projected).
- Pictures from the story (e.g. Aladdin, magic rug, Casablanca, mosque, beach).
- Flashcards (key vocabulary: rug, mosque, minaret, cafe, beach, ocean, etc.).
- Whiteboard and markers.
- Worksheet (comprehension questions / sequencing activity).

Read and repeat quickly.



How many cookies could a good cook cook if a
good cook could cook cookies ?

A good cook could cook as much cookies as a
good cook who could cook cookies.



Aims:

- To improve pupils' pronunciation and fluency.
- To practise the /k/ sound in cook, cookies, could.
- To build confidence in speaking through repetition.
- To develop listening and memory skills.

Teaching materials

- The provided picture (chef with cookies).
- Flashcards with key words: cook, cookies, good, could.
- Board/whiteboard.
- Optional: real or toy food items (cookies, flour) for engagement.

Teaching Methods

Repetition drilling:

Teacher models → pupils repeat (whole class, groups, individuals).

Choral speaking:

Class says the tongue twister together.

Phonics focus:

Highlight and practise the /k/ sound.

Visual support:

Use the picture to introduce context and vocabulary.
Game-based learning: Speed challenge or "say it without mistakes".

Tips for Teaching

- Start slowly, then gradually increase speed.
- Break the sentence into small chunks before saying it fully.
- Encourage clear pronunciation rather than speed at first.
- Use gestures or rhythm (clapping) to support fluency.
- Praise effort, not just accuracy, to build confidence.
- Allow shy pupils to practise in pairs before speaking aloud.

Teaching Methods

The corrections of the review.

1. Put the words under the right picture

earphones

power bank

TV

tablet

speakers

2. Name these places

The Great Wall of China

Big Ben

The Colosseum

The Eiffel Tower

3. Complete with the right phrasal verbs

Can you shut down your computer, it makes too much noise.

You have to sign up in this website before you can use some pictures.

Fill in the blanks with the right words.

Switch on the TV, there is a good programme.

Type in your name in this form application.

You can print out this picture if it is interesting for you.

4. Conditional type 0

If you don't water the flowers, they die.

If you heat butter, it melts.

If you work hard, you succeed.

If you heat water, it boils.

5. Own sentences

If you eat too much, you get fat.

If it rains, the ground gets wet.

If you mix red and yellow, you get orange.



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