

New English Leaders

Book 4
Teacher's Guide



New English Leaders

Book 4
Teacher's Guide

Contents

Scope and Sequence	3
Introduction	5
Unit Walkthrough	7
Unit 1 The Town Mouse and the Country Mouse	13
Unit 2 Where Do You Live?	21
Unit 3 The Little Red Hen	30
Unit 4 In My Neighbourhood	39
Unit 5 The Gingerbread Man	48
Unit 6 Agriculture	57
Unit 7 A Lesson in Cooperation	66
Unit 8 The Life Cycle of the Apple Tree	75
Unit 9 Caring for Nature	84
Unit 10 The Food Pyramid	93

Scope and Sequence

Unit	Vocabulary	Grammar	Phonics	Skills
1 The Town Mouse and the Country Mouse page 4	cousin, visit, simple, accustomed, feast, amazed, barking, hide, scared, peace	Expressing future plans: going to <i>I am going to visit my cousin this weekend.</i> <i>I am not going to visit my cousin this weekend.</i> Asking about future plans: going to <i>Are you going to visit your cousin this weekend?</i>	Short and long vowels <i>/a/:</i> mat, cap, tap <i>/a-e/:</i> mate, cape, tape <i>/i/:</i> pin, bit, kit <i>/i-e/:</i> pine, bite, kite <i>/o/:</i> hop, rob <i>/o-e/:</i> hope, robe <i>/u/:</i> cut, cub <i>/u-e/:</i> cute, cube	Reading: a story about the town mouse and the country mouse Listening: listening for details about mice Speaking: asking and answering questions about partner's weekend plans Writing: writing an informal letter
2 Where Do You Live? page 12	city, apartment, crosswalk, subway, countryside, farm, tractor, stop sign, crowded, towering	Object pronouns <i>me, you, him, her, it, us, them</i> <i>I saw Jack. → I saw him.</i> Relative pronouns: who and which <i>The teacher, who helps us every day, is kind.</i> <i>The book, which is on the table, is mine.</i>	Words with ch <i>/ch/:</i> chocolate, cherry, cheese, chicken, chalk, check, child, chin, chop, chair <i>/ch/:</i> architect, stomach, chorus, chemistry, character, echo, anchor, school, chaos, ache	Reading: a text about different places people live in Listening: listening for details about neighbourhood Speaking: asking and answering questions about the pictures Writing: writing a descriptive paragraph
3 The Little Red Hen page 20	seeds, wheat, mill, flour, bake, refuse, task, lazy, sleepy, noisy	Present simple vs. present continuous <i>He plays football every Saturday.</i> <i>He is playing football right now.</i> Negative and questions <i>He doesn't play football every Saturday.</i> <i>Does he play football every Saturday? Yes, he does. No, he doesn't.</i> <i>He isn't playing football right now.</i> <i>Is he playing football right now? Yes, he is. No, he isn't.</i>	Simple present verb endings <i>/z/:</i> destroys, buys, sees, reads, hears <i>/s/:</i> splits, cooks, hits, paints, cuts <i>/iz/:</i> passes, fixes, brushes, catches, mixes	Reading: a story about the little red hen Listening: listening for details about farm animals Speaking: asking and answering questions about daily routine or current actions Writing: writing a fact file
4 In My Neighbourhood page 28	delicious, community, grocery store, bakery, barbershop, stationery, mosque, hospital, police station, fascinating	Adverbs of manner <i>She sings well.</i> <i>He quickly solved the puzzle.</i> <i>He solved the problem quickly.</i> Possessive adjectives vs. possessive pronouns <i>This is my book.</i> <i>This book is mine.</i>	Soft c and hard c Soft /c/: city, centre, cereal, circle, cell, cycle, face, ice, mice, rice Hard /c/: cat, cake, coat, cup, clown, clock, candle, candy, car, cold	Reading: a text about places in the neighbourhood Listening: listening for details about Sam's walk through the neighbourhood Speaking: asking and answering questions about pictures Writing: writing a descriptive paragraph
5 The Gingerbread Man page 36	cottage, chilly, roll out, decorate, raisins, dash, clever, hesitate, sly, flick	Comparative adjectives <i>tall → taller</i> <i>big → bigger</i> <i>easy → easier</i> <i>beautiful → more beautiful</i> Superlative adjectives <i>tall → tallest</i> <i>big → biggest</i> <i>easy → easiest</i> <i>beautiful → most beautiful</i>	Soft g and hard g Soft /g/: giant, giraffe, gem, gym, ginger, magic, edge, bridge, judge, large Hard /g/: goat, game, gun, gap, garden, gold, gate, glass, glue, gas	Reading: a story about the gingerbread man Listening: listening for details about gingerbread Speaking: asking and answering questions about classmates Writing: writing an informal letter

Unit	Vocabulary	Grammar	Phonics	Skills
6 Agriculture page 44	harvest, essential, cultivate, nourish, versatile, sustain, luxurious, nurture, economy, breathable	Expressing the future with will <i>I will visit my cousin.</i> <i>I won't visit my cousin.</i> Asking about the future with will <i>Will you visit your cousin?</i> <i>Yes, I will. / No, I won't.</i>	Words with /f/ sound <i>/f/:</i> fan, fun, fast, fish, foot <i>/ph/:</i> phone, elephant, graph, dolphin, trophy <i>/gh/:</i> laugh, enough, tough, rough, cough	Reading: a text about agriculture Listening: listening for details about cotton Speaking: asking and answering questions about future predictions Writing: writing an informal letter
7 A Lesson in Cooperation page 52	boast, clever, teamwork, exhausted, determined, collaborate, self-reliant, lesson, share, realise	Present perfect: affirmative and negative <i>She has finished her homework.</i> <i>She hasn't finished her homework.</i> Present perfect: questions and keywords <i>Has she finished her homework?</i> <i>Yes, she has. / No, she hasn't.</i>	/ng/ and /nk/ endings <i>/ng/:</i> ring, sing, king, wing, long, swing, hang, bang, strong, spring <i>/nk/:</i> tank, pink, sink, drink, bunk, think, wink, trunk, ink, honk	Reading: a story about cooperation Listening: listening for details about a fun Saturday in the park Speaking: asking and answering questions about life experiences Writing: writing a descriptive paragraph
8 The Life Cycle of the Apple Tree page 60	ripe, rot, seed, soil, stem, trunk, bud, melt, tiny, cycle	Simple past: affirmative and negative <i>She visited her friends last night.</i> <i>She didn't visit her friends last night.</i> Simple past: questions and keywords <i>Did she visit her friends last night? Yes, she did. / No, she didn't.</i>	Simple past verb endings <i>/d/:</i> played, cleaned, smiled, opened, cried <i>/t/:</i> walked, laughed, jumped, cooked, danced <i>/id/:</i> painted, planted, visited, shouted, melted	Reading: a text about the life cycle of the apple tree Listening: listening for details about the benefits of trees Speaking: asking and answering questions about last weekend's activities Writing: writing an informal letter
9 Caring for Nature page 68	excited, sparkling, nature, rubbish, explore, entangle, free, promise, clean, kindness	Past continuous: affirmative and negative <i>She was studying for her math test yesterday at seven.</i> <i>She wasn't studying for her math test yesterday at seven.</i> Past continuous: questions and keywords <i>Was she studying for her math test yesterday at seven? Yes, she was. / No, she wasn't.</i>	Words with voiced and voiceless /th/ Voiceless /th/: think, thumb, three, throw, thick, thin, south, north, bath, breath Voiced /th/: this, smooth, brother, father, mother, weather, leather, gather, bathe, breathe	Reading: a story about caring for nature Listening: listening for details about caring for nature Speaking: asking and answering questions about what they were doing during last weekend evening Writing: writing a descriptive paragraph
10 The Food Pyramid page 76	healthy, balanced, essential, rich, variety, energy, pyramid, choose, grow, fix	Must: affirmative, negative, and questions <i>You must study for the test.</i> <i>She mustn't skip breakfast.</i> <i>Must they arrive on time? Yes, they must. / No, they mustn't.</i> Must: Uses Obligation and duty Prohibition Necessity or strong recommendation	Consonant blends <i>/str/:</i> street, strong, string, stroller, stress <i>/spl/:</i> splash, splatter, split, splint, splinter <i>/scr/:</i> scream, script, scratch, screw, scroll	Reading: a text about the food pyramid Listening: listening for details about the importance of drinking water Speaking: asking and answering questions about the classroom rules Writing: writing a fact file

Introduction

New English Leaders is a comprehensive six-level course designed for primary learners of English. Built on a strong grammar-based foundation, the course offers a balanced focus on reading, vocabulary development, grammar practice, phonics instruction, listening comprehension, speaking fluency, and guided writing. Aligned with CEFR levels Pre-A1 to B1, the series supports learners as they build their confidence and progress toward independent language use in meaningful, real-world contexts. Each unit combines various engaging instructional approaches, including structured stories, interactive dialogues, videos, skill-building activities, and end-of-unit board games. Lessons are carefully scaffolded to be clear, enjoyable, and purposeful, keeping pupils motivated while developing both accuracy and fluency in English.

Course Components

For Students

- **Student's Book**

Covers all core skills with structured lessons in reading, vocabulary, grammar, phonics, listening, speaking, and writing.

- **Activity Book**

Provides extra practice for reading, vocabulary, grammar, and phonics to reinforce learning in class or at home.

- **Interactive Student Book**

Full digital version of the Student's Book with integrated audio, video, and interactive activities.

- **Interactive Activity Book**

Digital format of the Activity Book, offering self-paced practice across all skills.

- **Audio & Video Access**

Students can listen and watch course content anytime via the Ajyall E-Learning Platform.

For Teachers

- **Teacher's Guide**

Includes step-by-step lesson plans, answer keys, and teaching tips for every unit.

- **Classroom Resources Pack**

Printable flashcards, writing samples, and additional resources for classroom use.

- **Assessment Tools**

Access to unit tests, mid-term and end-of-term assessments, printable worksheets, and flashcards in ready-to-use formats.

Skill Development Overview

Reading

Reading lessons feature short illustrated texts, fables, and informational passages. A wide range of comprehension tasks, such as wh-questions, true/false, multiple choice, sequencing, and grammar-in-context, help develop vocabulary knowledge and critical thinking. These activities ensure structured reading practice across genres and text types.

Vocabulary

Vocabulary is introduced through visuals and theme-based word groups, then reinforced with listen-and-repeat practice, matching, labelling, classification, and sentence completion. As pupils progress, vocabulary activities shift towards more academic and functional use, supporting broader comprehension and accurate written expression.

Grammar

Grammar is taught through modelled examples, dialogues, and rule tables, followed by varied exercises such as gap filling, matching, sentence reordering, and error correction. As learners advance, grammar tasks incorporate real-life functions, enabling pupils to apply rules with greater accuracy and flexibility.

Phonics

Phonics instruction starts with sound–letter recognition, gradually progressing to blending, spelling, and decoding. Engaging tasks such as matching, gap-filling, missing letter activities, and unscrambling strengthen early reading and pronunciation skills in a clear, structured way.

Listening

Each listening section begins with a short video that sets the theme and provides context. Pupils then complete focused audio tasks like true/false, multiple choice, and gap-fills, helping them develop listening for detail, comprehension, and inference. This step-by-step approach enhances understanding of real-world spoken English.

Speaking

Speaking tasks are woven throughout every unit, beginning with visually supported descriptions and progressing to guided exchanges, Q&A activities, role-plays, and personal expression. These structured opportunities build fluency and help pupils apply unit grammar and vocabulary in meaningful spoken interactions.

Writing

Writing activities follow a carefully sequenced path from structured sentence formation to a range of extended writing formats. Throughout the course, pupils produce informal letters, emails, postcards, fact files, descriptive paragraphs, and essays with built-in support to develop organisation, vocabulary use, and grammar accuracy.

Learning Through Fun and Interaction

Each unit in New English Leaders concludes with a lively and interactive board game that reinforces the unit's key grammar and vocabulary. These games are designed to be both simple and engaging, encouraging pupils to revisit what they've learned in a collaborative and enjoyable way. Through structured play, learners practise language in context, promoting fluency, confidence, and teamwork in the classroom.

Assessment and Review

Assessment is thoughtfully integrated throughout the New English Leaders course to provide both formal and informal opportunities for tracking pupil progress. Regular review sections, practice tasks in the Activity Book, and printable tests, covering units, mid-term, and end-of-term checkpoints, allow for ongoing evaluation and reinforcement. In addition, board games serve as informal revision tools that assess understanding in a relaxed and supportive format, helping to consolidate learning through play.

A Flexible and Supportive Course

New English Leaders is designed with flexibility in mind, making it suitable for various teaching environments. The course works effectively in traditional classroom settings and is fully compatible with digital resources. Its consistent structure, scaffolded progression, and rich visual materials support both teacher preparation and pupil engagement. By combining a strong grammar foundation with purposeful vocabulary, skills integration, and interactive activities, the course empowers learners to build real-world English competence with confidence.

Unit Walkthrough

Lesson One: Reading

Reading lessons in Grade 4 develop early literacy by using short stories, supported at times by rhymes or repetitive texts, along with clear visuals and familiar vocabulary. Pupils practise recognising sight words, reading aloud with rhythm, and understanding meaning through pictures and context.

This question activates prior knowledge and introduces the topic. It encourages pupils to observe, think, and participate before reading.

Pupils listen and follow the text. The simple structure and repetition support word recognition, pronunciation, and early reading fluency.

This reflective task helps pupils connect the lesson to their experience, reinforcing comprehension and encouraging personal response.

Pupils answer comprehension questions based on the text by recalling key facts, such as numbers, actions, and characters. The exercise helps them focus on important details and practise recalling information from memory.

Pupils read four sentences about the text and decide whether each one is true or false. This checks their understanding of story details, character reactions, and the central message.

Unit 1
Reading
The Town Mouse and the Country Mouse

1. Look at the pictures. What do you think the story is about?

2. Listen and read.

One day, a town mouse visits his cousin, the country mouse, at his house in the country. The country mouse is pleased to see him and serves a simple dinner with beans, cheese, and bread. The town mouse, who is proud and accustomed to fine dining, is not pleased with this meal. He asks how the country mouse can live in such poor conditions.

To show him a better life, the town mouse invites the country mouse to visit his house in the town. The country mouse agrees, and they travel all day. They reach the town mouse's house late at night, and the town mouse takes him to a big dining room.

The country mouse is amazed to see leftovers from a feast. He starts eating the jelly and cakes and feels very happy. Suddenly, a loud noise that resembles barking is heard. The country mouse asks what it is, and the town mouse says it is just dogs. Before he can say more, two big dogs run into the room, and the mice have to run and hide.

The country mouse is scared. He tells the town mouse that he is going back to his home. The town mouse asks why he is leaving so soon. The country mouse replies, "I would rather eat my simple food in peace than eat cakes in fear."

3. What is the lesson you learn from this story?



Unit 1
Reading
The Town Mouse and the Country Mouse

1. Refer to the story in your student book and answer the following questions:

A. Who were the main characters in the story?

B. What simple meal did the country mouse serve to the town mouse?

C. Why was the town mouse not happy with the country mouse's meal?

D. What invitation did the town mouse extend to the country mouse?

E. What amazed the country mouse when he arrived at the town mouse's house?

F. How did the loud noise affect the country mouse during his visit?

2. Read and write T (true) or F (false).

A. The country mouse was excited to see the town mouse. ☐

B. The town mouse enjoyed the simple food served by the country mouse. ☐

C. The country mouse felt scared when he saw the dogs. ☐

D. The story teaches the importance of feeling safe and comfortable. ☐

Grade 4 Reading Strategies

In Grade 4, reading includes short stories or repetitive texts supported by clear visuals and audio. Strategies focus on building fluency, rhythm, and comprehension through a balance of listening, reading aloud, and guided discussion. The approach is structured around three main phases:

- **Pre-reading:** Pupils are prompted with a general question related to the topic or illustration. This activates background knowledge, sparks curiosity, and prepares them for the reading.
- **During reading:** Pupils listen to or read the text, following along with the visuals. Repetition and predictable patterns develop word recognition, pronunciation, rhythm, and understanding of sentence structures in context.
- **Post-reading:** Pupils answer comprehension questions, recall key details, and sequence events to reinforce understanding. This stage also encourages reflection on the lesson or moral of the text, helping pupils make personal connections.

Lesson Two: Vocabulary

This lesson introduces thematic vocabulary related to the unit topic. It supports word recognition and understanding through visuals, enabling pupils to connect images to written words. The vocabulary is extracted directly from the unit reading section to reinforce comprehension and encourage contextual use.

Pupils listen to each vocabulary word and its definition. They repeat the word aloud to practise correct pronunciation and reinforce understanding.

Pupils read each sentence carefully and choose the correct word from the vocabulary list to complete it. This activity reinforces the meaning and usage of each word in context.

Vocabulary

1. Listen and repeat.

- cousin (noun): the child of your aunt or uncle
- visit (verb): to go see someone
- simple (adjective): plain, not fancy
- accustomed (adjective): used to something
- feast (noun): a large, special meal
- amazed (adjective): very surprised or impressed
- barking (noun): the loud sound a dog makes
- hide (verb): to go somewhere unseen
- scared (adjective): feeling afraid
- peace (noun): the absence of conflict

2. Complete the sentences.

A. The cake was very _____; it had no decorations.

B. I will _____ my grandmother this weekend.

C. My _____ invited me to her birthday party.

D. We had a _____ for my birthday dinner.

E. The dog's _____ was very loud.

F. I was _____ by the magician's tricks.

G. He is _____ to waking up early for school.

H. The garden was a place for _____ and relaxation.

I. I like to _____ under my blanket when it's cold.

J. She felt _____ when she saw the spider.

Pupils read each definition carefully and choose the correct vocabulary word from the word box. This helps them review word meanings and reinforce word-definition associations.

Pupils read the dialogue and fill in the blanks using the words from the word box. This task builds understanding of word usage in natural conversation and supports fluency in reading.

Pupils look at each scrambled word and rearrange the letters to form the correct vocabulary word. This activity strengthens spelling and reinforces word recognition through problem-solving.

Vocabulary

1. Write the correct word next to each definition.

	simple	barking	amazed	cousin	accustomed
A. _____ (adjective): very surprised or impressed					
B. _____ (adjective): used to something					
C. _____ (adjective): plain, not fancy					
D. _____ (noun): the loud sound a dog makes					
E. _____ (noun): the child of your aunt or uncle					

2. Complete the dialogue.

	hide	peace	scared	feast	cousin	visit
A: Hi! Who is that over there?						
B: That's my (1) _____. She is my aunt's child.						
A: Are you going to (2) _____ her?						
B: Yes, I will visit her tomorrow.						
A: What do you usually eat?						
B: We have a (3) _____ together.						
A: That sounds great!						
B: Yes, but sometimes I get (4) _____.						
A: Why?						
B: Because there are too many people around the feast!						
A: You should just enjoy it and not (5) _____.						
B: You are right! I like to feel (6) _____ when I eat with my family.						

3. Unscramble the letters to find the correct vocabulary word.

A. tsivl _____ (to go see someone)

B. tfoas _____ (a large, special meal)

C. id eh _____ (to go somewhere unseen)

D. cadres _____ (feeling afraid)

E. e caep _____ (the absence of conflict)

Grade 4 Vocabulary Strategies

In Grade 4, vocabulary is introduced through listening, repetition, and contextual practice. The following strategies support word recognition, pronunciation, spelling, and understanding through engaging and meaningful activities:

- **Audio and repetition:** Pupils listen to vocabulary words and repeat them aloud to practise pronunciation and develop sound-word associations.
- **Contextual application:** Pupils complete sentences and dialogues using vocabulary from a word bank, promoting correct word usage in context.
- **Definition matching:** Pupils read definitions and write the correct vocabulary word, reinforcing understanding of meaning and part of speech.
- **Spelling reinforcement:** Pupils unscramble letters to find vocabulary words, helping them internalise the correct spelling and structure.

Lesson Three: Grammar

Each grammar lesson in the Student Book follows a consistent structure that supports clear, step-by-step understanding. The section is divided into two related parts and includes a contextual dialogue, simple rules, and guided practice activities. Grammar is taught explicitly but always in context, with regular recycling in later speaking and writing tasks.

A short conversation introduces the grammar in use. It helps pupils hear and see the structure naturally before it's explained.

This task provides practice for the first part of the rule.

The second box introduces the second part of the rule. It builds on the first and often presents a related or complementary structure.

This exercise provides practice for the second part of the rule.

The first box explains the first part of the grammar rule in a simple format. It uses clear examples and visuals to highlight the form and meaning.

Grammar

1. Listen and read.

Hey, Emma! What are you going to do this weekend?
I'm going hiking with some friends!
That sounds fun! Are you going to the same trail as last time?
No, we are going to try a new one. Have you ever been there?
Yes, I am! I want to capture the scenery. Are you going to come with us?
That's okay. We can plan for another weekend.
I don't think so. Maybe next time!

2. Learn.

Expressing Future Plans: Going to
Use "going to" to express what you plan or intend to do in the future.
In affirmative sentences, use the correct form of the verb "to be" (am, is, are) followed by "going to" and the base form of the main verb to express future plans or intentions.

You/They/We/Plural nouns	are	going to	verb (base form)
She/He/It/Singular nouns	is	going to	verb (base form)

To make a sentence negative, add "not" after the correct form of the verb "to be."

You/They/We/Plural nouns	are	not	going to	verb (base form)
She/He/It/Singular nouns	is	not	going to	verb (base form)

For example, "I am not going to visit my cousin this weekend."

3. Complete the sentences by using the correct form of "going to."

A. I _____ (visit) my grandparents this weekend.
B. She _____ (start) her new job on Monday.
C. They _____ (not, play) football in the park tomorrow.
D. We _____ (have) a picnic at the beach next week.
E. He _____ (buy) a new phone this Friday.
F. The team _____ (not, practice) for the big game tonight.
G. My family _____ (go) on vacation in July.
H. I _____ (not, read) that book you recommended.

4. Learn.

Asking about Future Plans: Going to
To enquire about someone's future plans, begin with the correct form of the verb "to be," followed by the subject and "going to."

Am	I	going to	verb (base form)
Are	you/they/we/plural nouns	going to	verb (base form)
Is	she/he/it/singular nouns	going to	verb (base form)

For example, "Are you going to visit your cousin this weekend?" "Yes, I am." / "No, I am not." Common keywords for "going to" such as "tomorrow," "next week," "later," "soon," "in the future," "on Friday," and "this weekend" indicate planned future actions.

5. Complete the dialogue.

Mia: Hey, Jake! (1) _____ you going to the concert this Saturday?
Jake: Yes, I (2) _____ going (3) _____ go! I can't wait to see my favourite band perform.
Mia: That sounds amazing! I'm (4) _____ going to miss it either.
Jake: Great! Do you want to meet up before the concert?
Mia: Sure! I'm (5) _____ arrive at the park around 5 p.m.
Jake: Perfect! (6) _____ am going to bring some snacks for us.
Mia: Awesome! (7) _____ you going to invite Sarah too?
Jake: She (8) _____ going to join us because she has other plans.
Mia: That's too bad. Hopefully, we'll have a great time anyway!

Each unit includes an additional worksheet that provides extra exercises to reinforce both parts of the grammar rule.

3. Find the mistakes in the sentences and questions below, and then rewrite them correctly.

A. I is going to start my homework after dinner.
B. They are going to visits their grandparents next weekend.
C. She is going to watching a new series on TV tonight.
D. We not are going to go out if it rains.
E. Are you are going to attend the concert next month?
F. He are going to play basketball with his friend.
G. I am not going to forget to call you yesterday.

4. Look at the pictures and complete each sentence with "going to" and the correct verb.

buy make watch

A. My mother _____ dinner.
B. We _____ a movie tonight.

Grammar

1. Complete the dialogue by using the correct form of "going to."

A: What are you (1) _____ (do) this weekend?
B: I (2) _____ (visit) my friend. What about you?
A: I think I (3) _____ (stay) home and relax.
B: Are you (4) _____ (join) us for the movie night?
A: Yes, I (5) _____ (come) over after dinner.
B: Great! I (6) _____ (make) popcorn for everyone.
A: Sounds fun! I (7) _____ (bring) some snacks too.

2. Rearrange the words to form correct sentences or questions.

A. going to / I / visit / my friend / am
B. going / Are / you / to / for dinner? / join us
C. next / We / going to / are not / the museum / visit
D. going / What / are / you / to / do / this weekend?
E. She / not / is / going to / the party / attend
F. are / They / going / have / to / tomorrow / a picnic

Unit 1

The Town Mouse and the Country Mouse

Worksheet

1. Complete the sentences or questions by using the correct form of "going to."

A. Sarah _____ (make) cookies for the bake sale.
B. Are you _____ (watch) the movie with us later?
C. We _____ (not, visit) the museum this Saturday.
D. I _____ (take) my dog for a walk later.
E. She _____ (not, study) for her exam tonight.
F. They _____ (travel) to Paris for her birthday next month.
G. He _____ (not, finish) his homework before dinner.

2. Make negative sentences, form questions, and answer them.

A. I am going to play basketball tomorrow.
• Negative: _____
• Question: _____
• Answer: _____

B. She is going to eat lunch with us today.
• Negative: _____
• Question: _____
• Answer: _____

C. They are going to visit the museum this weekend.
• Negative: _____
• Question: _____
• Answer: _____

3. Find the mistakes in the paragraph below, and then rewrite it correctly.

Last weekend, I am going to visit my grandparents in the countryside. We is going to enjoy a lovely family dinner together and share stories from our childhood. On Saturday, my cousins and I is going to play outside and explore the beautiful nature around their house. I can't wait to spend time with them and make wonderful memories. After all the fun, I am going to help my grandmother bake her famous apple pie. It will be a weekend full of laughter and delicious food.

The activity book provides detailed and varied exercises that give pupils structured practice on both parts of the grammar rule.

Grade 4 Grammar Strategies

Grammar in Grade 4 is taught explicitly through clear instruction and visual support. Teachers use the following strategies to build understanding and promote correct usage:

- **Contextual introduction:** Begin each lesson with a short dialogue to present the grammar in use.
- **Visual explanation:** Use charts and boxed examples to illustrate rules step by step.
- **Two-part focus:** Teach grammar in two connected parts, each followed by a simple, guided activity.
- **Picture-based practice:** Use visual tasks (e.g., circling or matching) to reinforce each part of the rule.
- **Recycling through use:** Revisit grammar in speaking and writing tasks to support retention.
- **Extra worksheets:** Use the additional unit worksheet for further grammar practice and consolidation.

Lesson Four: Phonics

Each phonics lesson in Grade 4 introduces a specific sound pattern through clear modelling, visualisations, and guided practice. The structure helps pupils connect sounds to letters (phoneme-grapheme correspondence) and develop early reading and spelling skills.

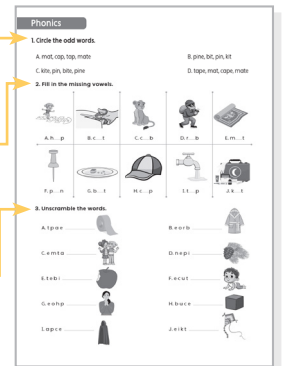
Pupils listen to the audio, point to the correct picture, and repeat the word to practise pronunciation and sound recognition.

Pupils blend the individual sounds to say the full word, developing decoding and early reading skills.

Pupils identify and circle the odd words in each set, strengthening their ability to recognise sounds and spelling patterns.

Pupils complete words by filling in the missing letters, reinforcing letter-sound correspondence, spelling accuracy, and vocabulary recall.

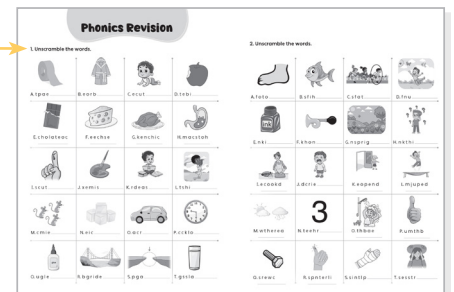
Pupils unscramble jumbled letters to form familiar words, using picture clues to support phonics-based word recognition.



Grade 4 Phonics Strategies

Phonics is taught through clear audio, visuals, and structured word practice. Pupils develop sound recognition, blending, and spelling through the following strategies:

- **Picture-word association:** Words are matched with images to support sound recognition.
- **Listening and blending:** Pupils listen to sounds and blend them to read full words.
- **Guided spelling:** Pupils complete words by adding missing vowels.
- **Word building:** Pupils unscramble letters to form words using visual clues.



Each activity book ends with a phonics revision section that reviews key sounds and patterns through spelling and word recognition tasks.


Lesson Five: Listening


The listening section follows a simple, scaffolded approach to help pupils develop real-world listening skills. Each task is built around a familiar context and includes visual support and short, focused activities.

Pupils watch a brief video to enhance their background knowledge and prepare for the subsequent listening task.

Pupils listen to the audio and demonstrate their understanding by answering a simple comprehension task based on what they hear.

Listening

1. Watch the video. 

2. Listen to the recording and write T (true) or F (false). 

- A. Mice are large mammals.
- B. The house mouse is the most common and often kept as a pet.
- C. Mice are diurnal animals.
- D. Mice eat meat and insects.
- E. Mice use hands to sense temperature and surfaces.
- F. Mice live for about a year in the wild.
- G. Mice build burrows with separate areas for food, sleeping, and waste.
- H. Mickey Mouse was created in 1928 by Disney.

☐
☐
☐
☐
☐
☐
☐
☐

Grade 4 Listening Strategies

Listening lessons are structured to guide pupils step by step, starting with visual and contextual support to prepare them for understanding spoken English. Teachers use the following strategies to support listening comprehension and engagement:

- **Video preparation:** Use the short video to introduce the theme and activate prior knowledge.
- **Guided listening:** Play the recording and guide pupils through a simple comprehension task.

Lesson Six: Speaking

The speaking section provides guided oral practice and is directly built on the grammar taught earlier in the unit. Pupils use the target structures in simple, meaningful way supported by visuals.

Pupils use grammar rules to ask and answer questions about objects.

Speaking

1. Use 'going to' to ask about your partner's weekend plans. Follow the examples.

What are you going to do this weekend?

I'm going to visit my grandparents.

Are you going to stay with them for a few days?

Yes, I'm going to stay with them until Sunday.


A. visit the museum


B. play tennis


C. watch a movie


D. have a picnic


E. ride a bike


F. visit a friend


G. read a book


H. make a craft


I. play video games


J. have a barbecue

Model questions and answers guide pupils in speaking with confidence.

Model questions and answers guide pupils in speaking with confidence.

Grade 4 Speaking Strategies

Speaking tasks are designed to help pupils practise grammar orally in a supported and visual way. Teachers use the following strategies:

- **Grammar application:** Guide pupils to use target grammar structures from the lesson in short, spoken sentences.
- **Visual prompts:** Use pictures to help pupils name and describe objects clearly and confidently.
- **Sentence modelling:** Provide sentence starters or examples to support correct structure and fluency.

Lesson Seven: Writing

Each writing section is structured to guide pupils from sentence-level practice to short, structured writing tasks. The focus aligns with the grammar of the unit and introduces simple writing formats.

Pupils listen to and read a short model text that introduces the writing format and target language in context.

Pupils complete their version of the text using visual prompts and sentence frames for support.

Writing

1. Listen and read.

Date: September 5, 2025
Greeting: Dear Emma,
Body: I hope you are doing well! This weekend, I'm going to visit my grandparents. Also, I'm going to stay at their house for two days. On Saturday, we are going to go to the park. I'm also going to play tennis with my cousin in the afternoon. On Sunday, I'm going to watch a movie with my family. What are you going to do this weekend? Write back soon!
Closing: Best wishes, Jake

2. Follow the previous model and write an informal letter to your friend. In your letter, use "going to" to describe your weekend plans.

Date: _____
Greeting: Dear _____,
Body: I hope you are doing well! This weekend, I'm going to _____. Also, I'm going to _____.
On Saturday, we are going to _____.
I'm also going to _____.
On Sunday, I'm going to _____.
What are you going to do this weekend?
Write back soon!
Closing: Best wishes, _____

Grade 4 Writing Strategies

In Grade 4, writing lessons follow a structured and supportive approach that progresses from sentence construction to the creation of short written texts. Teachers use the following strategies to guide pupils:

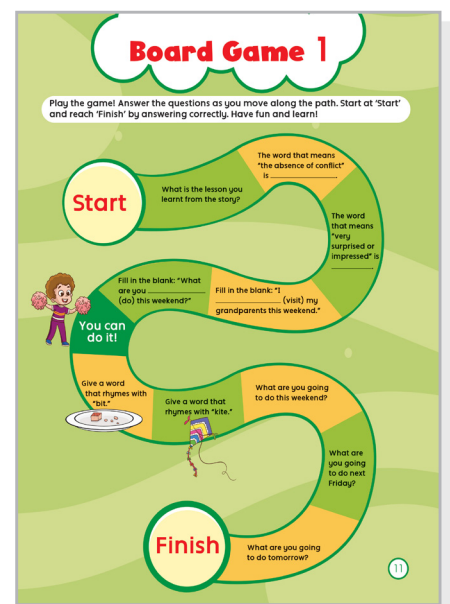
- **Start with grammar:** Begin writing instruction by introducing simple sentence construction that aligns with the unit's grammar focus.
- **Model first:** Present a short, clear model text for pupils to read or listen to before they write.
- **Guide the task:** Use sentence frames, visual cues, and prompts to help pupils write their version.

Lesson Eight: Board Game

Grade 4 Board Game Strategies

Each board game provides a fun, interactive way to review vocabulary, phonics, and grammar from the unit. It encourages oral participation, teamwork, and active recall.

- **Integrated review:** Questions cover key elements from the unit, including vocabulary meaning, grammar forms, and phonics patterns.
- **Active speaking:** Pupils answer questions aloud as they move around the board, reinforcing spoken language in a playful context.
- **Collaborative learning:** The game format promotes turn-taking, listening, and cooperative learning in a low-pressure environment.



Unit One

The Town Mouse and the Country Mouse

Unit	Vocabulary	Grammar	Phonics	Skills
1 The Town Mouse and the Country Mouse page 4	cousin, visit, simple, accustomed, feast, amazed, barking, hide, scared, peace	Expressing future plans: going to <i>I am going to visit my cousin this weekend.</i> <i>I am not going to visit my cousin this weekend.</i> Asking about future plans: going to <i>Are you going to visit your cousin this weekend?</i>	Short and long vowels <i>la:l: mat, cap, tap</i> <i>la-el: mate, cape, tape</i> <i>li:l: pin, bit, kit</i> <i>li-el: pine, bite, kite</i> <i>lo:l: hop, rob</i> <i>lo-el: hope, robe</i> <i>lu:l: cut, cub</i> <i>lu-el: cute, cube</i>	Reading: a story about the town mouse and the country mouse
				Listening: listening for details about mice
				Speaking: asking and answering questions about partner's weekend plans
				Writing: writing an informal letter

General Outcomes

By the end of the unit, students should be able to:

- read and understand a story about the town mouse and the country mouse and identify key story elements, sequence, and moral.
- use vocabulary related to family, emotions, and experiences, such as 'cousin', 'feast', 'accustomed', 'scared', and 'amazed', in context.
- use the “going to” future form in affirmative and negative statements to describe planned future actions.
- ask and answer questions using the “going to” structure in the correct word order and form.
- identify and pronounce long vowel sounds and final silent 'e' in words such as 'mate', 'tape', 'kite', and 'bite' through phonics sorting and odd-one-out tasks.
- listen for key details in a familiar story and demonstrate understanding through sequencing, matching, and comprehension questions.
- ask and answer simple questions about weekend or future plans using the “going to” structure.
- write a short dialogue or paragraph about planned weekend activities using “going to” correctly and clearly.

Unit Plan

Unit 1 - The Town Mouse and the Country Mouse	WEEK 2	Lesson 1	Reading 1	p.4 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.4 (ex.3)	p.2 (ex.1)	
		Lesson 3	Reading 3	p.4	p.2 (ex.2)	
		Lesson 4	Vocabulary	p.5	p.3	
		Lesson 5	Grammar 1	p.6 (ex.1 + ex.2)		
	WEEK 3	Lesson 1	Grammar 2	p.7 (ex.3)	p.4 (ex.1)	
		Lesson 2	Grammar 3	p.7 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.4 (ex.2)	
		Lesson 4	Grammar 5		p.5 (ex.3) p.6 (ex.4)	Worksheet
		Lesson 5	Phonics 1	p.8		
	WEEK 4	Lesson 1	Phonics 2	Listening p.9 ex.1 for homework	p.6 (ex.1) p.7	
		Lesson 2	Listening	p.9 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.9		
		Lesson 4	Writing	p.10		
		Lesson 5	Board Game & Assessment	p.11		Unit 1 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise key elements and themes in the story about the town mouse and the country mouse.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Describe the differences in the two mice's lives and their reactions to each other's environments.
- Answer and ask questions to recall details about the story.
- Discuss the moral of the story and reflect on the importance of contentment and safety.

➤ Instructional Techniques:

- Engage students with a question: Start by asking, "Look at the pictures. What do you think the story is about?" This activates prior knowledge and sparks curiosity about the story.
- Introduce the text: Discuss the title and encourage students to make predictions about the content based on the images of the mice in their different environments.
- Model fluent reading: Read the passage aloud while students follow along, emphasising the contrast between the two mice's lifestyles and how the country mouse reacts to the town mouse's environment.
- Break down the text: Reread key parts of the text. After each section, ask questions like, "Why do you think the country mouse preferred his simple food?" or "What do the mice learn from each other?"
- Focus on vocabulary: Highlight key terms like "feast," "leftovers," "peace," and "fear." Discuss what these words mean in the context of the story and have students practice pronouncing them.
- Incorporate visuals: Show images of the town mouse's fancy dining room and the country mouse's simple meal. Ask students to describe what they see and the actions of the characters in the story.
- Encourage reflection: Ask students questions like, "What lesson do you think the country mouse learnt?" or "What would you prefer: a simple life in peace or a fancy life full of danger?" Discuss the significance of contentment and safety in their lives.

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections about the mice to practice reading comprehension and focus on key details.
- Read the story aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the text.
- Ask comprehension questions based on the story, such as, "Who were the main characters in the story?" and "What did the country mouse think of the meal?" This helps assess their understanding and ability to recall details from the text.
- Direct students to their activity books to answer the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce understanding and writing skills.
- Use the story for more in-depth questioning, like, "Why did the town mouse want to show the country mouse a different life?" or "What made the country mouse decide to return home?" This encourages students to think critically and reflect on the information presented.
- Provide true/false exercises, such as, "The country mouse liked the town mouse's home better than his own." or "The dogs were friendly towards the mice." Ask students to write "T" for true or "F" for false based on the story. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate key points from the story, such as the country mouse's simple dinner, the dogs causing panic, and the country mouse's decision to go home. This adds a creative and visual component to the lesson, engaging different learning styles.

Answer Key**Activity Book, page 2**

Q. 1.

- A. The main characters in the story were the town mouse and the country mouse.
- B. The country mouse served a simple meal with beans, cheese, and bread.
- C. The town mouse was not happy with the country mouse's meal because he was used to fine dining.
- D. The town mouse invited the country mouse to visit his house in the town.
- E. The country mouse was amazed to see leftovers from a feast.
- F. The loud noise scared the country mouse and made him want to go back home.

Q. 2.

- A. T 2. F 3. T 4. T

Section 2: Vocabulary**➤ Objectives:****By the end of this section, students will be able to:**

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use. For example, if the sentence talks about a family member, they will likely need the word cousin. If the sentence talks about feeling, scared might be the best fit.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.

- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 5

Q. 2.

A. simple B. visit C. cousin D. feast E. barking
F. amazed G. accustomed H. peace I. hide J. scared

Activity Book, page 3

Q. 1.

A. amazed B. accustomed C. simple D. barking E. cousin

Q. 2.

1. cousin 2. visit 3. feast 4. scared 5. hide 6. peace

Q. 3

A. visit B. feast C. hide D. scared E. peace

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Engage in brief dialogues using "going to" to describe future plans and intentions, enhancing their communication skills.
- Identify and use the correct form of "to be" (am, is, are) followed by "going to" and the base form of a verb to express future actions.
- Construct simple sentences orally using "going to" to talk about future plans.
- Ask and answer questions using "am I going to," "are you going to," and "is he/she going to" to enquire about future intentions.
- Apply the correct structure of "going to" in both written and oral exercises to express future plans effectively.

➤ Instructional Techniques:

- Start by explaining the use of "going to" to describe future plans and intentions, focusing on the structure: am/is/are + going to + verb (e.g., "I am going to visit my grandmother").
- Introduce visual aids or simple examples to demonstrate how "going to" is used in sentences. For instance, show pictures of activities and use sentences like, "She is going to study," "They are going to play football," or "We are going to travel tomorrow."
- Display example sentences on the board that use "going to" to express future plans. Explain the structure in context, emphasising how it helps talk about things that are planned.
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of sentences with "going to."
- Demonstrate how to construct yes/no questions using "going to" by placing the form of "to be" before the subject. For example, write on the board: "Is she going to go shopping?" and explain that the answer can be "Yes, she is" or "No, she isn't."
- Show how to form questions with "am I going to," "are you going to," and "is he/she going to" by starting with the question word, followed by the subject and "going to." For example, write on the board: "Are you going to watch a movie?" or "Is he going to study for the test?" and explain the answers.
- Provide oral practice by asking students to describe their future plans using sentences like "I am going to visit my friend" or "They are going to have a party."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of "going to" questions.
- Use role-playing or pair work to have students ask and answer questions about future plans. For example, "Are you going to the park tomorrow?" "Yes, I am" or "No, I'm not."
- Provide opportunities for students to practice using "going to" in both oral and written exercises, ensuring they understand how to form questions and answers about future plans in different contexts.

➤ **Activity:**

- Have students open their student books to page 7, Exercise 3. Guide them to complete the sentences by using the correct form of "going to." Remind them to focus on the subject and use the correct form of "to be" (am, is, are) followed by "going to" and the base form of the verb. Example: "I am going to visit my grandparents this weekend."
- Have students open their student books to page 7, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with the correct form of "going to." Emphasise the correct use of "am," "is," or "are" followed by "going to" to express future plans. This exercise will reinforce their understanding of how to use "going to" in both questions and answers about future intentions. Example: "Are you going to the concert this Saturday?" "Yes, I am going to go!"
- Have students open their activity books to page 4, Exercise 1. Instruct them to carefully read each sentence and fill in the blanks with the correct form of "going to" to complete the dialogue. Remind students that this exercise helps reinforce the use of "going to" to express future plans and intentions. Example: "What are you going to do this weekend?" "I am going to visit my friend."
- Have students open their activity books to page 4, Exercise 2. Guide them to rearrange the jumbled words to form correct sentences or questions using the "going to" structure. Remind them to begin with the subject, followed by the correct form of "going to" and the verb. Example: "I am going to visit my friend." "Are you going to join us for dinner?"
- Have students open their activity books to page 5, Exercise 3. Guide them to find and correct the mistakes in each sentence or question, focusing on proper grammar and the use of "going to" for future intentions. Remind students to carefully check subject-verb agreement and correct word order. Example: "I am going to start my homework after dinner."
- Have students open their activity books to page 6, Exercise 4. Explain that they will complete each sentence by using "going to" along with the correct form of the verb, based on the pictures provided. Remind them to carefully observe the action shown in each picture to choose the appropriate verb. For example, if the picture shows a mother baking, they would complete the sentence as "My mother is going to bake for dinner."

Answer Key

Student's Book, page 7

Q. 3.

- | | | | |
|----------------------|-----------------------------|--------------------------|-------------------------|
| A. am going to visit | B. is going to start | C. are not going to play | D. are going to have |
| E. is going to buy | F. is not going to practise | G. is going to go | H. am not going to read |

Q. 5.

1. Are 2. am 3. to 4. not 5. going to 6. I 7. Are 8. isn't

Activity Book, pages 4-6

Q. 1.

1. going to do 2. am going to visit 3. am going to stay 4. going to join
5. am going to come 6. am going to make 7. am going to bring

Q. 2.

- | | |
|---|--|
| A. I am going to visit my friend. | B. Are you going to join us for dinner? |
| C. We are not going to visit the museum next. | D. What are you going to do this weekend? |
| E. She is not going to attend the party. | F. They are going to have a picnic tomorrow. |

Q. 3.

- | | |
|--|--|
| A. I am going to start my homework after dinner. | B. They are going to visit their grandparents next weekend. |
| C. She is going to watch a new series on TV tonight. | D. We are not going to go out if it rains. |
| E. Are you going to attend the concert next month? | F. He is going to play basketball with his friends after school. |

G. I am not going to forget to call you tomorrow.

Q. 4.

- A. is going to make
B. are going to watch
C. is going to buy

Section 4: Phonics

➤ **Objectives:**

By the end of this section, students will be able to:

- Identify and read words containing short and long vowel sounds (a, e, i, o, u).
- Recognise the differences in pronunciation between short and long vowels within similar word pairs.

- Provide examples of words with short and long vowel sounds, focusing on their pronunciation and meaning.
- Write simple words featuring short and long vowels from memory.
- Expand vocabulary through phonics activities centred around short and long vowel sound words.

➤ **Instructional Techniques:**

- Begin by asking students a question to engage them, such as, "Can you think of words that sound different but look similar, like 'mat' and 'mate'?"
- Introduce the concept of short and long vowels, explaining how the vowel sound changes the meaning of the word.
- Provide clear examples of words to demonstrate short and long vowel sounds:
- Short vowel words: mat, cap, tap, pin, bit, kit, hop, rob, cut, cub
- Long vowel words: mate, cape, tape, pine, bite, kite, hope, robe, cute, cube
- Encourage students to listen carefully and repeat each word pair to understand the difference in sounds produced by the short and long vowels.
- Reinforce understanding by practicing reading the words aloud, emphasising the pronunciation and spelling patterns that create the short and long vowel sounds.
- Incorporate activities where students can categorise words based on their short or long vowel sounds, helping them recognise and apply these patterns.

➤ **Activity:**

- Before starting the activities, review the words with short and long vowels learnt in the lesson, specifically focusing on how these vowels influence the sound and meaning of the words to reinforce students' understanding.
- Have students open their activity books to page 6, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 7, Exercise 2. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 7, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key
Activity Book, pages 6 - 7

Q. 1.

A. mate B. pine C. pin D. mat

Q. 2.

A. hop B. cut C. cub D. rob E. mat F. pin G. bit H. cap I. tap J. kit

Q. 3.

A. tape B. robe C. mate D. pine E. bite F. cute G. hope H. cube I. cape J. kite

Section 5: Listening

➤ **Objectives:**

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short informational text about mice. Ask them to look carefully at where mice live, what they eat, and their special abilities. Encourage them to think about questions like "How do mice use their whiskers?" and "What makes a house mouse

different from other mice?" This will help them focus and understand the video before they complete the True or False activity.

- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 9 and listen carefully to the recording again. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student's Book, page 9

Q. 2.

A. F B. T C. F D. F E. F F. F G. T H. T

Transcript

Fascinating Facts about Mice

Mice are small mammals from the rodent family, with over 30 species. The house mouse is the most common and often kept as a pet. Mice are nocturnal, with poor eyesight but excellent hearing and smell. They have many predators, including cats and birds of prey. Mice eat fruits and grains and live for about six months in the wild. Their tails can grow as long as their bodies, and they use whiskers to sense temperature and surfaces. Mice build clean burrows with separate areas for food, sleeping, and waste. They eat 15 to 20 times a day and live close to food sources. Scientists use mice and rats in their experiments, and Disney created Mickey Mouse, the first popular cartoon mouse, in 1928.

Section 6: Speaking

➤ **Objectives:**

By the end of this section, students will be able to:

- Use "going to" to ask and answer questions about future plans.
- Formulate questions and responses about weekend plans using "going to."
- Engage in dialogues discussing their plans for the weekend.

➤ **Instructional Techniques:**

- Display prompts representing different activities, such as "visit the museum," "play tennis," and "watch a movie."
- Model the speaking activity by asking and answering questions using "going to." Use the provided example: "What are you going to do this weekend?" "I'm going to visit my grandparents."

• **Activity:**

- Have students take turns asking and answering questions about their weekend plans using "going to." For example:

Student A: "What are you going to do this weekend?"

Student B: "I'm going to have a barbecue."

- Encourage students to use the activity prompts (e.g., "ride a bike," "play video games") to ask varied questions.
- Promote peer feedback to help students improve their speaking skills and build confidence in forming questions and responses about future plans.

Section 7: Writing

➤ **Objectives:**

By the end of this section, students will be able to:

- Write an informal letter that includes a date, greeting, body, and closing.
- Use "going to" to describe their future plans.
- Demonstrate clarity and relevance in descriptions of people, places, and things.
- Enhance written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of "going to" for describing weekend plans.

➤ **Activity:**

- Have students follow the model letter to write an informal letter to a friend, describing their weekend plans using "going to."
- Encourage students to include all parts of the letter: date, greeting, body, and closing.
- Allow time for students to illustrate their letters with drawings that clarify their descriptions.
- Provide an opportunity for students to share their letters with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 11

- Q. 1 It's better to live simply in peace than luxuriously in fear.
- Q. 2 "peace"
- Q. 3 "amazed"
- Q. 4 "I am going to visit (visit) my grandparents this weekend."
- Q. 5 "What are you going to do (do) this weekend?"
- Q. 6 "kit"
- Q. 7 "bite"
- Q. 8 I'm going to (watch a movie).
- Q. 9 I'm going to (ride a bike).
- Q. 10 I'm going to (visit a friend).

Unit Two

Where Do You Live?

Unit	Vocabulary	Grammar	Phonics	Skills
2 Where Do You Live? page 12	city, apartment, crosswalk, subway, countryside, farm, tractor, stop sign, crowded, towering	Object pronouns <i>me, you, him, her, it, us, them</i> <i>I saw Jack. > I saw him.</i> Relative pronouns: who and which <i>The teacher, who helps us every day, is kind.</i> <i>The book, which is on the table, is mine.</i>	Words with ch <i>/ch/: chocolate, cherry, cheese, chicken, chalk, check, child, chin, chop, chair</i> <i>/chl/: architect, stomach, chorus, chemistry, character, echo, anchor, school, chaos, ache</i>	Reading: a text about different places people live in
				Listening: listening for details about neighbourhood
				Speaking: asking and answering questions about the pictures
				Writing: writing a descriptive paragraph

General Outcomes

By the end of the unit, students should be able to:

- Understand and describe different types of places where people live, such as cities, towns, and the countryside.
- Identify key features of each place, including buildings, transportation, and how people live together in those areas.
- Use and recognise object pronouns such as 'me', 'you', 'him', 'her', 'it', 'us', and 'them' in sentences and dialogues.
- Use relative pronouns 'who' and 'which' to combine sentences and describe people, animals, and things.
- Recognise and pronounce words with /ch/ sounds that are spelt 'ch' but sound like /j/ or /k/, such as "school" and "ache".
- Read a text about different neighbourhoods and answer comprehension questions to identify main ideas and details.
- Listen for specific information about neighbourhoods and how people live in different places.
- Ask and answer questions based on pictures of various living environments, using appropriate vocabulary and grammar.
- Write a descriptive paragraph about where you live, including details about buildings, transportation, and surroundings.

Unit Plan

Unit 2 - Where Do You Live?	WEEK 5	Lesson 1	Reading 1	p.12 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.12 (ex.3)	p.8 (ex.1)	
		Lesson 3	Reading 3	p.12	p.8 (ex.2)	
		Lesson 4	Vocabulary	p.13	p.9	
		Lesson 5	Grammar 1	p.14 (ex.1 + ex.2)		
	WEEK 6	Lesson 1	Grammar 2	p.15 (ex.3)	p.10 (ex.1)	
		Lesson 2	Grammar 3	p.15 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.10 (ex.2) p.11 (ex.3)	
		Lesson 4	Grammar 5		p.11 (ex.4) p.12 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.16		
	WEEK 7	Lesson 1	Phonics 2	Listening p.17 ex.1 for homework	p.12 (ex.1) p.13	
		Lesson 2	Listening	p.17 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.17		
		Lesson 4	Writing	p.18		
		Lesson 5	Board Game & Assessment	p.19		Unit 2 Assessment

Section 1: Reading

➤ Objectives:

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

- Identify and recognise key elements and themes in the text about different living places, including cities, towns, and the countryside.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Describe the differences between city life, countryside life, and town life, focusing on their unique features.
- Answer and ask questions to recall details about the text.
- Reflect on the different lifestyles and discuss personal preferences about where they would like to live.

➤ Instructional Techniques:

- Engage students with a question: Start by asking, “Look at the pictures. What do you think the text is about?” This activates prior knowledge and encourages students to think about different living environments.
- Introduce the text: Discuss the title and prompt students to make predictions based on the images of the city, town, and countryside settings. This sets the stage for exploring diverse lifestyles.
- Model fluent reading: Read the passage aloud while students follow along, highlighting the contrasts between city life, countryside life, and town life, such as the differences in transportation, buildings, and community settings.
- Break down the text: Reread key parts of the text. After each section, ask questions like, “Why do you think people in the countryside use tractors on roads?” or “How is travelling in a city different from travelling in the countryside?”
- Focus on vocabulary: Highlight key terms like “apartment,” “traffic light,” “subway,” “farms,” and “tractors.” Explain these words in the context of city, town, and countryside settings and practice pronunciation.
- Incorporate visuals: Show images of busy city streets, spacious countryside fields, and a small-town centre. Ask students to describe what they see and discuss the activities people are doing in each environment.
- Encourage reflection: Ask students questions like, “Where would you prefer to live: a bustling city, a quiet countryside, or a cosy town?” Facilitate a discussion on how different settings might fit different lifestyles and preferences.

➤ Activity:

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections about different living environments to practice reading comprehension and focus on key details.
- Read the text aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the material.
- Ask comprehension questions based on the text, such as, “Where do some people live close together?” and “What do people in an apartment building share?” This helps assess their understanding and ability to recall details from the text.
- Direct students to their activity books to answer the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce understanding and writing skills.
- Use the text for more in-depth questioning, like, “Why might someone prefer living in the countryside over the city?” or “What makes a town different from a city?” This encourages students to think critically and reflect on the information presented.
- Provide true/false exercises, such as, “People in a city live in houses spread far apart” and “Farmers often work alone without help from others.” Ask students to write “T” for true or “F” for false based on the text. This checks their detailed understanding of the material.

- Depending on the lesson, encourage students to illustrate key points from the text, such as the busy streets in a city, the open fields in the countryside, and the cosy town atmosphere. This adds a creative and visual component to the lesson, engaging different learning styles.

Answer Key

Activity Book, page 8

Q. 1.

- A. In big cities.
- B. The main front door of the building.
- C. People travel using bikes, cars, buses, and sometimes walk.
- D. Big fields for growing crops and keeping animals.
- E. Country roads have fewer stop signs and traffic lights than in the city.
- F. A town is less crowded than a city but has more buildings than the countryside.

Q. 2.

- A. F B. T C. F D. T

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use. For example, if the sentence talks about a resident, they will likely need the word apartment.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.

- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 13

Q. 2.

A. crowded B. apartment C. farm D. stop sign E. subway
F. countryside G. city H. crosswalk I. towering J. tractor

Activity Book, page 9

Q. 1.

A. apartment B. crosswalk C. countryside D. stop sign E. towering

Q. 2.

1. apartment 2. crowded 3. subway 4. countryside 5. farm

Q. 3.

A. city B. subway C. farm D. tractor E. crowded

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using object pronouns (me, you, him, her, it, us, them) to replace the object in sentences and avoid repetition.
- Identify and use object pronouns correctly after verbs and prepositions.
- Construct simple sentences orally using object pronouns, such as "I saw him" or "She called me."
- Identify and use relative pronouns (who, which) to provide additional information about people and things.
- Ask and answer questions using relative pronouns to describe people or objects.
- Apply object and relative pronouns in both written and oral exercises to enhance sentence clarity and structure.

➤ Instructional Techniques:

- Start by explaining object pronouns, focusing on how they replace the object of the verb in a sentence. For example, in "I saw Jack," the object pronoun "him" replaces "Jack," forming the sentence "I saw him."
- Use visual aids to demonstrate how object pronouns are used after verbs and prepositions. For instance, in the sentence "She is waiting for me," explain that "me" is the object pronoun following the preposition.
- Display example sentences on the board, showing object pronouns in action, such as "I will call you later" or "She invited us to her party."
- Encourage students to repeat the sentences aloud to practice pronunciation and sentence structure.
- Introduce questions using object pronouns, like "Did you see him?" and explain that the object pronoun comes after the verb.
- Provide oral practice by asking students to use object pronouns in sentences, such as "I called her" or "They saw them."
- Use role-playing or pair work to help students practice asking and answering questions with object pronouns, such as "Did you see her?" "Yes, I saw her" or "No, I didn't see her."
- Provide written exercises where students replace nouns with object pronouns in sentences, like changing "I saw the teacher" to "I saw her."
- Give students opportunities to practice object pronouns in various contexts, ensuring they understand how to use them correctly in both oral and written forms.
- Explain the use of relative pronouns "who" for people and "which" for things or animals. For example, "The teacher who helps us is kind" or "The book which is on the table is mine."
- Display sentences on the board showing "who" for people and "which" for things, and explain how they connect clauses to provide more information.
- Encourage students to practice forming sentences with "who" and "which," for example, "The person who helped me is my friend" or "The car which is red is mine."

- Use role-playing or pair work to have students ask and answer questions about people and things using relative pronouns. For example, "Who is the person who helped you?" or "Which book is yours?"
- Provide written exercises where students combine sentences using relative pronouns, such as "This is the boy. He is my brother" into "This is the boy who is my brother."

➤ **Activity:**

- Have students open their student books to page 15, Exercise 3. Guide them to change the object names to object pronouns. Remind them that object pronouns replace the receiver of the action in a sentence. Example: "I saw Sarah at the park" → "I saw her at the park."
- Have students open their student books to page 15, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with the correct object pronouns and relative pronouns ("who" or "which").
- Emphasise how "who" is used for people and "which" for things, and remind them to use the appropriate object pronouns such as "me," "him," "her," "us," and "them." This exercise will help students practice both object pronouns and relative pronouns in context. Example: "I saw Mike, the zookeeper who feeds the elephants" → "I saw him, the zookeeper who feeds the elephants."
- Have students open their activity books to page 10, Exercise 1. Instruct them to carefully read each sentence and fill in the blanks with the correct object pronouns. Remind students that this exercise reinforces the use of object pronouns in sentences, which replace the object (the receiver of the action). Example: "I can't find my book. Can you help me?"
- Have students open their activity books to page 10, Exercise 2. Instruct them to read the paragraph carefully and fill in the blanks with the correct relative pronouns. Explain that relative pronouns like who and which help connect additional information to a noun or pronoun in the sentence. Example: "The giraffes, which we saw, were very tall and beautiful."
- Have students open their activity books to page 11, Exercise 3. Instruct them to rearrange the jumbled words to form correct sentences or questions using object pronouns and relative pronouns. Example: "I saw him at the park."
- Have students open their activity books to page 11, Exercise 4. Guide them to find and correct the mistakes in each sentence, focusing on the proper use of object pronouns and relative pronouns (who, which). Remind them to check for correct word order, pronoun usage, and relative clause structure. Example: "The boy who is sitting next to me is my friend."
- Have students open their activity books to page 12, Exercise 5. Explain that they will rewrite the sentences by using the correct relative pronouns (who, which) to combine the two sentences. Remind them to focus on proper word order and the correct use of relative pronouns. For example: "The dog, which lives next door, is very friendly."

Answer Key

Student's Book, page 15

Q. 3.

A. her B. him C. her D. us E. him F. them G. it H. them

Q. 5.

1. which 2. who 3. him 4. who 5. him 6. me 7. him 8. which

Activity Book, pages 10-12

Q. 1.

A. them B. me C. it D. him E. me F. her G. us H. it

Q. 2.

1. which 2. who 3. which 4. who 5. which 6. which 7. who

Q. 3.

A. I saw him at the park.

B. The girl, who is playing, is my sister.

C. I have a book, which is very old.

D. She gave me a gift

E. This is my toy, which I bought yesterday.

F. Can you help them tomorrow?

Q. 4.

A. The boy, who is sitting next to me, is my friend.

B. I saw the movie, which you recommended.

C. The cat, which lives next door, is very friendly.

D. This is the book, which I borrowed from the library.

E. She is the teacher who helped me with my homework.

F. I gave him my blue pen.

G. They are the students who completed the project early.

Q. 5.

B. The teacher who helps us with our homework is nice.

C. The car, which belongs to my uncle, is very fast.

D. The book, which is on the shelf, is very interesting.

Section 4: Phonics

➤ Objectives:

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

- Identify and read words containing the /ch/ sound.
- Recognise the differences in pronunciation of the /ch/ sound in various word contexts.
- Provide examples of words with the /ch/ sound, focusing on their pronunciation and meaning.
- Write simple words with the /ch/ sound from memory.
- Expand vocabulary through phonics activities centred around words with the /ch/ sound.

➤ Instructional Techniques:

- Begin by asking students a question to engage them, such as, "Can you think of words that start with the sound /ch/, like 'chicken' and 'chalk'?"
- Introduce the /ch/ sound, explaining that it is a digraph where two letters (c and h) together make a single sound.
- Provide clear examples of words with the /ch/ sound: Word Examples: chocolate, cherry, cheese, chicken, chalk, check, child, chin, chop, chair, architect, stomach, chorus, chemistry, character, echo, anchor, school, chaos, ache
- Encourage students to listen carefully and repeat each word pair to understand how the /ch/ sound is pronounced in different words.
- Reinforce understanding by practicing reading the words aloud, emphasising the /ch/ sound in each word.
- Incorporate activities where students can categorise words based on their /ch/ sound, helping them recognise and apply this phonetic pattern.
- Use interactive games and activities to make learning fun and reinforce the /ch/ sound in a variety of contexts.

➤ Activity:

- Before starting the activities, review the words with the /ch/ sound learnt in the lesson. Focus specifically on how the /ch/ sound is pronounced in different words and how it influences the meaning of the words. Reinforce students' understanding by having them practice pronouncing these words correctly.
- Have students open their activity books to page 12, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 13, Exercise 2. Ask them to circle the correct answers, using the pictures in their student books as a reference.
- Have students open their activity books to page 13, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 12 - 13

Q. 1.

A. anchor B. child C. chin D. school

Q. 2.

A. school B. check C. ache D. echo E. chop F. child

Q. 3.

A. chocolate B. architect C. cherry D. stomach E. cheese F. chorus G. chicken H. chemistry I. chalk J. character

Section 5: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.

- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short story about a boy named Mike and his neighbourhood. Ask them to look carefully at the places in his neighbourhood and what he enjoys doing there. Encourage them to think about questions like “What places are near Mike’s house?” and “What activities does Mike like to do in his neighbourhood?”
- Have students open their students’ books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 17 and listen carefully to the recording. Instruct them to fill in the blanks based on what they hear.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student’s Book, page 17

Q. 2.

A. Green Park B. quiet C. playgrounds D. grocery E. friendly F. busier G. bicycle

Transcript

My Neighbourhood

Hi! I AM Mike. I live in a neighbourhood called Green Park. I like my neighbourhood because it is very quiet and clean. There are many parks and playgrounds near my house, just a short walk away. There is also a school, a library, and a small grocery store.

My neighbours are friendly, and we often say hello to each other. On weekends, the neighbourhood is busier because many people go outside to enjoy the lovely weather. But on weekdays, it is peaceful and calm. In the afternoons, I like to ride my bicycle around the neighbourhood.

Sometimes, I visit the playground with my friends, and we play games. It’s a wonderful place to live!

Section 6: Speaking

➤ **Objectives:**

By the end of this section, students will be able to:

- Use suitable relative pronouns ("who," "which") to describe people, animals, and objects in pictures.
- Formulate sentences using relative pronouns to provide more information about the subject.
- Engage in dialogues using relative pronouns to describe pictures and people.

➤ **Instructional Techniques:**

- Display pictures of people, animals, and objects on the board or through slides.
- Model how to use relative pronouns by asking and answering questions about the pictures. For example:
- "Who is this?" "This is my teacher, who teaches us math."
- "What is this?" "This is a dog, which I see every morning."
- Provide clear explanations about when to use "who" (for people) and "which" (for animals and things).

➤ **Activity:**

- Have students take turns asking and answering questions describing the pictures using relative pronouns. For example:
Student A: "Who is this?"
Student B: "This is my friend, who loves football."

- Encourage students to ask each other questions about the pictures and provide detailed answers using the appropriate relative pronouns.
- Promote peer feedback to help students improve their speaking skills and build confidence in using relative pronouns in conversation.

Section 7: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write a descriptive paragraph using relative pronouns "who" and "which" to describe a family photo.
- Include details about each family member and special objects in the photo using relative pronouns.
- Demonstrate clarity and relevance in their descriptions.
- Attach a picture to complement the text in their descriptive writing.

➤ Instructional Techniques:

- Display an example descriptive paragraph on the board, focusing on the use of relative pronouns "who" (for people) and "which" (for things or animals).
- Explain how to describe family members and special objects in a photo, emphasising the use of relative pronouns to add detail.
- Provide guidance on how to organise a descriptive paragraph with a clear topic sentence, body sentences with relative pronouns, and a concluding sentence.

➤ Activity:

- Have students follow the model and write a descriptive paragraph about a family photo.
- In their paragraph, students should describe each family member using "who" and any special objects in the photo using "which."
- Encourage students to include a topic sentence, body sentences with relative pronouns, and a concluding sentence.
- Ask students to attach a picture they can describe, either a family photo or another meaningful image.
- Provide time for students to share their paragraphs with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ Activity:

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.

- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 19

Q. 1 I live in a (busy city).

Q. 2 "subway"

Q. 3 "towering"

Q. 4 "I called Tim, but I couldn't reach him."

Q. 5 "The car, which belongs to my uncle, is very fast."

Q. 6 "anchor"

Q. 7 "child"

Q. 8 This is my mother, who (cooks good food).

Q. 9 This is my pencil, which (I use to do my homework).

Q. 10 This is the gardener, who (takes care of our garden).

Unit Three

The Little Red Hen

Unit	Vocabulary	Grammar	Phonics	Skills
3 The Little Red Hen page 20	seeds, wheat, mill, flour, bake, refuse, task, lazy, sleepy, noisy	Present simple vs. present continuous <i>He plays football every Saturday.</i> <i>He is playing football right now.</i> Negative and questions <i>He doesn't play football every Saturday.</i> <i>Does he play football every Saturday? Yes, he does. No, he doesn't.</i> <i>He isn't playing football right now. Is he playing football right now? Yes, he is. No, he isn't.</i>	Simple present verb endings <i>/z/:</i> destroys, buys, sees, reads, hears <i>/s/:</i> splits, cooks, hits, paints, cuts <i>/iz/:</i> passes, fixes, brushes, catches, mixes	Reading: a story about the little red hen
				Listening: listening for details about farm animals
				Speaking: asking and answering questions about daily routine or current actions
				Writing: writing a fact file

General Outcomes

By the end of the unit, students should be able to:

- read and understand a story about a hard-working hen and identify the actions of each character and the lesson learned.
- use vocabulary related to work, food, and animals, such as 'wheat', 'mill', 'bake', 'help', and 'hen' in context.
- use the present simple and present continuous tenses in affirmative and negative statements to describe routines and actions happening now.
- form and answer questions using both the present simple and present continuous tenses correctly.
- identify and pronounce the third person singular verb endings /s/, /z/, and /iz/ in words like 'cooks', 'cries', and 'washes' through listening and sorting tasks.
- listen to short dialogues and identify whether actions describe routines or things happening now.
- ask and answer questions about daily activities and ongoing events using the correct present tense form.
- write a fact file or a short paragraph about an animal or a person using present simple and present continuous structures.

Unit Plan

Unit 3 - The Little Red Hen	WEEK 8	Lesson 1	Reading 1	p.20 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.20 (ex.3)	p.14 (ex.1)	
		Lesson 3	Reading 3	p.20	p.14 (ex.2)	
		Lesson 4	Vocabulary	p.21	p.15	
		Lesson 5	Grammar 1	p.22 (ex.1 + ex.2) p.23 (ex.3)		
	WEEK 9	Lesson 1	Grammar 2	p.23 (ex.4) p.24 (ex.5)		
		Lesson 2	Grammar 3		p.16 (ex.1)	
		Lesson 3	Grammar 4		p.16 (ex.2) p.17 (ex.3)	
		Lesson 4	Grammar 5		p.18 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.24		
	WEEK 10	Lesson 1	Phonics 2	Listening p.25 ex.1 for homework	p.18 (ex.1) p.19	
		Lesson 2	Listening	p.25 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.25		
		Lesson 4	Writing	p.26		
		Lesson 5	Board Game & Assessment	p.27		Unit 3 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise key elements and themes in the story about the little red hen and her friends.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Describe the main events in the story, focusing on the little red hen's actions and the lessons learnt.
- Answer and ask questions to recall details about the story.
- Reflect on the moral of the story and discuss personal experiences of working hard and sharing.

➤ Instructional Techniques:

- Engage students with a question: Start by asking, "Look at the pictures. What do you think the story is about?" This helps activate prior knowledge and encourages students to think about the roles of the characters in the story.
- Introduce the text: Discuss the title and prompt students to make predictions based on the images of the little red hen, the dog, the cat, and the duck. This sets the stage for exploring the story's themes of work, sharing, and consequences.
- Model fluent reading: Read the story aloud while students follow along, emphasising the little red hen's determination to do the work and her friends' refusal to help. Highlight how the characters' actions affect the outcome of the story.
- Break down the text: Reread key parts of the story. After each section, ask questions like, "Why do you think the little red hen did all the work by herself?" or "How did the other animals act when it was time to eat the bread?" These questions guide students to think critically about the characters and their behaviour.
- Focus on vocabulary: Highlight key terms like "plant," "wheat," "mill," "flour," and "bake." Explain these words in the context of the story, and practice pronunciation.
- Incorporate visuals: Show images from the story, such as the little red hen planting seeds, cutting wheat, and baking bread. Ask students to describe what they see and discuss the actions and emotions of the characters in each image.
- Encourage reflection: Ask students questions like, "What would you have done if you were the little red hen?" and "Do you think it was fair for the other animals to want the bread after doing no work?" Facilitate a discussion about the importance of hard work and sharing.

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections of the story to practice reading comprehension and focus on key details such as the actions of the little red hen and her friends.
- Read the story aloud together as a class. Encourage students to participate by reading specific sentences aloud with you, such as when the little red hen asks her friends for help. This promotes reading fluency and active engagement with the material.
- Ask comprehension questions based on the text. Ask questions like, "Where did the little red hen live?" and "Who refused to help the little red hen?" This helps assess their understanding and ability to recall details from the story.
- Direct students to their activity books to answer the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce understanding and writing skills.
- Use the story for more in-depth questioning. Ask reflective questions like, "What do you think the little red hen learnt from doing all the work herself?" or "Why didn't her friends help her?" This encourages students to think critically about the moral of the story and the characters' actions.

- Provide true/false exercises. Give statements such as, “The little red hen asked for help with every task” and “The dog, the cat, and the duck helped the little red hen with every task.” Ask students to write “T” for true or “F” for false based on the story. This checks their detailed understanding of the material.
- Encourage students to illustrate key points from the story. Depending on the lesson, ask students to illustrate moments like the little red hen planting seeds, cutting the wheat, or eating the bread alone. This adds a creative and visual component to the lesson, engaging different learning styles.

Answer Key

Activity Book, page 14

Q. 1.

- A. On a farm.
- B. The dog, the cat, and the duck.
- C. She did everything by herself.
- D. She asked her friends to help her cut the wheat, but they refused.
- E. She needed help taking the wheat to the mill to grind it into flour.
- F. She ate all the bread by herself.

Q. 2.

- A. T
- B. F
- C. T
- D. T

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use. For example, if the sentence talks about things to plant, they will likely need the word seeds.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.

- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 21

Q. 2.

A. crowded B. apartment C. farm D. stop sign E. subway
F. countryside G. city H. crosswalk I. towering J. tractor

Activity Book, page 15

Q. 1.

A. apartment B. crosswalk C. countryside D. stop sign E. towering

Q. 2.

1. apartment 2. crowded 3. subway 4. countryside 5. farm

Q. 3.

A. city B. subway C. farm D. tractor E. crowded

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Differentiate between present simple and present continuous tenses and apply them appropriately in context.
- Use present simple for regular, habitual actions or general facts, and present continuous for actions happening right now or in progress.
- Construct affirmative, negative, and question sentences in both present simple and present continuous tenses.
- Identify and correctly apply present simple keywords (always, usually, often, etc.) and present continuous keywords (now, right now, at the moment, etc.).
- Practice using both tenses in spoken and written forms to enhance communication and sentence structure.

➤ Instructional Techniques:

- Start by explaining the present simple tense by focusing on its use for regular, habitual actions or general facts. for example, in the sentence "he plays football every Saturday," explain that the action happens regularly. write similar examples on the board, like "i eat breakfast every day" or "they visit their grandparents every weekend."
- Explain the present continuous tense by focusing on its use for actions happening right now or in progress. for example, in the sentence "he is playing football right now," explain that the action is happening at this moment. write additional examples like "she is reading a book" or "they are studying for the test."
- Demonstrate the formation of affirmative sentences using both tenses. for present simple, show the subject + base verb (e.g., "he plays football"). for present continuous, show the subject + verb "to be" + -ing form of the verb (e.g., "he is playing football").
- Provide visual aids such as timelines or pictures showing actions in progress versus habitual actions. For example, show a picture of a football game happening right now and another of a weekly schedule with "He plays football every Saturday."
- Model how to form negative sentences. In present simple, explain that the structure is subject + do/does not (don't/doesn't) + base verb (e.g., "he doesn't play football every Saturday"). In present continuous, explain the structure as subject + am/is/are + not + verb-ing (e.g., "he isn't playing football right now").
- Model how to form questions. In present simple, ask questions by starting with "do" or "does," followed by the subject and the base verb (e.g., "does he play football every Saturday?"). In present continuous,

start with the verb “to be,” followed by the subject and the -ing form of the main verb (e.g., “is he playing football right now?”).

- Encourage students to practice forming affirmative, negative, and question sentences.
- Have students create their own sentences using both tenses, such as: present simple: “i always wake up early.” “she reads books every day.” present continuous: “they are eating dinner right now.” “he is studying for the test today.”
- Provide oral practice by asking students to form questions and answers using both tenses. For example, ask “Is he playing football right now?” and guide students to answer, “Yes, he is” or “No, he isn’t.” Similarly, ask “Does she play football every Saturday?” and guide answers like “Yes, she does” or “No, she doesn’t.”
- Use role-playing or pair work to have students practice using both tenses in conversation. For instance, one student could ask, “Do you play football every Saturday?” and the other might answer, “Yes, I do.” Then, the roles reverse: “Are you playing football right now?” “No, I’m not.”
- Provide written exercises where students need to change statements between tenses, like: “He plays football every Saturday.” → “He is playing football right now.”
- Reinforce understanding by reviewing key differences between the two tenses, using charts or diagrams to show when each tense is used (e.g., present simple for routine actions and present continuous for actions happening at the moment).

➤ **Activity:**

- Have students open their student books to page 23, Exercise 3. Guide them to circle the correct verb form for each sentence. Remind them to choose the present simple tense for regular or habitual actions, and the present continuous tense for actions happening right now or in progress. Example: They usually eat (usually eat / are usually eating) lunch at 12 p.m.
- Have students open their student books to page 23, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with the correct forms of verbs in either the present simple or present continuous. Emphasise that present simple is used for regular actions or general facts, while present continuous is used for actions happening right now or in progress. For example, “I usually go to the gym in the morning” (present simple) vs. “I am going to the gym right now” (present continuous).
- Have students open their activity books to page 16, Exercise 1. Instruct them to carefully read each sentence and fill in the blanks with the correct form of the verb, either in the present simple or present continuous. Remind students that the present simple is used for regular actions or general facts, while the present continuous is used for actions happening right now or in progress. Example: “I study every day” (present simple) vs. “I am studying right now” (present continuous).
- Have students open their activity books to page 16, Exercise 2. Instruct them to carefully read each sentence and circle the correct auxiliary verb (either “do,” “does,” “are,” or “is”) to complete the sentence. Remind students that “do” and “does” are used for present simple questions, while “am,” “is,” and “are” are used for present continuous questions. Example: “Do you wake up early?” (present simple) vs. “Are you waking up early?” (present continuous).
- Have students open their activity books to page 17, Exercise 3. Instruct them to rearrange the jumbled words to form correct sentences or questions using the present simple or present continuous. Remind them to pay attention to the correct verb form based on whether the action is a routine or happening right now. Example: “school / to / She / walks / every / day” > “She walks to school every day.”
- Have students open their activity books to page 18, Exercise 4. Guide them to find and correct the mistakes in each sentence, focusing on the correct use of the present simple or present continuous. Remind them to check for the correct verb form based on whether the action is a routine (present simple) or happening right now (present continuous). Example: “We are watch a movie right now.” > “We are watching a movie right now.”
- Have students open their activity books to page 28, Exercise 5. Instruct them to fill in the correct form of the verbs in each sentence, choosing between the present simple or present continuous. Remind students that the present simple is used for routines or regular actions, while the present continuous is

used for actions happening right now. Example: "Do you go to school every day?" (present simple) vs. "Is he eating lunch right now?" (present continuous). Encourage them to think about the context of each sentence to determine the correct verb form.

Answer Key

Student's Book, page 23

Q. 3.

A. usually eat B. am not watching C. always make D. sometimes forgets E. are still waiting
F. wakes up G. never go H. often take I. are currently working J. is studying

Q. 5.

1. Do 2. morning 3. am 4. don't 5. am 6. Are 7. am

Activity Book, pages 16-18

Q. 1.

A. doesn't visit B. am studying C. don't play D. is not cooking E. watch
F. are not reading G. go H. is not talking I. have J. are waiting

Q. 2.

A. Do B. Does C. Do D. Is E. Does F. Is G. Are H. Does I. Are J. Does

Q. 3.

A. She walks to school every day. B. We are eating dinner right now. C. They play football on Sundays.
D. Do you study on weekends? E. Is she reading a book right now?

Q. 4.

A. We are watching a movie right now. B. She helps her mum every Saturday.
C. They travel to New York every summer. D. Does she work in an office every day?

E. Are we having a class right now?

Q. 5.

A. Do/go B. Is/eating C. does/wake up D. Do/play E. are/studying

Section 4: Phonics

➤ Objectives:

By the end of this section, students will be able to:

- Identify and read words with the "s" ending, focusing on the different pronunciations: /z/, /s/, and /ɪz/.
- Recognise the pronunciation differences of the "s" ending in various word contexts.
- Provide examples of words with the "s" ending, paying attention to their pronunciation.
- Pronounce words correctly by categorizing the "s" ending as /z/, /s/, or /ɪz/.
- Write and use words with the "s" ending in simple sentences.

➤ Instructional Techniques:

- Engage students by asking a question to start the lesson, such as: "Can you think of words with the 's' sound at the end, like buys, paints, or fixes?"
- Introduce the "s" ending: Explain that when words end in "s," the pronunciation can vary depending on the final sound of the word. The "s" ending can be pronounced in three ways:
/z/ (e.g., destroys, buys, sees)
/s/ (e.g., splits, cooks, hits)
/ɪz/ (e.g., passes, fixes, catches)
- Provide examples of words with the "s" ending, focusing on how the pronunciation changes based on the final sound of the word:
/z/: destroys, buys, sees, reads, hears
/s/: splits, cooks, hits, paints, cuts
/ɪz/: passes, fixes, brushes, catches, mixes
- Have students repeat each word aloud, focusing on the different sounds of the "s" ending. Encourage students to listen carefully and differentiate between the /z/, /s/, and /ɪz/ sounds.
- Have students sort the words from the list into three categories based on the pronunciation of the "s" ending (/z/, /s/, /ɪz/).
- Interactive activities: Play games where students listen to words and identify the correct pronunciation of the "s" ending (e.g., matching words to their pronunciation category).
- Encourage students to think of more words that end in "s" and use them in sentences, focusing on the correct pronunciation of the "s" ending.

➤ **Activity:**

- Before starting the activities, review the words with the "s" ending learnt in the lesson. Focus specifically on the three different pronunciations: /z/, /s/, and /ɪz/. Emphasise how these pronunciations can change the sound and context of the words. Reinforce students' understanding by having them practice pronouncing these words correctly.
- Have students open their activity books to page 18, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 19, Exercise 2. Ask them to circle the correct answers, using the pictures in their student books as a reference.
- Have students open their activity books to page 19, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 18 - 19

Q. 1.

A. cuts B. hears C. paints D. reads

Q. 2

A. fixes B. hits C. hears D. brushes E. cuts F. reads

Q. 3

A. mixes B. cuts C. hears D. catches E. paints F. reads G. brushes H. hits I. sees J. fixes

Section 5: Listening

➤ **Objectives:**

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short informational text about different farm animals. Ask them to look carefully at the special characteristics and abilities of each animal. Encourage them to think about questions like "What makes goats and sheep different from other animals?" and "What special feature helps ducks stay dry?" This will help them focus and understand the video before they complete the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 25 and listen carefully to the recording. Instruct them to circle the correct answer next to each statement based on what they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 25

Q. 2.

A. F B. F C. T D. F E. F F. T G. T H. T

Transcript

Facts About Farm Animals

Goats and sheep have a hard palate instead of teeth on their upper jaw, helping them grind food. Goats are excellent companions to other farm animals. Some breeds of hens can lay coloured eggs. Sheep make a bleating sound, and lambs can identify their mothers by it. Goats were the first animals domesticated and are very clean, avoiding contaminated food. Cows can recognise their names and have a memory of about three years. Ducks have waterproof feathers due to an oil-producing gland near their tails.

Section 6: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use the present simple and present continuous tenses to describe their daily routines and current actions.
- Formulate questions and answers using the appropriate tense, based on what they usually do or what they are doing right now.
- Engage in dialogues to describe their routines and current activities.

➤ Instructional Techniques:

- Display images or write a list of common daily activities on the board (e.g., go to the park, play video games, read a book, etc.).
- Model how to ask and answer questions about routines and current actions using the present simple and present continuous tenses. For example:
- "What do you usually do after school?" "I usually do my homework."
- "What are you doing right now?" "I am writing answers for my homework."
- Provide explanations of when to use the present simple (for routines) and present continuous (for actions happening right now).

➤ Activity:

- Have students take turns asking and answering questions about their daily routines and current actions. For example:
Student A: "What do you usually do after school?"
Student B: "I usually go to the park."
Student A: "What are you doing right now?"
Student B: "I am talking on the phone."
- Encourage students to ask each other questions and provide detailed answers using the correct tense, either the present simple or present continuous, depending on whether they are describing a routine or a current action.
- Promote peer feedback to help students improve their speaking skills and build confidence in using both tenses in conversation.

Section 7: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write a fact file about their daily routine and current actions that includes the student's name, country, age, daily routine, and current actions.
- Use simple present to describe the daily routine and present continuous to describe current actions.
- Demonstrate clarity and relevance in their descriptions.
- Enhance their written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display an example fact file on the board, highlighting its parts: student's name, country, age, daily routine, and current actions.
- Explain how to use simple present to describe the daily routine and present continuous to describe current actions.

➤ **Activity:**

- Have students follow the model and write a fact file about themselves, including sections for the student's name, country, age, daily routine, and current actions.
- Encourage students to use clear sentences with simple present and present continuous to convey information about their daily routine and current actions.
- Allow time for students to illustrate their fact files with drawings that enhance their descriptions.
- Provide an opportunity for students to share their fact files with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 27

- Q. 1 Hard work should be rewarded, and those who don't help don't deserve the benefits.
Q. 2 "task"
Q. 3 "bake"
Q. 4 "She wakes up (wakes up) early every day."
Q. 5 "He is eating (eat) at the moment."
Q. 6 "reads"
Q. 7 "cuts"
Q. 8 I usually (read a book).
Q. 9 I usually (watch TV).
Q. 10 I am (talking on the phone).

Unit Four

In My Neighbourhood

Unit	Vocabulary	Grammar	Phonics	Skills
4 In My Neighbourhood page 28	delicious, community, grocery store, bakery, barbershop, stationery, mosque, hospital, police station, fascinating	Adverbs of manner <i>She sings well.</i> <i>He quickly solved the puzzle.</i> <i>He solved the problem quickly.</i> Possessive adjectives vs. possessive pronouns <i>This is my book.</i> <i>This book is mine.</i>	Soft c and hard c Soft /c/: city, centre, cereal, circle, cell, cycle, face, ice, mice, rice Hard /c/: cat, cake, coat, cup, clown, clock, candle, candy, car, cold	Reading: a text about places in the neighbourhood
				Listening: listening for details about Sam's walk through the neighbourhood
				Speaking: asking and answering questions about pictures
				Writing: writing a descriptive paragraph

General Outcomes

By the end of the unit, students should be able to:

- read and understand a short text about a neighbourhood and answer comprehension questions based on the details mentioned.
- identify and use vocabulary related to places and services in a neighbourhood, such as 'bakery,' 'mosque,' 'grocery store,' and 'police station.'
- use adverbs of manner accurately to describe how actions are done in different situations.
- distinguish between possessive adjectives and possessive pronouns and apply them correctly in context.
- differentiate and pronounce words with soft and hard /c/ sounds through phonics-based tasks.
- listen to a short description of a walk through the neighbourhood and answer detailed questions to demonstrate understanding.
- ask and answer simple questions about pictures related to the local area using descriptive vocabulary.
- write a short descriptive paragraph about places in the neighbourhood using correct possessives and descriptive language.

Unit Plan

Unit 4 - In My Neighbourhood	WEEK 11	Lesson 1	Reading 1	p.28 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.28 (ex.3)	p.20 (ex.1)	
		Lesson 3	Reading 3	p.28	p.20 (ex.2)	
		Lesson 4	Vocabulary	p.29	p.21	
		Lesson 5	Grammar 1	p.29 (ex.1) p.30 (ex.2)		
	WEEK 12	Lesson 1	Grammar 2	p.30 (ex.3)	p.22 (ex.1)	
		Lesson 2	Grammar 3	p.31 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.22 (ex.2) p.23 (ex.3)	
		Lesson 4	Grammar 5		p.24 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.32		
	WEEK 13	Lesson 1	Phonics 2	Listening p.33 ex.1 for homework	p.24 (ex.1) p.25	
		Lesson 2	Listening	p.33 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.33		
		Lesson 4	Writing	p.34		
		Lesson 5	Board Game & Assessment	p.35		Unit 4 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise key elements and themes related to neighbourhoods and community life.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Describe the main features of a neighbourhood, including important places and their functions.
- Answer and ask questions to recall details about their neighbourhood.
- Reflect on the importance of community spaces and how they contribute to a safe and enjoyable environment.

➤ Instructional Techniques:

- Engage students with a question: Start by asking, "Look at the pictures. What do you think this text is about?" This encourages students to think about the concept of neighbourhoods and the role of different places within it.
- Introduce the text: Discuss the title and prompt students to make predictions about what a neighbourhood includes. Ask questions like, "What do you think is important in a neighbourhood?" This sets the stage for exploring the various places and activities in the neighbourhood, like the grocery store, park, and school.
- Model fluent reading: Read the text aloud while students follow along. Emphasise the different places in the neighbourhood (e.g., the grocery store, bakery, school, etc.). Highlight the connection between places and daily activities, showing how these locations make the neighbourhood a lively and welcoming place.
- Break down the text: Reread key sections of the text. After each section, ask questions like, "Why is the grocery store important in the neighbourhood?" or "How does the park contribute to the community?" These questions guide students to think critically about the role of each place in the neighbourhood.
- Focus on vocabulary: Highlight key terms such as "grocery store," "bakery," "barbershop," "sports centre," and "police station." Explain these words in the context of the neighbourhood, and practice pronunciation.
- Incorporate visuals: Show images of neighbourhood places (e.g., a park, a school, a mosque). Ask students to describe the features of these places and discuss how they are used in the community. Encourage students to imagine themselves in these places.
- Encourage reflection: Ask students questions like, "What is your favourite place in your neighbourhood?" and "Why is it important to keep our neighbourhood clean and safe?" Facilitate a discussion about the role of different spaces in the community and how each person contributes to a better neighbourhood.

➤ Activity:

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details such as the description of the neighbourhood and the different places mentioned, like the grocery store, bakery, and park.
- Read the passage aloud together as a class. Encourage students to participate by reading specific sentences aloud, such as when the speaker describes different places in the neighbourhood. This promotes reading fluency and active engagement with the material.
- Ask comprehension questions based on the text. Ask questions like, "Where is the neighbourhood described in the passage?" "What are some of the fascinating places mentioned in the neighbourhood?" This helps assess their understanding and ability to recall details from the text.
- Direct students to their activity books to answer the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books. This reinforces understanding and writing skills.
- Use the text for more in-depth questioning. Ask reflective questions like, "What makes your neighbourhood a great place to live in?" "What would you add to your neighbourhood to make it

better?" This encourages students to think critically about the importance of their surroundings and community.

- Provide true/false exercises. Give statements such as, "The neighbourhood has only houses and streets." and "The mosque is a place where people go to pray." Ask students to write "T" for true or "F" for false based on the text. This checks their detailed understanding of the material.
- Encourage students to illustrate key points from the text. For example, they could draw the grocery store, bakery, park, or sports centre in the neighbourhood. This visual activity helps students connect with the material creatively and engages different learning styles.

Answer Key

Activity Book, page 20

Q. 1.

A. The neighbourhood is a community where people live, work, and enjoy their daily activities.

B. Some fascinating places include houses, buildings, grocery store, bakery, barbershop, bookshop, mosque, park, sports centre, hospital, and police station.

C. At the grocery store, you can buy fresh products, snacks, and other essentials.

D. The bakery is known for the delicious smell of freshly baked bread.

E. At the park, I can play football, swing, or ride the seesaw.

F. The sports centre offers a space for fitness activities, where you can practise karate and other sports.

Q. 2.

A. F B. T C. T D. F

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.

- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 29

Q. 2.

A. delicious B. grocery store C. barbershop D. community E. mosque
F. bakery G. stationery H. hospital I. fascinating J. police station

Activity Book, page 21

Q. 1.

A. delicious B. community C. grocery store D. police station E. fascinating

Q. 2.

1. bakery 2. fascinating 3. delicious 4. grocery 5. stationery 6. mosque

Q. 3.

A. bakery B. barbershop C. stationery D. mosque E. hospital

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Understand the role of adverbs of manner in describing how an action is performed.
- Use adverbs of manner appropriately in sentences, following the structure of verb + adverb (e.g., "She sings beautifully").
- Identify the difference between adjectives and adverbs, focusing on how adverbs modify verbs, adjectives, and other adverbs.
- Recognise and correctly apply possessive adjectives (my, your, his, her, its, our, their) and possessive pronouns (mine, yours, his, hers, ours, theirs) in context.
- Practice using adverbs of manner and possessive adjectives/pronouns in both spoken and written forms to improve sentence structure and communication.

➤ Instructional Techniques:

- Start by explaining adverbs of manner, focusing on how they describe how an action is performed. For example, in the sentence "He plays football well," explain that the adverb "well" describes how he plays football. Write similar examples on the board, like "She sings beautifully" or "They run fast."
- Explain the formation of adverbs of manner. Most adverbs of manner are formed by adding -ly to adjectives, such as "quick" becoming "quickly" or "careful" becoming "carefully." Highlight irregular adverbs that do not follow this rule, such as "good" becoming "well" and "hard" remaining "hard."
- Demonstrate the position of adverbs in sentences: After the verb (e.g., "She sings well"), before the verb (e.g., "He quickly solved the puzzle"), or at the end of the sentence (e.g., "He solved the problem quickly").
- Provide examples to show the difference between adjectives and adverbs. For example, "Sara is quick" (adjective) and "Sara runs quickly" (adverb).
- Explain possessive adjectives, which show ownership, and demonstrate how they are used in sentences. For example, "This is my book" and "These are their shoes."
- Explain possessive pronouns, which also show ownership but replace the noun. For example, "This book is mine" and "The keys are hers."
- Model the use of possessive adjectives and possessive pronouns with examples like: "This is your jacket" (possessive adjective) and "The jacket is yours" (possessive pronoun).

- Encourage students to practice forming sentences using both adverbs of manner and possessive adjectives and pronouns. For example, "He sings loudly," "She drives carefully," "This is my pen," and "The car is ours."
- Provide oral practice by asking students to form questions and answers using adverbs of manner and possessive adjectives or pronouns. For example, "Does he sing loudly?" and "Is this your book?"
- Use role-playing or pair work to have students practice using both adverbs of manner and possessive adjectives or pronouns in conversation. For instance, one student could ask, "Does she run fast?" and the other might answer, "Yes, she does." Then, reverse the roles: "Is this your pencil?" "No, it's mine."
- Provide written exercises where students need to change sentences between possessive adjectives and possessive pronouns, like: "This is my book" → "This book is mine."
- Reinforce understanding by reviewing key differences between adverbs of manner and possessive adjectives and pronouns, using charts or diagrams to show how adverbs describe actions and possessives indicate ownership.

➤ **Activity:**

- Have students open their student books to page 30, Exercise 3. Guide them to circle the correct adverb form for each sentence. Remind them to use adverbs of manner to describe how actions are performed. Example: "Jack is running (quick / quickly) down the street." Make sure they choose the correct form of the adverb based on the action in the sentence.
- Have students open their student books to page 31, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with the correct possessive adjectives or possessive pronouns. Remind them that possessive adjectives are used to show ownership before a noun (e.g., "my book"), while possessive pronouns replace the noun and show ownership (e.g., "It's mine"). Example: "Is this your book?" vs. "Yes, it's mine."
- Have students open their activity books to page 22, Exercise 1. Guide them to circle the correct adverb form for each sentence. Remind them to use adverbs of manner to describe how actions are performed. Example: "Jack is running (quick / quickly) down the street." Make sure they choose the correct form of the adverb based on the action in the sentence.
- Have students open their activity books to page 22, Exercise 2. Instruct them to complete the sentences by filling in the blanks with the correct form of possessive adjectives or possessive pronouns. Remind students that possessive adjectives are used before nouns (e.g., "my book") to show ownership, while possessive pronouns replace the noun and show ownership (e.g., "It's mine"). Example: "This is my book" (possessive adjective) vs. "This book is mine" (possessive pronoun).
- Have students open their activity books to page 23, Exercise 3. Instruct them to rearrange the jumbled words to form correct sentences or questions. Remind them to pay attention to the correct verb form based on whether the action is a routine (present simple) or happening right now (present continuous). Example: "She / walks / to / school / every / day" > "She walks to school every day."
- Have students open their activity books to page 24, Exercise 4. Guide them to find and correct the mistakes in each sentence, focusing on the correct use of possessive adjectives or possessive pronouns. Remind them to check for the correct word form based on the context of possession. Example: "We like theirs house." > "We like their house."
- Have students open their activity books to page 24, Exercise 5. Instruct them to rewrite the sentences using the correct possessive pronouns. Remind them that possessive pronouns replace possessive adjectives and show ownership. For example: "This is my book." > "This book is mine." Emphasise that the possessive pronouns are mine, yours, his, hers, ours, and theirs.

Answer Key**Student's Book, pages 30-31**

Q. 3.

A. quick B. loudly C. softly D. carefully E. late F. well G. hard H. early I. right J. kind

Q. 5.

1. your 2. mine 3. My 4. yours 5. mine 6. his 7. my 8. our 9. ours 10. our

Activity Book, pages 22-24

Q. 1.

A. delicious B. fast C. kind D. beautifully E. tired
F. sweetly G. neat H. hard I. boring J. patiently

Q. 2.

A. my B. yours C. Our D. hers E. their F. mine G. your H. ours I. Her J. theirs

Q. 3.

A. She sings beautifully. B. This notebook is mine.
C. He runs quickly in the race. D. Is that pencil yours?
E. They answered the questions correctly. F. This is my jacket.

Q. 4.

A. The teacher spoke calmly during the lesson. B. The children played happily in the park.
C. The car over there is theirs. D. She worked hard on the project.
E. We like their house.

Q. 5.

B. That pencil is yours. C. The big house is ours. D. That new car is hers.

Section 4: Phonics**➤ Objectives:****By the end of this section, students will be able to:**

- Identify and read words containing the /c/ sound.
- Recognise the differences in pronunciation of the /c/ sound in various word contexts.
- Provide examples of words with the /c/ sound, focusing on their pronunciation and meaning.
- Write simple words with the /c/ sound from memory.
- Expand vocabulary through phonics activities centred around words with the /c/ sound.

➤ Instructional Techniques:

- Engage students by asking a question to start the lesson, such as, "Can you think of words that contain the sound /k/, like 'cat' or 'cup'?"
- Introduce the /c/ sound, explaining that it is a single sound made by the letter 'c' and can be heard at the beginning, middle, or end of words. In English, the /c/ sound is often pronounced as a hard /k/ sound (as in "cat") or as a soft /s/ sound (as in "city"), depending on the word's context.
- Provide clear examples of words with the /c/ sound:
 - Soft /c/: city, centre, cereal, circle, cell, cycle, face, ice, mice, rice
 - Hard /c/: coat, clown, clock, candy, car, cold, cat, cake, cup, candle
- Encourage students to listen carefully and repeat each word to practice the /c/ sound, paying attention to how it changes in different words.
- Reinforce understanding by having students practice reading the words aloud. Emphasise the /c/ sound in each word, especially noting when it is pronounced as a hard /k/ sound and when it is pronounced as a soft /s/ sound.
- Use categorization: Have students sort words into two categories based on the pronunciation of the /c/ sound.
- Incorporate interactive games: Play games where students listen to words and identify if the /c/ sound is hard or soft, reinforcing the concept of pronunciation variation.
- Expand vocabulary: Encourage students to come up with more words that contain the /c/ sound and use them in simple sentences.

➤ Activity:

- Before starting the activities, review the words with the /c/ sound learnt in the lesson. Focus specifically on how the /c/ sound is pronounced in different words and how it influences the meaning of the words. Reinforce students' understanding by having them practice pronouncing these words correctly.

- Have students open their activity books to page 24, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 25, Exercise 2. Ask them to circle the correct answers, using the pictures in their student books as a reference.
- Have students open their activity books to page 25, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 24-25

Q. 1.

A. candle B. ice C. face D. candy

Q. 2

A. circle B. clown C. ice D. candle E. cereal F. car

Q. 3

A. cold B. rice C. car D. mice E. candy F. ice G. candle H. face I. clock J. cycle

Section 5: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Sam and his walk through his neighbourhood. Ask them to look carefully at the places he passes and the people he sees. Encourage them to think about questions like "What places does Sam pass on his way to school?" and "What does he often do in the afternoon?" This will help them focus and understand the video before they complete the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 33, Exercise 2, and listen carefully to the recording. Instruct them to write T (true) or F (false) next to each statement based on what they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 33

Q. 2

A. T B. T C. F D. F E. T F. F G. T H. F

Transcript

A Walk Through My Neighbourhood

Hey! I am Sam. Every morning, I walk to school in my neighbourhood. On the way, I pass by a big, green park that is always busy with people jogging, playing sports, or walking their dogs. Near the park, there's a bench under the trees where Mrs Johnson sits and watches the flowers. At the end of the street, there is a bus stop, and many people wait for the bus to go to work or school. There is also a grocery store next to the library, making it convenient for people to buy what they need. My house is close to the park, so I often take a short walk there in the afternoon. At the corner of the street, there is a post office where people send letters and packages. My neighbourhood is peaceful, and I appreciate all the familiar places and faces I see every day.

Section 6: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Identify and use adverbs of manner to describe actions.
- Formulate questions and answers about actions using adverbs of manner.
- Engage in dialogues to describe how actions are performed using proper sentence structures.

➤ Instructional Techniques:

- Display images or write a list of common actions on the board (e.g., explain the lesson, sing a song, etc.).
- Model how to ask and answer questions about actions using adverbs of manner. For example:
 - "How does your friend run?" "My friend runs quickly."
 - "How do you do your homework?" "I do my homework carefully."
- Provide explanations of how adverbs of manner describe the way actions are performed, often ending in -ly (e.g., quickly, neatly, carefully).

➤ Activity:

- Have students take turns asking and answering questions about actions using adverbs of manner. For example:
 - Student A: "How does she sing?"
 - Student B: "She sings beautifully."
 - Student A: "How does she explain the lesson?"
 - Student B: "She explains the lesson clearly."
- Encourage students to include adverbs of manner in their answers to provide detailed descriptions.
- Promote peer feedback to help students refine their speaking skills and build confidence in using adverbs of manner in conversation.

Section 7: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write a descriptive paragraph about their daily routine using at least five adverbs of manner.
- Include details about how they perform daily activities with appropriate adverbs of manner.
- Demonstrate clarity and coherence in their descriptions.
- Share their writing with peers to gain feedback and improve their descriptive skills.

➤ Instructional Techniques:

- Display a model descriptive paragraph on the board, focusing on the use of adverbs of manner to describe actions in a daily routine.
- Explain the role of adverbs of manner in adding detail to a paragraph, showing how they describe the way an action is performed (e.g., quickly, calmly, carefully).
- Provide guidance on organizing a descriptive paragraph with a clear topic sentence, body sentences with adverbs of manner, and a concluding sentence.

➤ Activity:

- Have students follow the model and write a descriptive paragraph about their daily routine, including at least five adverbs of manner.
- In their paragraph, students should describe how they perform various activities, such as waking up, eating, studying, or relaxing, using adverbs like neatly, attentively, slowly, happily, and hurriedly.
- Encourage students to include a topic sentence, body sentences that describe activities with adverbs of manner, and a concluding sentence.
- Ask students to attach a picture for themselves.

- Provide time for students to share their paragraphs with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ Activity:

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 35

- Q. 1 My favourite place in my neighbourhood is the (grocery store).
- Q. 2 "barbershop"
- Q. 3 "stationery"
- Q. 4 "She sings loudly (loud)."
- Q. 5 "That car is hers (she)."
- Q. 6 "rice"
- Q. 7 "candy"
- Q. 8 My sister walks (quickly).
- Q. 9 She explains it (clearly).
- Q. 10 I sing (badly).

Unit Five

The Gingerbread Man

Unit	Vocabulary	Grammar	Phonics	Skills
5 The Gingerbread Man page 36	cottage, chilly, roll out, decorate, raisins, dash, clever, hesitate, sly, flick	Comparative adjectives <i>tall > taller</i> <i>big > bigger</i> <i>easy > easier</i> <i>beautiful > more beautiful</i> Superlative adjectives <i>tall > tallest</i> <i>big > biggest</i> <i>easy > easiest</i> <i>beautiful > most beautiful</i>	Soft g and hard g Soft lg/: <i>giant, giraffe, gem, gym, ginger, magic, edge, bridge, judge, large</i> Hard lg/: <i>goat, game, gun, gap, garden, gold, gate, glass, glue, gas</i>	Reading: a story about the gingerbread man
				Listening: listening for details about gingerbread
				Speaking: asking and answering questions about classmates
				Writing: writing an informal letter

General Outcomes

By the end of the unit, students should be able to:

- read and understand a traditional story and identify the characters, events, and the moral of the story.
- use vocabulary related to baking, movement, and personality, such as 'decorate', 'dash', 'clever', and 'flick' in context.
- form and use comparative adjectives to compare two things and superlative adjectives to describe the highest degree.
- apply the correct structure of regular and irregular adjectives when using comparative and superlative forms.
- identify and pronounce the soft and hard /g/ sounds in words such as 'giant', 'ginger', 'goat', and 'game' through sorting and pronunciation tasks.
- listen for details in a short text related to gingerbread and sequence key actions.
- ask and answer personal questions and class survey questions using comparative and superlative forms correctly.
- write an informal letter using descriptive language and comparison structures based on a model.

Unit Plan

Unit 5 - The Gingerbread Man	WEEK 14	Lesson 1	Reading 1	p.36 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.36 (ex.3)	p.26 (ex.1)	
		Lesson 3	Reading 3	p.36	p.26 (ex.2)	
		Lesson 4	Vocabulary	p.37	p.27	
		Lesson 5	Grammar 1	p.38 (ex.1 + ex.2)	p.39 (ex.3)	
	WEEK 15	Lesson 1	Grammar 2	p.39 (ex.4) p. 40 (ex.5)		
		Lesson 2	Grammar 3		p.28 (ex.1)	
		Lesson 3	Grammar 4		p.28 (ex.2) p.29 (ex.3)	
		Lesson 4	Grammar 5		p.30 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.40		
	WEEK 16	Lesson 1	Phonics 2	Listening p.41 ex.1 for homework	p.30 (ex.1) p.31	
		Lesson 2	Listening	p.41 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.41		
		Lesson 4	Writing	p.42		
		Lesson 5	Board Game & Assessment	p.43		Unit 5 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise key elements and themes of the story The Gingerbread Man.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Retell the story using comparative and superlative adjectives to describe characters and events.
- Answer and ask questions to recall details about the characters and their actions.
- Reflect on the moral of the story and discuss lessons about trust and cleverness.

➤ Instructional Techniques:

- Engage students with a question: Start by asking, “Look at the pictures. What do you think this story is about?” This encourages students to think about the characters, such as the gingerbread man and the fox, and predict what might happen.
- Introduce the text: Discuss the title The Gingerbread Man and prompt students to make predictions about the story. Ask questions like, “What do you think will happen to the gingerbread man?” This sets the stage for exploring the plot and the moral lesson.
- Model fluent reading: Read the story aloud while students follow along. Emphasise descriptive parts like “faster than the couple” and “the cleverest fox.” Highlight how these adjectives describe the characters’ actions and traits.
- Break down the text: Reread key sections of the story. After each section, ask questions such as: “Who was faster: the gingerbread man or the couple?” “Why was the fox the cleverest character?” These questions guide students to analyze the characters and events.
- Focus on vocabulary: Highlight key comparative and superlative adjectives in the story, such as faster, heaviest, cleverer, fastest, cleverest. Explain their meanings and usage in the context of the story, and practice pronunciation.
- Incorporate visuals: Show pictures of the gingerbread man, the couple, the animals, and the fox. Ask students to describe these characters using comparative and superlative adjectives (e.g., “The gingerbread man was faster than the horse.”). Encourage students to visualize the story and describe it in their own words.
- Encourage reflection: Ask students questions like, “What lesson do you learn from this story?” and “Why should the gingerbread man have been more careful?” Facilitate a discussion about trust and cleverness, emphasising the moral of the story.

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details such as where the elderly couple lived, how the gingerbread man was decorated, and what happened at the river.
- Read the passage aloud together as a class. Encourage students to participate by reading specific sentences aloud, such as when the gingerbread man shouts, “Run, run as fast as you can! You can’t catch me; I’m the gingerbread man!” This promotes reading fluency and active engagement with the material.
- Ask comprehension questions based on the story. Ask questions like, “Where did the elderly couple live in the story?” “What did the old woman use to decorate the gingerbread man?” This helps assess their understanding and ability to recall details from the story.
- Direct students to their activity books to answer the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books. This reinforces understanding and writing skills.
- Use the story for more in-depth questioning. Ask reflective questions like, “Why do you think the gingerbread man trusted the fox?” “What lesson do you learn from the story?” This encourages students to think critically about the importance of their surroundings and community.

- Provide true/false exercises. Give statements such as, “The old woman baked a gingerbread man that came to life.” and “The gingerbread man jumped into the river and swam away.” Ask students to write “T” for true or “F” for false based on the story. This checks their detailed understanding of the material.
- Encourage students to illustrate key points from the story. For example, they could draw the gingerbread man running away from the cottage, the animals chasing him, or the fox carrying him across the river. This visual activity helps students connect with the material creatively and engages different learning styles.

Answer Key

Activity Book, page 26

Q. 1.

- A. The elderly couple lived in a small cottage by the river.
- B. The old woman decorated the gingerbread man by using raisins as eyes, a cinnamon sweet as a mouth, and chocolate chips as buttons.
- C. The gingerbread man shouted, “Don’t eat me!” as he ran away.
- D. When the gingerbread man reached the river, he hesitated because he didn’t know how to swim.
- E. The fox tricked the gingerbread man by first asking him to jump on his tail, then on his back, and finally on his nose.
- F. The gingerbread man was flicked into the air by the fox and eaten in one quick bite.

Q. 2.

- A. T
- B. F
- C. T
- D. F

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.

- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 37

Q. 2.

A. chilly B. roll out C. dash D. cottage E. decorate
F. sly G. hesitate H. raisins I. flick J. clever

Activity Book, page 27

Q. 1.

A. cottage B. roll out C. decorate D. hesitate E. flick

Q. 2.

1. cottage 2. chilly 3. roll out 4. raisins 5. clever

Q. 3.

A. chilly B. raisins C. dash D. clever E. sly

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Understand the role of comparative and superlative adjectives in comparing two or more things.
- Use comparative adjectives appropriately in sentences, following the structure of adjective + -er or more + adjective (e.g., "John is taller than Tim" or "This painting is more beautiful than that one").
- Use superlative adjectives appropriately in sentences, following the structure of the + adjective + -est or most + adjective (e.g., "This is the tallest building in the city" or "This is the most beautiful painting").
- Recognise the differences between comparative and superlative adjectives, focusing on how comparatives compare two things and superlatives compare three or more things.
- Identify the irregular forms of comparative and superlative adjectives, such as "good" becoming "better" and "best," and "bad" becoming "worse" and "worst."
- Practice using comparative and superlative adjectives in both spoken and written forms to improve sentence structure and communication.

➤ Instructional Techniques:

- Start by explaining comparative adjectives, focusing on how they are used to compare two things. For example, in the sentence "John is taller than Tim," explain that "taller" is used to compare John and Tim. Write similar examples on the board, like "This shirt is bigger than that one" or "This painting is more beautiful than the other."
- Explain the formation of comparative adjectives. For one-syllable adjectives, add -er (e.g., "tall" becomes "taller"), and for two-syllable adjectives ending in -y, change the -y to -ier (e.g., "happy" becomes "happier"). For adjectives with more than two syllables, use more before the adjective (e.g., "beautiful" becomes "more beautiful").
- Introduce superlative adjectives, focusing on how they compare three or more things. For example, in the sentence "This is the tallest building in the city," explain that "the tallest" is used to show that this building is the tallest among all others. Write similar examples on the board, like "This is the most beautiful painting in the gallery" or "This is the biggest apple in the basket."
- Explain the formation of superlative adjectives. For one-syllable adjectives, add -est (e.g., "big" becomes "biggest"), and for two-syllable adjectives ending in -y, change the -y to -iest (e.g., "easy" becomes "easiest"). For adjectives with more than two syllables, use most before the adjective (e.g., "interesting" becomes "most interesting").

- Provide examples of irregular superlative forms, such as “good” becoming “best,” “bad” becoming “worst,” and “far” becoming “farthest.”
- Model the use of comparative and superlative adjectives with examples like: “This book is better than that one” (comparative) and “This book is the best one in the collection” (superlative).
- Encourage students to practice forming sentences using comparative and superlative adjectives. For example, “John is taller than Tim,” “This is the most exciting movie,” “This building is the tallest,” and “This painting is the most beautiful.”
- Provide oral practice by asking students to form questions and answers using comparative and superlative adjectives. For example, “Which one is bigger, this or that?” and “Which building is the tallest?”
- Use role-playing or pair work to have students practice using comparative and superlative adjectives in conversation. For instance, one student could ask, “Which is bigger, the car or the bus?” and the other might answer, “The bus is bigger.” Then, reverse the roles: “Which is the best movie of all?” “The one we saw last week is the best.”
- Provide written exercises where students need to change sentences to include comparative or superlative forms. For example, change “This apple is big” to “This apple is bigger than the others” or “This apple is the biggest one.”
- Reinforce understanding by reviewing key differences between comparative and superlative adjectives, using charts or diagrams to show how comparatives compare two things and superlatives compare three or more things.

➤ **Activity:**

- Have students open their student books to page 39, Exercise 3. Guide them to circle the correct adjective form for each sentence. Remind them to use comparative adjectives to compare two things. Example: “My book is (larger / large) than your book.” Make sure they choose the correct form of the adjective based on the comparison in the sentence.
- Have students open their student books to page 40, Exercise 5. Guide them to circle the correct superlative adjective form for each sentence. Remind them to use superlative adjectives to compare one thing to all others in a group. Example: “She is the (smartest / smart) student in the class.” Make sure they choose the correct form of the adjective based on the comparison in the sentence.
- Have students open their activity books to page 28, Exercise 1. Guide them to circle the correct form of the adjective for each sentence. Remind them to use the correct form of the adjective for comparisons (comparative or superlative) based on the sentence context. Example: “This is the (taller / tallest) building in the city.” Make sure they choose the correct adjective form based on whether the sentence is comparing two things or one thing to a group.
- Have students open their activity books to page 28, Exercise 2. Guide them to complete the sentences with the correct form of the adjectives. Remind them to use the correct comparative or superlative form based on the context of the sentence. Example: “This movie is (more interesting / interesting) than the last one.” Make sure they choose the correct adjective form based on whether the sentence compares two things or one thing to a group.
- Have students open their activity books to page 29, Exercise 3. Instruct them to rearrange the jumbled words to form correct sentences or questions. Remind them to pay attention to the correct word order, particularly when forming sentences with comparative or superlative adjectives. Example: “His / car / faster / is / than / mine” > “His car is faster than mine.”
- Have students open their activity books to page 30, Exercise 4. Guide them to find and correct the mistakes in each sentence, focusing on the correct use of comparative or superlative forms. Remind them to check for the proper word form, especially when comparing or describing the highest or lowest degree. Example: “The exam was more easier than I expected.” > “The exam was easier than I expected.”
- Have students open their activity books to page 30, Exercise 5. Instruct them to rewrite the sentences using comparative or superlative adjectives. Remind them to compare the items in the sentences and use the appropriate adjective form (comparative or superlative) based on the comparison. Example: “This

dog is big." > "This dog is bigger than my dog." Emphasise the use of "more" and "most" for longer adjectives when necessary, and "er" or "est" for shorter adjectives.

Answer Key

Student's Book, pages 39-40

Q. 3.

A. sweet B. larger C. more comfortable D. easy E. more beautiful
F. fast G. colder H. better I. hotter J. newer

Q. 5.

A. smartest B. big C. most interesting D. oldest E. funniest
F. fastest G. coldest H. good I. most beautiful J. high

Activity Book, pages 28-29

Q. 1.

A. tallest B. smarter C. colder D. most difficult E. better
F. fastest G. friendliest H. most exciting I. cleaner J. most talented

Q. 2.

A. more interesting B. cheaper C. most difficult D. smarter E. funniest
F. larger G. most boring H. better I. strongest J. more elegant

Q. 3.

A. His car is faster than mine. B. My house is bigger than your house.
C. That was the worst day of my life. D. She is the smartest student in our class.
E. Today is the coldest day of the year.

Q. 4.

A. The exam was easier than I expected. B. This book is more interesting than that one.
C. This is the best movie I've ever seen. D. Mount Everest is the highest mountain in the world.
E. This puzzle is more difficult than the last one.

Q. 5.

B. This cake is the most delicious of all the cakes. C. This chair is more comfortable than that chair.
D. This movie is the best of all the movies. E. Today's weather is colder than yesterday's weather.

Section 4: Phonics

➤ Objectives:

By the end of this section, students will be able to:

- Identify and read words containing the /g/ sound.
- Recognise the differences in pronunciation of the /g/ sound in various word contexts.
- Provide examples of words with the /g/ sound, focusing on their pronunciation and meaning.
- Write simple words with the /g/ sound from memory.
- Expand vocabulary through phonics activities centred around words with the /g/ sound.

➤ Instructional Techniques:

- Engage students by asking a question to start the lesson, such as, "Can you think of words that contain the sound /g/, like goat or giant?"
- Introduce the /g/ sound, explaining that it is a single sound made by the letter 'g' and can be heard at the beginning, middle, or end of words. In English, the /g/ sound is often pronounced as a hard /g/ sound (as in "goat") or as a soft /j/ sound (as in "giant"), depending on the word's context.
- Provide clear examples of words with the /g/ sound:
- Soft /g/: giant, giraffe, gem, gym, ginger, magic, edge, bridge, judge, large
- Hard /g/: goat, game, gun, gap, garden, gold, gate, glass, glue, gas
- Encourage students to listen carefully and repeat each word to practice the /g/ sound, paying attention to how it changes in different words.
- Reinforce understanding by having students practice reading the words aloud. Emphasise the /g/ sound in each word, especially noting when it is pronounced as a hard /g/ sound and when it is pronounced as a soft /j/ sound.
- Use categorization: Have students sort words into two categories based on the pronunciation of the /g/ sound.
- Incorporate interactive games: Play games where students listen to words and identify if the /g/ sound is hard or soft, reinforcing the concept of pronunciation variation.
- Expand vocabulary: Encourage students to come up with more words that contain the /g/ sound and use them in simple sentences.

➤ **Activity:**

- Before starting the activities, review the words with the /g/ sound learnt in the lesson. Focus specifically on how the /g/ sound is pronounced in different words and how it influences the meaning of the words. Reinforce students' understanding by having them practice pronouncing these words correctly.
- Have students open their activity books to page 30, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 31, Exercise 2. Ask them to circle the correct answers, using the pictures in their student books as a reference.
- Have students open their activity books to page 31, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 30-31

Q. 1.

A. gate B. edge C. bridge D. glass

Q. 2.

A. ginger B. garden C. edge D. gate E. bridge F. glue

Q. 3.

A. large B. gap C. judge D. glue E. bridge F. glass G. edge H. gate I. magic J. gold

Section 5: Listening

➤ **Objectives:**

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short informational text about the history of gingerbread. Ask them to look carefully at where gingerbread first appeared, how it spread, and how people made and decorated it in the past. Encourage them to think about questions like "Where did gingerbread first come from?" and "How did people decorate it?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 41 and listen carefully to the recording. Instruct them to fill in the blanks based on what they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Q. 2.

A. history B. Greece C. ceremonies D. Europe E. almonds F. gold

Transcript

Gingerbread

Gingerbread has a long history and comes in many shapes. It started a long time ago in ancient Greece and Egypt. People there used it for special ceremonies. Gingerbread arrived in Europe in the 11th century, and more people started making it when ginger and other spices became cheaper. An old recipe for gingerbread included ground almonds, breadcrumbs, rosewater, sugar, and, of course, ginger. We pressed the mixture into wooden moulds to create shapes. Artists carved images of kings, queens, or religious symbols into these moulds. Some people decorated their gingerbread with gold paint or white icing to make the designs stand out.

Section 6: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Identify and use comparative and superlative adjectives to describe and compare classmates.
- Formulate questions and answers using comparative and superlative adjectives.
- Engage in dialogues to compare classmates using appropriate sentence structures.

➤ Instructional Techniques:

- Display images or write a list of adjectives on the board (e.g., fast, smart, tall, friendly, etc.).
- Model how to ask and answer questions using comparative and superlative adjectives. For example:
 - “Who is faster: Sarah or John?” “Sarah is faster than John.”
 - “Who is the smartest student in the class?” “Mia is the smartest student in the class.”
- Provide explanations of how comparative adjectives (e.g., faster, smarter) are used to compare two things, and how superlative adjectives (e.g., fastest, smartest) are used to show the extreme or highest degree of a quality.

➤ Activity:

- Have students take turns asking and answering questions about their classmates using comparative and superlative adjectives. For example:
 - Student A: “Who is taller: Sarah or John?”
 - Student B: “Sarah is taller than John.”
 - Student A: “Who is the kindest student in the class?”
 - Student B: “Mia is the kindest student in the class.”
- Encourage students to include comparative and superlative adjectives in their answers to provide detailed comparisons.
- Promote peer feedback to help students refine their speaking skills and build confidence in using comparative and superlative adjectives in conversation.

Section 7: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write an informal letter that includes a date, greeting, body, and closing.
- Use comparative and superlative adjectives to describe classmates.
- Demonstrate clarity and relevance in descriptions of people, places, and things.
- Enhance written work with drawings or visual elements that complement the text.

➤ Instructional Techniques:

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of comparative and superlative adjectives for describing classmates.

- Provide guidance on using comparative and superlative adjectives in the letter (e.g., fastest, kindest, smartest).
- Discuss the use of relevant details and clear descriptions when writing about classmates.

➤ **Activity:**

- Have students follow the model letter to write an informal letter to a friend, using comparative and superlative adjectives to describe their classmates.
- Encourage students to include all parts of the letter: date, greeting, body, and closing.
- Allow time for students to illustrate their letters with drawings that clarify their descriptions.
- Provide an opportunity for students to share their letters with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 43

- Q. 1 Don't trust those who may have hidden motives.
- Q. 2 "sly"
- Q. 3 "raisins"
- Q. 4 "My book is larger than your book."
- Q. 5 "This is the fastest car in the race."
- Q. 6 "glass"
- Q. 7 "giant"
- Q. 8 John is taller than Sarah.
- Q. 9 (Kim) is the kindest student in the class.
- Q. 10 (Jack) is the most creative student in the class.

Unit Six

Agriculture

Unit	Vocabulary	Grammar	Phonics	Skills
6 Agriculture page 44	harvest, essential, cultivate, nourish, versatile, sustain, luxurious, nurture, economy, breathable	Expressing the future with will <i>I will visit my cousin.</i> <i>I won't visit my cousin.</i> Asking about the future with will <i>Will you visit your cousin?</i> <i>Yes, I will. / No, I won't.</i>	Words with /f/ sound <i>/f/:</i> fan, fun, fast, fish, foot <i>/ph/:</i> phone, elephant, graph, dolphin, trophy <i>/gh/:</i> laugh, enough, tough, rough, cough	Reading: a text about agriculture
				Listening: listening for details about cotton
				Speaking: asking and answering questions about future predictions
				Writing: writing an informal letter

General Outcomes

By the end of the unit, students should be able to:

- read and understand an informational text about agriculture and identify key facts and details.
- use vocabulary related to farming, sustainability, and natural resources, such as 'harvest', 'cultivate', and 'nourish', in meaningful contexts.
- form and use future simple sentences using 'will' to talk about predictions and future actions.
- ask and answer questions about future plans using 'will' in both affirmative and negative forms.
- identify and correctly pronounce the /f/ sound spelt as f, ph, and gh in words such as fish, phone, and laugh.
- listen for details in a short spoken text about cotton and identify key points.
- ask and answer personal questions about future intentions using will.
- write an informal letter using future tense structures and descriptive vocabulary.

Unit Plan

Unit 6 - Agriculture	WEEK 17	Lesson 1	Reading 1	p.44 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.44 (ex.3)	p.32 (ex.1)	
		Lesson 3	Reading 3	p.44	p.32 (ex.2)	
		Lesson 4	Vocabulary	p.45	p.33	
		Lesson 5	Grammar 1	p.46 (ex.1 + ex.2)		
	WEEK 18	Lesson 1	Grammar 2	p.47 (ex.3)	p.34 (ex.1)	
		Lesson 2	Grammar 3		p.34 (ex.2)	
		Lesson 3	Grammar 4	p.47 (ex.4 + ex.5)	p.35 (ex.3)	
		Lesson 4	Grammar 5		p.36 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.48		
	WEEK 19	Lesson 1	Phonics 2	Listening p.48 ex.1 for homework	p.36 (ex.1) p.37	
		Lesson 2	Listening	p.48 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.49		
		Lesson 4	Writing	p.50		
		Lesson 5	Board Game & Assessment	p.51		Unit 6 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise key elements and themes of the text "Agriculture."
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Retell the text using comparative and superlative adjectives to describe farming practices, crops, and animals.
- Answer and ask questions to recall details about the role of agriculture in daily life.
- Reflect on the significance of agriculture and discuss its contribution to food, clothing, and the economy.

➤ Instructional Techniques:

- Engage students with a question: Start by asking, "Look at the pictures. What do you think this text is about?" This encourages students to think about the role of farming and predict what might be covered in the text.
- Introduce the text: Discuss the title "Agriculture and Its Importance" and prompt students to make predictions about the content. Ask questions like, "What do you think agriculture provides for us?" This sets the stage for exploring the vital role of farming.
- Model fluent reading: Read the text aloud while students follow along. Emphasise descriptive parts like "rich in vitamins and minerals" and "versatile and nutritious food." Highlight how these adjectives describe the crops and animals in the text.
- Break down the text: Reread key sections of the text. After each section, ask questions such as: "What are some crops that are rich in vitamins?" "Why is wool important for the clothing industry?" These questions guide students to analyze the text and understand the significance of agriculture.
- Focus on vocabulary: Highlight key comparative and superlative adjectives in the text, such as "healthier," "richest," "best," and "versatile." Explain their meanings and usage in the context of agriculture, and practice pronunciation.
- Incorporate visuals: Show pictures of crops, animals, and agricultural products. Ask students to describe these using comparative and superlative adjectives (e.g., "Rice is more important than wheat in many countries."). Encourage students to visualize the process and describe it in their own words.
- Encourage reflection: Ask students questions like, "Why is agriculture important for our lives?" and "How can we ensure the sustainability of farming?" Facilitate a discussion about the importance of taking care of the land and respecting animals to maintain agriculture for future generations.

➤ Activity:

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details such as the purposes of agriculture, the types of crops farmers grow, and the products that come from farming (e.g., cotton, oil crops, and wool).
- Read the passage aloud together as a class. Encourage students to participate by reading specific sentences aloud, such as when the text mentions, "Agriculture provides food, clothing, and materials for daily life." This promotes reading fluency and active engagement with the material.
- Ask comprehension questions based on the text. Ask questions like, "What are two main purposes of agriculture?" "What types of crops do farmers grow?" This helps assess their understanding and ability to recall details from the text.
- Direct students to their activity books to answer the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books. This reinforces understanding and writing skills.
- Use the text for more in-depth questioning. Ask reflective questions like, "Why is it important to care for our land and animals?" "How does agriculture contribute to the economy?" This encourages students to think critically about the significance of agriculture in their daily lives and the world around them.

- Provide true/false exercises. Give statements such as, “Agriculture provides food, clothing, and materials for daily life.” and “Farmers use honey from camels to sweeten food.” Ask students to write "T" for true or "F" for false based on the text. This checks their detailed understanding of the material.
- Encourage students to illustrate key points from the text. For example, they could draw crops like cotton, fruits, or vegetables, or depict the role of farmers in agriculture. This visual activity helps students connect with the material creatively and engages different learning styles.

Answer Key

Activity Book, page 32

Q. 1.

- A. To provide food and meet human needs for clothing and other materials.
- B. Cereals, vegetables, fruits, oil crops, herbs, and nuts.
- C. They provide oils for cooking and food production.
- D. Cotton is used to make clothing.
- E. It creates jobs for millions of people and contributes to economic growth and trade.
- F. It ensures the sustainability of agriculture for future generations.

Q. 2.

1. T 2. F 3. F 4. T

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.

- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 45

Q. 2.

A. essential B. harvest C. nurture D. versatile E. nourish
F. sustain G. luxurious H. economy I. breathable J. cultivate

Activity Book, page 33

Q. 1.

A. luxurious B. cultivate C. nourish D. economy E. breathable

Q. 2.

1. harvest 2. cultivated 3. essential 4. nourish 5. versatile 6. nurture

Q. 3.

A. nurture B. sustain C. versatile D. essential E. harvest

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Recognise the role of "will" in expressing future actions, such as predictions, spontaneous decisions, offers, and promises.
- Use "will" correctly in affirmative sentences to express future plans or intentions (e.g., "I will visit my cousin").
- Form negative sentences with "will not" (or "won't") to describe actions that will not take place in the future (e.g., "I will not visit my cousin").
- Ask and answer questions about the future using "will," and correctly form questions with "will" at the beginning of the sentence (e.g., "Will you visit your cousin?" "Yes, I will." or "No, I won't.").
- Recognise the uses of "will," including predictions, spontaneous decisions, offers, and promises.
- Identify key time markers such as tomorrow, later, soon, probably, maybe, in the future, on Friday, and think, which often indicate future actions.

➤ Instructional Techniques:

- Start by explaining how "will" is used to express future actions. For example, in the sentence "I will visit my cousin," explain that "will" shows the intention or plan to visit in the future. Write similar examples on the board like "She will go to the store tomorrow" or "They will start their project soon."
- Explain the structure for affirmative sentences: Subject + "will" + base form of the verb (e.g., "I will read a book"). Provide several examples and highlight the structure: "I will," "You will," "She will," "We will," etc.
- Introduce the negative form: To make a sentence negative, add "not" after "will" (e.g., "I will not (won't) visit my cousin"). Write several negative sentences on the board, such as "They will not (won't) play tomorrow" or "She will not (won't) come to the party."
- Ask and answer questions using "will": Explain how to form questions in the future tense by starting with "Will" (e.g., "Will you come to the party?" "Yes, I will" or "No, I won't").
- Provide practice for predictions, spontaneous decisions, offers, and promises:
- Predictions: "It will rain tomorrow."
- Spontaneous Decisions: A: "I feel cold." B: "I will close the window."
- Offers: "I will help you with your homework."
- Promises: "I will call you when I arrive."

- Have students practice forming sentences: For example, ask them to write "I will visit the museum" or "She will eat lunch later."
- Encourage students to form questions and answers: Ask students to practice by forming questions like, "Will you go to the park?" or "Will it rain today?" and responding with "Yes, I will" or "No, I won't."
- Provide written exercises: Give students sentences to change to future tense with "will" or to write negative or interrogative sentences. For example, change "I play football" to "I will play football" or "I will not play football."
- Reinforce the different uses of "will" by reviewing predictions, spontaneous decisions, offers, and promises. Use charts or diagrams to show how "will" is used in each context, helping students identify the structure and purpose of the future tense.

➤ **Activity:**

- Have students open their student books to page 47, Exercise 3. Guide them to complete the sentences by using the correct form of "will." Remind them to choose the appropriate form based on the context of the sentence. For example, "I'm sure they will have a great time at the concert." Make sure they use the correct form of "will" for predictions or future actions.
- Have students open their student books to page 47, Exercise 5. Guide them to complete the dialogue by filling in the correct form of "will" for each sentence. Remind them to use "will" for future predictions or spontaneous decisions. Example: "Lily: Hey Jack! What (1) will you do during the school break?" Make sure they use the correct form of "will" in context.
- Have students open their activity books to page 34, Exercise 1. Guide them to complete the sentences by using the correct form of "will." Remind them to use "will" for future predictions, spontaneous decisions, offers, or promises. Example: "We (1) will probably finish the project by next week." Make sure they use the correct form of "will" based on the context of the sentence.
- Have students open their activity books to page 34, Exercise 2. Guide them to complete the sentences with the correct form of the adjective. Remind them to choose the correct comparative or superlative form based on the context of the sentence. Example: "This movie is (more interesting / interesting) than the last one." Make sure they select the correct adjective form depending on whether the sentence compares two things or one thing to a group.
- Have students open their activity books to page 35, Exercise 3. Instruct them to rearrange the jumbled words to form correct sentences or questions. Remind them to pay attention to the correct word order, particularly when forming sentences with "will." Example: "I / will / go / concert / to / I" > "I will go to the concert."
- Have students open their activity books to page 36, Exercise 4. Guide them to find and correct the mistakes in each sentence, focusing on the correct use of "will" and its proper word form. Remind them to check for the correct structure, especially in future tense sentences. Example: "They will probably going to finish the project by Friday." > "They will probably finish the project by Friday."
- Have students open their activity books to page 36, Exercise 5. Instruct them to write predictions using "will" and "won't." Remind them to use the correct form of "will" to predict future events and actions. Example: "Jack / go to college / when he is 18" > "Jack will go to college when he is 18." Emphasise that they should focus on using the correct form of "will" for positive and negative predictions.

Answer Key

Student's Book, page 47

Q. 3.

A. will have B. will finish C. will probably arrive D. won't rain E. will try

F. will probably visit G. will enjoy H. will join I. won't get J. will go

Q. 5.

1. will 2. think 3. Will 4. I 5. Will 6. take

Activity Book, pages 34-36

Q. 1.

A. will probably finish B. won't be C. will likely come D. will call E. will probably stay

F. will find G. won't eat H. will be I. will likely arrive J. will probably bring

Q. 2.

A. is going to B. am going to C. will D. will E. will

F. will G. are going to H. will I. will J. are going to

Q. 3.

A. I will help you later.

B. She will not attend the meeting tomorrow.

C. Will you join us for dinner tonight?

D. Will he visit his grandparents?

E. I think I won't go to the concert.

Q. 4.

A. They will probably finish the project by Friday.

B. We will start the movie soon.

C. He won't be happy if we call off the meeting.

D. I think I will bring my camera on the trip.

E. I will call you as soon as I arrive at the airport.

Q. 5.

B. He won't finish the project by Friday.

C. You will feel better soon.

D. It won't rain tomorrow.

Section 4: Phonics

➤ **Objectives:**

By the end of this section, students will be able to:

- Identify and read words containing the /f/ sound, as well as the /ph/ and /gh/ sounds.
- Recognise the differences in pronunciation of the /f/, /ph/, and /gh/ sounds in various word contexts.
- Provide examples of words with the /f/, /ph/, and /gh/ sounds, focusing on their pronunciation and meaning.
- Write simple words with the /f/, /ph/, and /gh/ sounds from memory.
- Expand vocabulary through phonics activities centred around words with the /f/, /ph/, and /gh/ sounds.

➤ **Instructional Techniques:**

- Engage students by asking a question to start the lesson, such as, "Can you think of words that contain the /f/, /ph/, or /gh/ sounds, like fan, phone, or laugh?"
- Introduce the /f/, /ph/, and /gh/ sounds. Explain that these sounds are used in different ways depending on the word context. For example, the /f/ sound is made by the letter 'f,' the /ph/ sound is often represented by 'ph,' and the /gh/ sound can also be pronounced as /f/ in some words.
- Provide clear examples of words with the /f/, /ph/, and /gh/ sounds:
 - /f/ sound: fan, fun, fast, fish, foot
 - /ph/ sound: phone, elephant, graph, dolphin, trophy
 - /gh/ sound (pronounced as /f/): laugh, enough, tough, rough, cough
- Encourage students to listen carefully and repeat each word to practice the /f/, /ph/, and /gh/ sounds, paying attention to the different pronunciations.
- Reinforce understanding by having students practice reading the words aloud. Emphasise the /f/ sound in each word, especially noting when /ph/ is pronounced as /f/ (e.g., in "phone") and when /gh/ is pronounced as /f/ (e.g., in "laugh").
- Use categorization: Have students sort words into three categories based on the pronunciation of the /f/, /ph/, and /gh/ sounds.
- Incorporate interactive games: Play games where students listen to words and identify whether the /f/, /ph/, or /gh/ sound is being used, reinforcing the concept of pronunciation variation.
- Expand vocabulary: Encourage students to come up with more words that contain the /f/, /ph/, and /gh/ sounds and use them in simple sentences.

➤ **Activity:**

- Before starting the activities, review the words with the /f/, /ph/, and /gh/ sounds learnt in the lesson. Focus specifically on how these sounds are pronounced in different words and how they affect the meaning of the words. Reinforce students' understanding by having them practice pronouncing these

words correctly, paying particular attention to when /ph/ and /gh/ are pronounced as /f/ (e.g., "phone" and "laugh").

- Have students open their activity books to page 36, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 37, Exercise 2. Ask them to write the missing letters, using the pictures in their books as a reference.
- Have students open their activity books to page 37, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 36- 37

Q. 1.

A. trophy B. foot C. dolphin D. cough

Q. 2.

A. fan B. phone C. laugh D. fun E. elephant F. enough G. fast H. graph I. tough J. dolphin

Q. 3.

A. foot B. trophy C. cough D. fish E. dolphin F. rough G. fast H. graph I. tough J. fun

Section 5: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about cotton. Ask them to look carefully at where cotton comes from, how it grows, and what makes some types softer than others. Encourage them to think about questions like "How long does cotton take to grow?" and "What do higher yarn count numbers mean?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 48 and listen carefully to the recording again. Instruct them to fill in the blanks based on what they hear.
- Ask students to answer comprehension questions about the listening text, either orally or in writing. Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student's Book, page 48

Q. 2.

A. 450 B. all C. spring D. six E. long F. softer G. pure

Transcript

Facts About Cotton

Peruvian seeds have been the source of cotton since 450 BC. We use all parts of the cotton plant, ensuring no waste occurs. We plant cotton in the spring and harvest it in the autumn. It takes five to six months to grow. Long fibres found in Egyptian, Pima, and Sea Island cotton contribute to the creation of softer yarns. Yarn counts, like 600 or 800, show how soft the fabric is—higher numbers mean softer fabric. Cotton is not naturally pure white or very absorbent.

Section 6: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Ask and answer questions about future predictions using "will."
- Formulate predictions about the future based on given prompts.
- Engage in conversations about future possibilities using appropriate sentence structures.

➤ Instructional Techniques:

- Display prompts related to future predictions (e.g., "robots will cook food," "people will live on the moon," etc.) on the board.
- Model how to ask and answer questions about future predictions using "will." For example:
 - "What will the world be like in 2050?"
 - "I think people will use flying cars."
 - "Maybe there will be no schools."
- Provide explanations of how to use "will" for making future predictions and how to structure sentences using this modal verb.

➤ Activity:

- Have students take turns asking and answering questions about future predictions based on the prompts. For example:
 - Student A: "What will happen to cities in the future?"
 - Student B: "All cities will float on water."
- Encourage students to provide detailed answers using "will" to make specific predictions about the future.
- Promote peer feedback to help students improve their speaking skills and confidence in using "will" for future predictions.

Section 7: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write an informal letter that includes a date, greeting, body, and closing.
- Use "will" to write about future predictions.
- Demonstrate clarity and relevance in descriptions of people, places, and things.
- Enhance written work with drawings or visual elements that complement the text.

➤ Instructional Techniques:

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of "will" for making future predictions.
- Provide guidance on how to use "will" to make predictions about future events, people, or things in the letter.
- Discuss the use of relevant details and clear descriptions when writing about future events.

➤ Activity:

- Have students follow the model letter to write an informal letter to a friend, using "will" to make future predictions.
- Encourage students to include all parts of the letter: date, greeting, body, and closing.
- Allow time for students to illustrate their letters with drawings that clarify their descriptions.
- Provide an opportunity for students to share their letters with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ Activity:

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 51

- Q. 1 Because it provides food, clothing, and raw materials for many products.
Q. 2 "essential"
Q. 3 "nurture"
Q. 4 "He will probably arrive (probably arrive) around 8 p.m."
Q. 5 "Look at the dark clouds! It is going to rain (rain)."
Q. 6 "trophy"
Q. 7 "dolphin"
Q. 8 I think there will be no paper books.
Q. 9 I think people will explore other galaxies.
Q. 10 I think people will live on the moon.

Unit Seven

A Lesson in Cooperation

Unit	Vocabulary	Grammar	Phonics	Skills
7 A Lesson in Cooperation page 52	boast, clever, teamwork, exhausted, determined, collaborate, self-reliant, lesson, share, realise	Present perfect: affirmative and negative <i>She has finished her homework.</i> <i>She hasn't finished her homework.</i> Present perfect: questions and keywords <i>Has she finished her homework?</i> <i>Yes, she has. / No, she hasn't.</i>	/ng/ and /nk/ endings <i>/ng/: ring, sing, king, wing, long, swing, hang, bang, strong, spring</i> <i>/nk/: tank, pink, sink, drink, bunk, think, wink, trunk, ink, honk</i>	Reading: a story about cooperation
				Listening: listening for details about a fun Saturday in the park
				Speaking: asking and answering questions about life experiences
				Writing: writing a descriptive paragraph

General Outcomes

By the end of the unit, students should be able to:

- read and understand a story about cooperation and identify the moral, key events, and character traits.
- use vocabulary related to teamwork and behaviour, such as 'collaborate', 'boast', 'clever', 'exhausted', and 'realise', in meaningful sentences.
- form and use the present perfect tense in affirmative and negative sentences using has/have + past participle.
- ask and answer questions in the present perfect tense using Has/Have...? and use common time expressions like just, already, and yet.
- recognise and correctly pronounce words ending in /ng/ and /nk/ through repetition, phonics sorting, and reading practice.
- listen to a spoken description about a weekend activity and identify specific details.
- ask and answer questions about life experiences using the present perfect tense and relevant vocabulary.
- write a descriptive paragraph about a shared experience using appropriate grammar and vocabulary.

Unit Plan

Unit 7 - A Lesson in Cooperation	WEEK 20	Lesson 1	Reading 1	p.52 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.52 (ex.3)	p.38 (ex.1)	
		Lesson 3	Reading 3	p.52	p.38 (ex.2)	
		Lesson 4	Vocabulary	p.53	p.39	
		Lesson 5	Grammar 1	p.54 (ex.1 + ex.2)		
	WEEK 21	Lesson 1	Grammar 2	p.55 (ex.3) p.55 (ex.4)		
		Lesson 2	Grammar 3	p.55 (ex.5)	p.40 (ex.1)	
		Lesson 3	Grammar 4		p.40 (ex.2) p.41 (ex.3)	
		Lesson 4	Grammar 5		p.42 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.56		
	WEEK 22	Lesson 1	Phonics 2	Listening p.57 ex.1 for homework	p.42 (ex.1) p.43	
		Lesson 2	Listening	p.57 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.57		
		Lesson 4	Writing	p.58		
		Lesson 5	Board Game & Assessment	p.59		Unit 7 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise key elements and themes of the story The Bear and the Helpful Fox.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Retell the story using present perfect to describe life experiences.
- Use the present perfect tense to discuss teamwork and the importance of asking for help.
- Answer and ask questions to recall details about the characters and their actions.
- Reflect on the moral of the story and discuss lessons about teamwork and humility.

➤ Instructional Techniques:

- Engage students with a question: Start by asking, “Look at the pictures. What do you think this story is about?” This encourages students to think about the characters, such as the bear and the fox, and predict what might happen.
- Introduce the text: Discuss the title The Bear and the Helpful Fox and prompt students to make predictions about the story. Ask questions like, “What do you think will happen to the bear when she refuses to ask for help?” This sets the stage for exploring the plot and the lesson of teamwork.
- Model fluent reading: Read the story aloud while students follow along. Emphasise the descriptive parts, such as “She has realised that teamwork makes everything easier” and “The fox has taught her the value of working together.” Highlight how these sentences use the present perfect to describe life experiences and lessons learnt.
- Break down the text: Reread key sections of the story. After each section, ask questions such as: “What has the bear learnt by the end of the story?” “How has Fox helped the bear realise the importance of teamwork?”
- These questions guide students to analyze the characters and their actions through the lens of present perfect.
- Focus on vocabulary: Highlight key verbs in the present perfect, such as has learnt, has realised, has helped. Explain their meanings and usage in the context of the story, and practice pronunciation.
- Incorporate visuals: Show pictures of the bear and the fox, as well as other animals in the forest. Ask students to describe these characters using the present perfect tense (e.g., “The bear has learnt that asking for help is important.”). Encourage students to visualize the story and describe it in their own words.
- Encourage reflection: Ask students questions like, “What lesson have you learnt from this story?” and “Why do you think the bear didn’t want to ask for help at first?” Facilitate a discussion about teamwork, humility, and learning from experiences, emphasising the moral of the story.

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss why Bear boasted to the other animals, how the forest animals worked together to gather food for winter, and what Bear learnt from Fox about teamwork.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as when Fox says, “Teamwork makes everything easier. When we work together, we can do more than we can alone.” This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the story’s themes and details. For instance, ask, “Why did Bear boast to the other animals?” and “Why was Bear unable to gather enough food on her own?” Then, extend to reflective questions such as “What lesson do you think Bear learnt about teamwork?” These questions help students connect the story to real-life values like cooperation and humility.

- Direct students to their activity books to complete written questions based on the story. Students will write answers to questions such as, “What lesson did Fox want to teach Bear?” and “Why is teamwork important according to the story?” Write sample answers on the board to ensure clarity and allow students to check their work.
- Reinforce comprehension with a true/false exercise. Include statements like, “Bear always asked for help when she needed it,” “Fox encouraged the animals to share their skills and work together,” and “The story teaches that even strong animals need help sometimes.” Students should mark each statement as true or false based on the details in the story.
- Engage students creatively by asking them to illustrate a scene from the story. For example, they might draw Bear boasting about her strength, Fox and the animals gathering food together, or Bear realizing the importance of teamwork. This visual activity helps reinforce the story’s message while appealing to different learning styles.

Answer Key

Activity Book, page 38

Q. 1.

- A. Bear boasted to show how strong and capable she was.
- B. Fox wanted to teach Bear the importance of teamwork.
- C. The animals worked together to gather food for the winter.
- D. Bear couldn't gather enough food because it was hard work, and she was tired, hungry, and running out of time.
- E. Bear realised that working with others would have made the task easier.
- F. Cooperation is important because it helps everyone accomplish more together.

Q. 2.

- A. F B. T C. F D. T

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.

- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 53

Q. 2.

A. exhausted B. teamwork C. boast D. clever E. determined
F. share G. lesson H. self-reliant I. collaborate J. realise

Activity Book, page 39

Q. 1.

A. teamwork B. exhausted C. determined D. collaborate E. self-reliant

Q. 2.

1. boast 2. determined 3. collaborate 4. share 5. exhausted

Q. 3.

A. boast B. clever C. lesson D. share E. realise

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Recognise the role of the present perfect tense in describing actions or experiences that occurred at an unspecified time in the past and are relevant to the present.
- Use affirmative sentences in the present perfect tense following the structure: subject + have/has + past participle (e.g., "She has finished her homework").
- Use negative sentences in the present perfect tense by adding "not" after have/has (e.g., "She has not finished her homework").
- Distinguish between the present perfect and the simple past tense, focusing on unspecified vs. specific time references (e.g., "I have seen the movie" vs. "I saw the movie last week").
- Use keywords such as ever and never correctly in present perfect sentences to describe life experiences (e.g., "Have you ever climbed a mountain?" and "I have never climbed a mountain").
- Practice forming questions in the present perfect tense with have or has, followed by the subject and the past participle (e.g., "Have you finished your homework?").
- Improve communication by practicing the present perfect tense in both spoken and written forms.

➤ Instructional Techniques:

- Start by explaining the present perfect tense, focusing on how it describes actions that happened at an unspecified time in the past but have relevance to the present. For example, in the sentence "She has finished her homework," explain that the exact time is not mentioned, but the action is important now. Write similar examples on the board, like "We have travelled to many countries" or "He has read that book."
- Explain the formation of affirmative sentences in the present perfect tense. Use the structure subject + have/has + past participle. For instance, "I have eaten lunch" or "She has completed the project." Highlight the use of have with plural subjects and has with singular third-person subjects.
- Introduce negative sentences in the present perfect tense. Explain how to add not after have/has to form sentences like "She has not finished her homework" or "We have not visited the museum." Highlight contractions such as haven't and hasn't (e.g., "I haven't seen this movie" or "He hasn't written the letter").

- Provide examples of irregular past participles, such as “go → gone,” “see → seen,” and “write → written.” Emphasise common patterns and encourage students to memorize irregular forms.
- Model the use of ever and never in present perfect sentences to discuss experiences. For example, explain how “Have you ever travelled abroad?” asks about a life experience, and “I have never been to France” indicates that the experience has not happened.
- Demonstrate how to form yes/no questions in the present perfect tense using the structure have/has + subject + past participle. Provide examples like “Have you finished your homework?” and “Has she visited the zoo?” Encourage students to answer with “Yes, I have” or “No, I haven’t.”
- Encourage students to practice forming sentences using the present perfect tense. For example, “I have visited the museum,” “We haven’t watched that movie,” or “Have you ever eaten sushi?” Provide prompts to guide their responses.
- Use pair work or role-playing to practice present perfect questions and answers. For instance, one student could ask, “Have you ever climbed a mountain?” and the other might answer, “Yes, I have.” Then reverse the roles to allow both students to practice.
- Provide written exercises where students complete sentences or transform them into the present perfect tense. For example, change “She finishes her homework” to “She has finished her homework,” or fill in blanks like “We _____ (visit) this park before.”
- Reinforce understanding by reviewing key differences between the present perfect and the simple past tenses. Use charts or diagrams to show that the present perfect is used for unspecified times and ongoing relevance, while the simple past refers to specific times.

➤ **Activity:**

- Have students open their student books to page 55, Exercise 3. Guide them to complete the sentences by using the correct form of the present perfect tense. Remind them to use have or has followed by the past participle of the verb. Example: “She has read many interesting books.” Make sure they correctly conjugate the verb based on the subject in each sentence.
- Have students open their student books to page 55, Exercise 5. Guide them to complete the dialogue using the correct form of the present perfect tense. Remind them to use have or has followed by the past participle to answer questions and complete statements. Example: “Hi Mia! Have you ever travelled to the mountains?” Make sure they choose the correct verb forms to maintain the flow and context of the conversation.
- Have students open their activity books to page 40, Exercise 1. Guide them to correct the verbs in brackets by using the present perfect tense. Remind them to use have or has with the past participle to complete the sentences correctly. Example: “Have you ever been to a concert?” Make sure they form the present perfect tense accurately based on the sentence structure and context.
- Have students open their activity books to page 40, Exercise 2. Guide them to circle the correct verb form for each sentence. Remind them to choose the correct tense (past simple or present perfect) based on the time reference in the sentence. Example: “I have had a delicious lunch today.” Ensure they understand how to distinguish between actions that happened in the past and those that have relevance to the present.
- Have students open their activity books to page 41, Exercise 3. Instruct them to rearrange the jumbled words to form correct sentences or questions. Remind them to pay attention to the structure of the present perfect tense and ensure the correct word order for forming questions and affirmative sentences. Example: “I have seen that movie before.” Encourage students to use the correct auxiliary verb and word order to make logical and grammatically correct sentences.
- Have students open their activity books to page 42, Exercise 4. Guide them to find and correct the mistakes in each sentence, focusing on the correct use of the present perfect tense. Remind them to check for the correct auxiliary verb (‘have’/‘has’) and the correct past participle form of the verb. Example: “She have be to Paris many times.” → “She has been to Paris many times.”
- Have students open their activity books to page 42, Exercise 5. Instruct them to rewrite the sentences in the present perfect tense. Remind them to pay attention to the structure of the present perfect tense,

which uses "has/have" + past participle. Example: "She visited the museum yesterday." > "She has visited the museum."

Answer Key

Student's Book, page 55

Q. 3

A. has read B. have ridden C. have built D. has won E. have learnt
F. has found G. have visited H. have solved I. has painted J. have written

Q. 5

1. Have 2. never 3. have 4. you 5. haven't

Activity Book, pages 40-42

Q. 1.

A. Have / been B. have / seen C. has / tried D. Have / visited E. have / met
F. Has / read G. have / eaten H. Have / travelled I. have / forgotten J. Have / gone

Q. 2.

A. had B. visited C. have been D. finished E. has never eaten
F. saw G. have read H. met I. went J. have visited

Q. 3.

A. I have seen that movie before. B. I have never eaten sushi.
C. They have finished their homework. D. She has never travelled to Japan.
E. Have you ever visited a zoo?

Q. 4.

A. We have read that book. B. She has been to Paris many times.
C. They have never met each other. D. We have never seen such a beautiful sunset.
E. Have they ever been to the beach?

Q. 5.

B. We have met her.
C. He has eaten lunch.
D. They have cleaned their room.

Section 4: Phonics

➤ Objectives:

By the end of this section, students will be able to:

- Identify and read words containing the -ng and -nk endings.
- Recognise the differences in pronunciation of the -ng and -nk endings in various word contexts.
- Provide examples of words with the -ng and -nk endings, focusing on their pronunciation and meaning.
- Write simple words with the -ng and -nk endings from memory.
- Expand vocabulary through phonics activities centred around words with the -ng and -nk endings.

➤ Instructional Techniques:

- Engage students by asking a question to start the lesson, such as, "Can you think of words with the endings -ng or -nk, like king or tank?"
- Introduce the -ng and -nk endings, explaining that these endings create specific sounds in words. The -ng sound is made with a nasal sound, while the -nk sound has a harder ending with a "k" sound.
- Provide clear examples of words with the -ng and -nk endings:
 - -ng: ring, sing, king, wing, long, swing, hang, bang, strong, spring
 - -nk: tank, pink, sink, drink, blink, think, wink, trunk, ink, honk
- Encourage students to listen carefully and repeat each word to practice the -ng and -nk sounds, paying attention to how they differ in pronunciation.
- Reinforce understanding by having students practice reading the words aloud. Emphasise the -ng and -nk endings in each word.
- Use categorization: Have students sort words into two categories based on the -ng or -nk endings.
- Incorporate interactive games: Play games where students listen to words and identify if the word ends with -ng or -nk, reinforcing the concept of pronunciation variation.
- Expand vocabulary: Encourage students to come up with more words that contain the -ng and -nk endings and use them in simple sentences.

➤ Activity:

- Before starting the activities, review the words with the -ng and -nk endings learnt in the lesson. Focus specifically on how the -ng and -nk sounds are pronounced in different words and how they influence the

meaning of the words. Reinforce students' understanding by having them practice pronouncing these words correctly.

- Have students open their activity books to page 42, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 43, Exercise 2. Ask them to write the missing letters, using the pictures in their books as a reference.
- Have students open their activity books to page 43, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 42- 43

Q. 1.

A. wink B. hang C. bang D. trunk

Q. 2.

A. ring B. tank C. pink D. sink E. king F. sing G. drink H. wing I. long J. bunk

Q. 3.

A. honk B. spring C. ink D. strong E. trunk F. bang G. wink H. hang I. think J. swing

Section 5: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Tom and his family's Saturday in the park. Ask them to look carefully at what each family member enjoys doing and how they spend their time together. Encourage them to think about questions like "What does Tom like to do at the park?" and "Where does the family eat lunch?" This will help them focus and understand the video before they complete the True or False activity.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 57, Exercise 2, and listen carefully to the recording. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 57

Q. 2.

A. T B. F C. F D. T E. T F. F

Transcript

A Fun Saturday in the Park

Every Saturday, Tom and his family go to the park. They enjoy spending time outside because it is a wonderful place to relax and have fun. Tom likes to play football with his friends, while his sister, Emma, loves to ride her bike. All the family eats lunch together under a big tree. Sometimes, they watch the birds or play games. Tom always looks forward to these Saturdays because he enjoys being with his family and having a relaxing time outdoors.

Section 6: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use the present perfect tense to ask and answer questions about life experiences.
- Formulate questions and responses using the present perfect tense.
- Engage in dialogues to talk about personal experiences, using appropriate sentence structures.

➤ Instructional Techniques:

- Display a list of activities on the board (e.g., play chess, visit London, eat sushi, try bungee jumping, ride a horse, see a concert, go hiking, swim in the ocean, meet a celebrity, travel by plane).
- Model how to ask and answer questions using the present perfect tense. For example:
 - "Have you ever played chess?"
 - "Yes, I have."
 - "Have you ever tried skydiving?"
 - "No, I have never tried skydiving."
- Provide explanations of how the present perfect tense (e.g., "Have you ever visited...?" or "Yes, I have.") is used to talk about life experiences.

➤ Activity:

- Have students take turns asking and answering questions about their life experiences using the present perfect tense. For example:
 - Student A: "Have you ever visited London?"
 - Student B: "Yes, I have."
 - Student A: "Have you ever gone hiking?"
 - Student B: "No, I have never gone hiking."
- Encourage students to use the present perfect tense with various activities to share their experiences.
- Promote peer feedback to help students refine their speaking skills and build confidence in using the present perfect tense in conversation.

Section 7: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write a descriptive paragraph using the present perfect tense to describe their life experiences or accomplishments.
- Include details about activities or experiences they've had over time using the present perfect tense.
- Demonstrate clarity and relevance in their descriptions.
- Share their experiences through writing in a structured and coherent paragraph.

➤ Instructional Techniques:

- Display an example descriptive paragraph on the board, focusing on the use of the present perfect tense (e.g., "I have visited three countries," "I have learnt to play the piano").
- Explain how to describe life experiences or accomplishments using the present perfect tense, emphasising the use of "have" or "has" + past participle.
- Provide guidance on how to organise a descriptive paragraph with a clear topic sentence, body sentences describing experiences, and a concluding sentence.
- Remind students to focus on what they have done over time, rather than specific time frames.

➤ Activity:

- Have students follow the model and write a descriptive paragraph about their life experiences or accomplishments using the present perfect tense.

- In their paragraph, students should include experiences such as travelling, learning a new skill, or achieving something over time.
- Encourage students to include a topic sentence, body sentences with the present perfect tense, and a concluding sentence.
- Ask students to share their paragraphs with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ Activity:

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 59

- Q. 1 Teamwork is important and asking for help can make tasks easier.
 Q. 2 "exhausted"
 Q. 3 "share"
 Q. 4 "They have solved (solve) the puzzle many times."
 Q. 5 "She has never tried (try) sushi."
 Q. 6 "wing"
 Q. 7 "pink"
 Q. 8 (Yes, I have.)
 Q. 9 (No, I have never seen a concert.)
 Q. 10 (Yes, I have.)

Unit Eight

The Life Cycle of the Apple Tree

Unit	Vocabulary	Grammar	Phonics	Skills
8 The Life Cycle of the Apple Tree page 60	jungle, bask, enormous, little, paw, crush, tremble, plead, mighty, trap, sharp, bite	Present continuous: affirmative and negative <i>She is studying for her math test.</i> <i>She isn't studying for her math test.</i> Present continuous: questions and keywords <i>Is she studying for her math test now? Yes, she is. / No, she isn't.</i>	Word endings <i>Indl: hand, band, land, sand, stand, bend, blend, send, friend, spend</i> <i>Intl: ant, plant, hunt, front, point, faint, mint, silent, print, tent</i>	Reading: a story about the lion and the mouse
				Listening: listening for details about lions
				Speaking: asking and answering questions about what is happening in each picture
				Writing: writing a postcard

General Outcomes

By the end of the unit, students should be able to:

- read and understand a non-fiction text about the life cycle of an apple tree and identify key information and sequence of events.
- use vocabulary related to nature and growth, such as 'seed', 'soil', 'trunk', 'bud', and 'cycle', in context.
- form and use simple past tense in affirmative and negative sentences to describe past actions.
- ask and answer questions using the simple past tense and provide correct short answers.
- identify and correctly pronounce past tense verb endings /t/, /d/, and /ɪd/ and apply spelling rules for adding -ed.
- listen for specific information in a spoken text about trees and their importance.
- ask and answer questions about past activities using regular and irregular past verbs.
- write an informal letter using the simple past tense to describe past events clearly.

Unit Plan

Unit 8 - The Life Cycle of the Apple Tree	WEEK 23	Lesson 1	Reading 1	p.60 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.60 (ex.3)	p.44 (ex.1)	
		Lesson 3	Reading 3	p.60	p.44 (ex.2)	
		Lesson 4	Vocabulary	p.61	p.45	
		Lesson 5	Grammar 1	p.62 (ex.1 + ex.2)		
	WEEK 24	Lesson 1	Grammar 2	p.63 (ex.3)	p.46 (ex.1)	
		Lesson 2	Grammar 3	p.63 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.46 (ex.2) p.47 (ex.3)	
		Lesson 4	Grammar 5		p.48 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.64		
	WEEK 25	Lesson 1	Phonics 2	Listening p.64 ex.1 for homework	p.48 (ex.1) p.49	
		Lesson 2	Listening	p.64 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.65		
		Lesson 4	Writing	p.66		
		Lesson 5	Board Game & Assessment	p.67		Unit 8 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise key stages in the life cycle of an apple tree.
- Read aloud individually, with a partner, or in groups to practice fluency.
- Retell the life cycle of an apple tree using the simple present tense to describe ongoing natural processes.
- Use the simple present tense to discuss how seeds grow into trees and provide fruit.
- Answer and ask questions to recall details about the apple tree's life cycle.
- Reflect on the lesson of patience and growth by discussing the importance of time and care in nature.

➤ Instructional Techniques:

- Engage students with a question: Start by showing pictures of an apple tree in different stages (e.g., seeds, flowers, fruits) and ask, "What do you think the text is about?" This encourages students to predict the topic of the text.
- Introduce the text: Present the title and opening question: "Have you ever wondered how an apple tree grows?" Prompt students to share any prior knowledge about apple trees.
- Model fluent reading: Read the text aloud while students follow along. Emphasise key sentences such as "The seeds remain hidden and safe under the snow and leaves" and "The shoot grows taller and stronger." Highlight how these sentences use the simple present tense to describe the natural cycle.
- Break down the text: Reread key sections. After each section, ask questions like: "What happens to the seeds in the winter?" "How does the tree grow stronger in the spring?" "What do the bees do when the flowers bloom?" These questions guide students to focus on the key stages in the apple tree's life cycle.
- Focus on vocabulary: Highlight key verbs in the simple present tense (e.g., begins, grows, blooms, turns). Explain their meanings and usage in describing processes. Practice pronunciation and sentence formation with these verbs.
- Incorporate visuals: Use pictures or diagrams to illustrate each stage of the life cycle. Ask students to describe the stages in their own words using the simple present tense (e.g., "The seeds grow roots in the spring.").
- Encourage reflection: Conclude by asking, "What lesson do you learn from the life cycle of the apple tree?" Facilitate a discussion about patience, care, and how nature takes time to grow and flourish.

➤ Activity:

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss what happens to apples that are not picked from the tree, how the snow helps seeds prepare for growth, and why the roots growing downward into the soil is essential for the tree's development.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as "The sun shines brightly, warming the soil and waking the seeds" or "Bees visit the flowers to collect nectar and help the tree by pollinating it." This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text's themes and details. For instance, ask: "What happens to the apples that are not picked?" "Why is it important for the roots to grow downward into the soil?" and "How does the young apple tree get its food?" Extend to reflective questions like, "Why is the life cycle of the apple tree important for nature and humans?" to help students connect the text to broader themes.
- Direct students to their activity books to complete written questions based on the text. Students will write answers to questions such as, "What role does snow play in the growth of apple seeds?" and "What happens after the buds on the apple tree bloom?" Write sample answers on the board to ensure clarity and allow students to check their work.

- Reinforce comprehension with a true/false exercise. Include statements like, “The apples that fall to the ground are immediately eaten by animals,” “The roots of the seed search for water and nutrients in the soil,” and “The shoot turns into the trunk of the tree over time.” Students should mark each statement as true or false based on the details in the text.
- Engage students creatively by asking them to illustrate a stage in the apple tree’s life cycle. For example, they might draw seeds covered by snow in winter, roots pushing downward into the soil, or bees pollinating the flowers. This visual activity helps reinforce the concepts while appealing to different learning styles.

Answer Key

Activity Book, page 44

Q. 1.

- A. The apples that are not picked fall to the ground and start to rot.
- B. The snow helps the seeds rest and get ready to grow by keeping them safe and cold during winter.
- C. The young apple tree gets its food through its leaves, which make food from sunlight.
- D. The roots grow downward into the soil to search for water and nutrients that help the seed grow.
- E. After the buds bloom, the flowers fall off and leave behind small green fruits that grow into apples.
- F. The tree produces apples for the next season by growing from buds that eventually bloom and produce fruits.

Q. 2.

- A. F
- B. T
- C. T
- D. F

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.

- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 61

Q. 2.

A. trunk B. stem C. tiny D. soil E. cycle
F. rot G. ripe H. melt I. seed J. bud

Activity Book, page 45

Q. 1.

A. cycle B. bud C. stem D. melt E. ripe

Q. 2.

1. ripe 2. rot 3. bud 4. soil 5. trunk

Q. 3.

A. seed B. rot C. soil D. trunk E. tiny

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Recognise the role of the simple past tense in describing actions or events that were completed at a specific time in the past.
- Use affirmative sentences in the simple past tense following the structure: subject + verb (in the past form) (e.g., "She visited her friends last night").
- Use negative sentences in the simple past tense by adding "did not" (didn't) and the base form of the verb (e.g., "She didn't visit her friends last night").
- Distinguish between the simple past and the present perfect tense, focusing on specific vs. unspecified time references (e.g., "I saw the movie last week" vs. "I have seen the movie").
- Use keywords such as yesterday, last week, last month, two days ago, and an hour ago correctly in simple past sentences to indicate when actions happened (e.g., "We went to the park yesterday" or "I saw him last week").
- Practice forming questions in the simple past tense using "Did" followed by the subject and the base form of the verb (e.g., "Did you visit your friend last night?").
- Improve communication by practicing the simple past tense in both spoken and written forms.

➤ Instructional Techniques:

- Start by explaining the simple past tense, focusing on how it describes actions that happened at a specific time in the past. For example, in the sentence "She visited her friends last night," explain that the action is completed and occurs at a specific time, "last night." Write similar examples on the board, such as "They watched a movie yesterday" or "He played football last weekend."
- Explain the formation of affirmative sentences in the simple past tense. Use the structure subject + verb in the past form (verb 2). For example, "I walked to school" or "She studied for the test." Highlight the use of regular verbs and the rules for adding "-ed" to the base verb form.
- Introduce negative sentences in the simple past tense. Explain how to use "did not" (didn't) followed by the base form of the verb. For example, "He didn't go to the party" or "We didn't like the movie." Highlight contractions such as didn't (e.g., "I didn't finish my homework" or "She didn't read the book").
- Provide examples of regular verbs, such as "play → played," "work → worked," and "watch → watched." Also, explain the rules for changing verbs ending in e, consonant + y, or vowels.
- Model how to form yes/no questions in the simple past tense using the structure "Did" + subject + verb (base form). For example, "Did you enjoy the concert?" or "Did they visit the museum?" Encourage students to answer with "Yes, I did" or "No, I didn't."

- Demonstrate how to form wh-questions in the simple past tense by adding the appropriate wh-word at the beginning of the sentence, followed by "Did," the subject, and the base form of the verb. For example, "When did you see the movie?" or "Where did she go last weekend?"
- Encourage students to practice forming sentences using the simple past tense. For example, "I travelled to Paris last summer," "He didn't finish his homework," or "Did you watch the game yesterday?" Provide prompts to guide their responses.
- Use pair work or role-playing to practice simple past questions and answers. For instance, one student could ask, "Did you visit your grandparents last weekend?" and the other might answer, "Yes, I did." Then reverse the roles to allow both students to practice.
- Provide written exercises where students complete sentences or transform them into the simple past tense. For example, change "She plays football" to "She played football," or fill in blanks like "I _____ (watch) a movie last night."
- Reinforce understanding by reviewing key differences between the simple past and the present perfect tenses. Use charts or diagrams to show that the simple past is used for specific past events, while the present perfect is used for actions that occurred at unspecified times with ongoing relevance.

➤ **Activity:**

- Have students open their student books to page 63, Exercise 3. Guide them to complete the sentences by using the correct form of the verb in the simple past tense. Remind them to choose the appropriate verb form based on the subject in each sentence. Example: "She went to the park last Saturday." Make sure they select the correct verb form for each sentence.
- Have students open their student books to page 63, Exercise 5. Guide them to complete the dialogue using the correct past simple form of the verbs in the box. Remind them that the past simple of regular verbs ends in "-ed," while irregular verbs have special forms that must be memorised. Give an example, such as: "I visited my grandparents last weekend." Encourage pupils to read the dialogue carefully and choose the verbs that best fit the meaning and sequence of events.
- Have students open their activity books to page 46, Exercise 1. Guide them to rewrite the verbs in brackets using the correct simple past tense form. Remind them that regular verbs form the past tense by adding "-ed," while irregular verbs have special forms that must be memorised. Give an example, such as: "She visited her grandparents last weekend." Encourage pupils to read each sentence carefully, identify the verb in brackets, and change it to the correct past tense form based on the context.
- Have students open their activity books to page 46, Exercise 2. Guide them to complete the sentences and questions with the correct simple past form of the verbs in brackets. Remind them that the simple past tense is used for actions that happened and finished at a specific time in the past, often shown by time expressions such as "yesterday," "last week," or "two days ago." Give an example, such as: "I did not go to the zoo yesterday." Encourage pupils to pay attention to sentence structure, especially when forming negatives and questions using "did" or "did not."
- Have students open their activity books to page 47, Exercise 3. Instruct them to rearrange the jumbled words to form correct sentences in the simple past tense. Remind them that in affirmative sentences the subject comes before the verb, in negatives "did not" is followed by the base form of the verb, and in questions "Did" comes first, followed by the subject and then the base form. Give an example, such as: "I played football yesterday." Encourage pupils to check their word order carefully to ensure the sentences are logical and grammatically correct.
- Have students open their activity books to page 48, Exercise 4. Guide them to find and correct the mistakes in each sentence, focusing on the correct use of the simple past tense. Remind them to check for common errors such as using the base verb after "did," incorrect verb forms, or missing auxiliary verbs. Give an example, such as: "I did not went to the party yesterday." → "I did not go to the party yesterday." Encourage pupils to rewrite each sentence correctly, ensuring proper grammar and sentence structure.
- Have students open their activity books to page 48, Exercise 5. Instruct them to edit each verb according to the correct spelling rules for adding "-ed" in the simple past tense. Remind them that verbs ending in

“y” after a consonant change the “y” to “i” before adding “-ed,” verbs ending in “e” only add “-d,” and some short verbs with a consonant–vowel–consonant pattern double the final consonant before adding “-ed.” Give an example, such as: “study → studied.” Encourage pupils to apply these rules carefully for each verb in the list.

Answer Key

Student's Book, page 63

Q. 3.

A. walked B. went C. ate D. visited E. made
F. chased G. studied H. watched I. played J. cleaned

Q. 5.

1. did 2. visited 3. had 4. picked 5. stayed

Activity Book, pages 46-48

Q. 1.

A. visited B. went C. finished D. hid E. watched
F. wrote G. played H. saw I. cleaned J. ran

Q. 2.

A. did not go B. did not play C. Did, see D. did not like E. did not visit
F. Did, eat G. did not do H. Did, watch I. did not meet J. Did, arrive

Q. 3.

A. I played football yesterday. B. She visited her grandmother last weekend.
C. We watched a movie last night. D. We did not see the new game.
E. He did not call me yesterday.

Q. 4.

A. He cooked dinner for his family yesterday. B. They travelled to Paris last summer.
C. I did not go to the party yesterday. D. She did not finish her homework last night.
E. Did you go to the concert last night? F. Did he clean the house last weekend?

Q. 5.

A. studied B. stopped C. planned D. hoped E. tried F. played

Section 4: Phonics

➤ Objectives:

By the end of this section, students will be able to:

- Identify and read words with the past tense -ed ending, focusing on the different pronunciations: /d/, /t/, and /ɪd/.
- Recognise the pronunciation differences of the -ed ending in various word contexts.
- Provide examples of words with the past tense -ed ending, paying attention to their pronunciation.
- Pronounce words correctly by categorizing the -ed ending as /d/, /t/, or /ɪd/.
- Write and use words with the past tense -ed ending in simple sentences.

➤ Instructional Techniques:

- Engage students by asking a question to start the lesson, such as: “Can you think of words in the past tense with -ed at the end, like walked, jumped, or smiled?”
- Introduce the -ed ending: Explain that the past tense of verbs is often formed by adding -ed, but the pronunciation of -ed can vary depending on the final sound of the verb. The -ed ending can be pronounced in three ways: /d/ (e.g., played, smiled) /t/ (e.g., jumped, cooked) /ɪd/ (e.g., visited, planted)
- Provide examples of words with the -ed ending, focusing on how the pronunciation changes based on the final sound of the verb:
 - /d/: played, cleaned, smiled, opened, cried
 - /t/: walked, laughed, jumped, cooked, danced
 - /ɪd/: painted, planted, visited, shouted, melted
- Have students repeat each word aloud, focusing on the different sounds of the -ed ending. Encourage students to listen carefully and differentiate between the /d/, /t/, and /ɪd/ sounds.
- Have students sort the words from the list into three categories based on the pronunciation of the -ed ending (/d/, /t/, /ɪd/).
- Interactive activities: Play games where students listen to words and identify the correct pronunciation of the -ed ending (e.g., matching words to their pronunciation category).

- Encourage students to think of more past tense verbs and use them in sentences, focusing on the correct pronunciation of the -ed ending.

➤ **Activity:**

- Before starting the activities, review the past tense -ed words learnt in the lesson. Focus specifically on the three different pronunciations: /d/, /t/, and /ɪd/. Emphasise how these pronunciations can change the meaning and context of the words. Reinforce students' understanding by having them practice pronouncing these words correctly.
- Have students open their activity books to page 48, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 49, Exercise 2. Ask them to circle the correct answers, using the pictures in their student books as a reference.
- Have students open their activity books to page 49, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 48- 49

Q. 1.

A. cooked B. danced C. opened D. cried

Q. 2.

A. smiled B. cooked C. visited D. cried E. walked F. melted

Q. 3.

A. melted B. danced C. cried D. shouted E. cooked F. opened G. visited H. jumped I. smiled J. planted

Section 5: Listening

➤ **Objectives:**

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short informational text about the benefits of trees. Ask them to look carefully at how trees help people, communities, and the environment. Encourage them to think about questions like "How do trees make places more beautiful?" and "What role do trees play in making neighbourhoods more peaceful?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 64, Exercise 2, and listen carefully to the recording. Instruct them to fill in the blanks based on what they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 64

Q. 2.

A. relax B. calming C. colours D. views E. natural F. walk G. pollution

Transcript

Benefits of Trees

Trees are very important for many reasons. They provide cool and welcoming spaces where people can relax, such as parks and playgrounds. The green colour of trees is calming and helps reduce eye strain. Trees also make places look beautiful by changing colours and shapes throughout the year. They can block unpleasant views and make streets and buildings look softer and more natural. Shaded streets encourage people to walk and jog more, which helps neighbours connect and builds a sense of community. Additionally, trees reduce noise pollution by absorbing and blocking sound, making neighbourhoods quieter and more peaceful.

Section 6: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use the simple past tense to ask and answer questions about last weekend's activities.
- Formulate questions and responses using the simple past tense.
- Engage in dialogues to talk about past activities, using appropriate sentence structures.

➤ Instructional Techniques:

- Display a list of activities on the board (e.g., played tennis, visited the zoo, watched a movie, went to the park, had a picnic, rode a bike, read a book, baked a cake, went swimming, cleaned my room).
- Model how to ask and answer questions using the simple past tense. For example:
 - "What did you do last weekend?"
 - "I visited the zoo."
 - "Did you enjoy it?"
 - "Yes, it was amazing!"
- Provide explanations of how the simple past tense (e.g., "What did you do last weekend?" or "I went to the park.") is used to talk about activities that happened in the past.

➤ Activity:

- Have students take turns asking and answering questions about their activities from last weekend using the simple past tense. For example:
 - Student A: "What did you do last weekend?"
 - Student B: "I went swimming."
 - Student A: "Did you enjoy it?"
 - Student B: "Yes, it was really fun."
- Encourage students to use the simple past tense with various activities to share their weekend experiences.
- Promote peer feedback to help students refine their speaking skills and build confidence in using the simple past tense in conversation.

Section 7: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write an informal letter that includes a date, greeting, body, and closing.
- Use the simple past tense to describe past activities.
- Demonstrate clarity and relevance in descriptions of people, places, and things.
- Enhance written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, focusing on how to use the simple past tense to describe past events.
- Provide guidance on how to write about activities from last weekend using the simple past tense.
- Discuss the use of relevant details and clear descriptions when writing about past experiences.

➤ **Activity:**

- Have students follow the model letter to write an informal letter to a friend, using the simple past tense to describe their last weekend's activities.
- Encourage students to include all parts of the letter: date, greeting, body, and closing.
- Allow time for students to illustrate their letters with drawings that clarify their descriptions.
- Provide an opportunity for students to share their letters with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 67

Q. 1 Patience and care are needed for growth.

Q. 2 "rot"

Q. 3 "sprout"

Q. 4 "We visited (visit) the museum last week."

Q. 5 "Did he eat (eat) all the pizza yesterday?"

Q. 6 "cooked"

Q. 7 "danced"

Q. 8 I (watched a movie).

Q. 9 I (baked a cake).

Q. 10 I (cleaned my room).

Unit Nine

Caring for Nature

Unit	Vocabulary	Grammar	Phonics	Skills
9 Caring for Nature page 68	excited, sparkling, nature, rubbish, explore, entangle, free, promise, clean, kindness	Past continuous: affirmative and negative <i>She was studying for her math test yesterday at seven.</i> <i>She wasn't studying for her math test yesterday at seven.</i> Past continuous: questions and keywords <i>Was she studying for her math test yesterday at seven? Yes, she was. / No, she wasn't.</i>	Words with voiceless /th/: <i>think, thumb, three, throw, thick, thin, south, north, bath, breath</i> Words with voiced /th/: <i>this, smooth, brother, father, mother, weather, leather, gather, bathe, breathe</i>	Reading: a story about caring for nature
				Listening: listening for details about caring for nature
				Speaking: asking and answering questions about what they were doing during last weekend evening
				Writing: writing a descriptive paragraph

General Outcomes

By the end of the unit, students should be able to:

- read and understand a story about taking care of nature and the importance of keeping the environment clean.
- recognise and understand key vocabulary related to nature and environmental care, such as 'excited', 'nature', 'entangle', and 'rubbish'.
- use the past continuous tense correctly in affirmative and negative sentences to describe actions in progress at a specific time in the past.
- form and answer yes/no and wh- questions using the past continuous tense with appropriate time expressions.
- identify and pronounce words with voiced and voiceless /th/ sounds, such as think, three, this, and father.
- listen for specific information about ways to care for nature and the importance of protecting the environment.
- use the past continuous tense to ask and answer questions about what people were doing during a specific time in the past.
- plan and write a descriptive paragraph about past events using the past continuous tense.

Unit Plan

Unit 9 - Caring for Nature	WEEK 26	Lesson 1	Reading 1	p.68 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.68 (ex.3)	p.50 (ex.1)	
		Lesson 3	Reading 3	p.68	p.50 (ex.2)	
		Lesson 4	Vocabulary	p.69	p.51	
		Lesson 5	Grammar 1	p.70 (ex.1 + ex.2)		
	WEEK 27	Lesson 1	Grammar 2	p.70 (ex.3)	p.52 (ex.1)	
		Lesson 2	Grammar 3	p.71 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.52 (ex.2) p.53 (ex.3)	
		Lesson 4	Grammar 5		p.54 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.72		
	WEEK 28	Lesson 1	Phonics 2	Listening p.73 ex.1 for homework	p.54 (ex.1) p.55	
		Lesson 2	Listening	p.73 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.73		
		Lesson 4	Writing	p.74		
		Lesson 5	Board Game & Assessment	p.75		Unit 9 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise the key events and actions in the story about the trip to Green Valley Park.
- Read aloud individually, with a partner, or in groups to practice fluency.
- Retell the story of the children's trip to Green Valley Park, focusing on the importance of nature care and protection.
- Answer and ask questions to recall details about the trip and the children's actions during the visit.
- Reflect on the importance of taking care of the environment and how everyone can contribute to protecting nature.

➤ Instructional Techniques:

- Engage students with a question: Start by showing pictures of a park, a river, and a playground. Ask, "What do you think people do when they visit a park?" This encourages students to predict the content of the story and think about nature care.
- Introduce the text: Present the title and opening question: "What do you think the children were doing at the park?" Prompt students to share any prior experiences of trips and discuss how they can take care of the environment.
- Model fluent reading: Read the text aloud while students follow along. Emphasise key moments such as "Adam rushed off and returned with his bag" and "They found plastic wrappers, empty cans, and paper scraps." Model fluency, highlighting punctuation and how it changes the meaning of sentences.
- Break down the text: Reread key sections. After each section, ask questions like: "What was Adam looking for before the bus left?" "What did the children notice when they arrived at the park?" "Why was it important for the children to clean up the park?" These questions guide students to focus on the key events in the story.
- Focus on vocabulary: Highlight key words and phrases related to the story (e.g., park, rubbish, plastic, clean, protect, nature). Explain their meanings and encourage students to use these words when talking about nature and protecting the environment.
- Incorporate visuals: Use pictures from the story, like the children cleaning the park, the sparkling river, and the bird. Ask students to describe what they see using words from the text (e.g., "The children are picking up rubbish," "The river is sparkling").
- Encourage reflection: Conclude by asking, "What lesson did you learn from the story?" Facilitate a discussion about the importance of taking care of nature and how even small actions can make a big difference in protecting the environment.

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss what the children saw as they travelled to Green Valley Park, how Mrs. Baker reminded them to take care of nature, and how Adam helped the bird at the park.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as "Look at the river!" said Lily or "The animals could get hurt," said Sarah. This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text's themes and details. For instance, ask: "What did the children see as they travelled to Green Valley Park?" "What did Mrs. Baker remind the students about when they saw the river?" "How did Adam help the bird at the park?" "Why did the children decide to clean the park before their picnic?" "What lesson did Mrs. Baker teach the children after the picnic?" "How did the children feel about taking care of nature after their trip?"
- Direct students to their activity books to complete written questions based on the text. Students will write answers to questions such as, "What did the children see as they travelled to Green Valley Park?"

and “What lesson did Mrs. Baker teach after the picnic?” Write sample answers on the board to ensure clarity and allow students to check their work.

- Reinforce comprehension with a true/false exercise. Include statements like, “The children left rubbish in the park,” “Adam helped free a bird that was stuck,” “The students ignored nature during their trip,” and “Mrs. Baker said kindness is not just for people but also for the planet.” Students should mark each statement as true or false based on the details in the text.
- Engage students creatively by asking them to illustrate a scene from the story. For example, they might draw the children cleaning the park, the river they admired, or Adam helping the bird. This visual activity helps reinforce the concepts while appealing to different learning styles.

Answer Key

Activity Book, page 50

Q. 1.

- A. The children saw fields of flowers, hills covered with trees, and a sparkling river.
- B. Mrs Baker reminded the students to take care of nature and not leave rubbish behind, explaining that it could harm animals and dirty the river.
- C. Adam helped the bird by calling Mrs Baker and freeing it from the plastic that was tangled in its wing.
- D. The children decided to clean the park before their picnic to help protect nature and make the park look as beautiful as it had in the morning.
- E. Mrs Baker taught the children that kindness is not just for people but also for the planet.
- F. The children felt that it was important to take care of nature and their neighbourhoods, as shown by their actions during the trip.

Q. 2.

1. F 2. T 3. F 4. T

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.
- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.

- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 69

Q. 2.

A. sparkling B. entangle C. excited D. nature E. Kindness
F. promise G. clean H. explore I. rubbish J. free

Activity Book, page 51

Q. 1.

A. nature B. rubbish C. explore D. entangle E. kindness

Q. 2.

1. sparkling 2. excited 3. nature 4. rubbish 5. promise

Q. 3.

A. clean B. promise C. free D. sparkling E. excited

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Engage in brief dialogues using the past continuous tense to describe actions that were happening at a specific time in the past, enhancing their communication skills.
- Identify and use the past continuous tense to specify ongoing actions in the past among subjects.
- Construct simple sentences orally using the past continuous tense to describe activities that were in progress.
- Ask and answer questions using "Was," "Were," "What," and past continuous structures to enquire about past actions.
- Apply the correct structure of the past continuous tense in both written and oral exercises to express ongoing actions in the past effectively.

➤ Instructional Techniques:

- Start by explaining the usage of the past continuous tense to describe actions that were happening at a specific time in the past. Focus on affirmative, negative, and question forms, emphasising the structure: subject + past form of the verb "to be" + verb + -ing.
- Introduce visual aids or simple examples to demonstrate how the past continuous tense is used in sentences. For instance, show pictures of past activities and use sentences like "She was studying for her math test," "They were playing outside," or "He was not (wasn't) eating lunch."
- Display example sentences on the board that use the past continuous tense. Explain the structure in context, emphasising how it indicates actions in progress at a specific time in the past, such as "I was reading a book" and "They were not (weren't) watching TV."
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of past continuous sentences in both affirmative and negative forms.
- Demonstrate how to construct yes/no questions using the past continuous tense by placing the verb "to be" before the subject, followed by the verb in -ing form. For example, write on the board: "Was Jack studying for the exam?" and explain that the answer can be "Yes, he was" or "No, he wasn't."
- Show how to form wh-questions in the past continuous tense by starting with a question word, then the verb "to be," the subject, and the -ing form of the main verb. For example, write on the board: "What was she doing?" and explain that the answer is "She was studying."

- Provide oral practice by asking students to describe past actions using sentences like "This puppy was playing" or "They were running in the park."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of both yes/no and wh-questions.
- Use role-playing or pair work to have students ask and answer questions about ongoing actions in the past. For example, "Were they playing football?" "Yes, they were" or "No, they weren't," or "Who was studying, Sarah or Emily?" "Sarah was studying."
- Provide opportunities for students to practice using the past continuous tense both orally and in written exercises, ensuring they understand how to form both yes/no and wh-questions in different contexts.

➤ **Activity:**

- Have students open their student books to page 71, Exercise 3. Guide them to complete each sentence with the correct form of the verb in past continuous. Remind them to focus on the ongoing action being described in each sentence. Explain that they should use the past continuous to indicate actions that were happening at a specific time in the past. Example: "I was studying for my test yesterday at seven."
- Have students open their student books to page 71, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with the correct form of the verb in the past continuous tense based on the context of the conversation. This will reinforce their understanding of forming questions and answers in the past continuous tense. Example: "What were you doing last night from 7 to 9?"
- Have students open their activity books to page 52, Exercise 1. Instruct them to carefully read each sentence and fill in the blanks with the correct past continuous form of the verbs. Remind students that the past continuous is used to describe actions that were happening at a specific time in the past. Example: "I was painting a picture yesterday at this time."
- Have students open their activity books to page 52, Exercise 2. Guide them to complete the sentences with the correct past continuous form of the verbs. Remind students to focus on actions that were happening at a specific time in the past. Example: "I was not reading my book yesterday at this time." Ensure they understand how to use the past continuous to describe ongoing actions in the past.
- Have students open their activity books to page 53, Exercise 3. Guide them to rearrange the jumbled words to form correct sentences or questions using the past continuous tense. Remind students to start with the subject, followed by the verb. For example: "I was reading a book yesterday at 7." Also, remind them to form questions by starting with the auxiliary verb, followed by the subject and verb. Example: "Were you reading a story yesterday?"
- Have students open their activity books to page 54, Exercise 4. Instruct them to carefully read each sentence and identify any errors related to the use of the past continuous tense. After identifying the mistakes, students should rewrite the sentences correctly. For example: "They were play football all afternoon." → "They were playing football all afternoon."
- Have students open their activity books to page 55, Exercise 5. Instruct them to edit each verb according to the spelling rules for adding -ing. Remind them to pay attention to the specific spelling changes needed for each verb. Example: "make" → "making."

Answer Key

Student's Book, page 71

Q. 3.

A. was studying B. were watching C. was working D. were eating E. was reading
F. was practising G. was walking H. was blowing I. was travelling J. were playing

Q. 5.

1. were 2. was 3. was 4. Were 5. I 6. was

Answer Key**Activity Book, pages 52-54**

Q. 1.

A. was painting B. were cooking C. was reading D. were building E. was driving
F. were singing G. was cleaning H. were swimming I. was writing J. were planting

Q. 2.

A. was not reading B. were not swimming C. Were, practising D. were not writing E. were not cleaning
F. Was, studying G. was not cooking H. Was, playing I. was not painting J. Were, talking

Q. 3.

A. I was reading a book yesterday at 7. B. She was cooking all night.
C. I was not going to the park yesterday. D. She was not sleeping at 8 p.m. last night.
E. Were you reading a story yesterday? F. Was she watching TV last night?

Q. 4.

A. They were playing football all afternoon. B. We were studying for the test all the week.
C. They weren't working on their project last night at 7. D. We weren't listening to music all the morning.
E. Was he cooking dinner? F. Were we studying at 10 o'clock yesterday?

Q. 5.

making B. running C. needing D. dying E. sitting F. swimming

Section 4: Phonics**➤ Objectives:****By the end of this section, students will be able to:**

- Identify and read words containing the /th/ sound.
- Recognise the differences in pronunciation of the /th/ sound in various word contexts.
- Provide examples of words with the /th/ sound, focusing on their pronunciation and meaning.
- Write simple words with the /th/ sound from memory.
- Expand vocabulary through phonics activities centred around words with the /th/ sound.

➤ Instructional Techniques:

- Begin by asking students a question to engage them, such as, "Can you think of words that contain the sound /th/, like 'think' and 'thumb'?"
- Introduce the /th/ sound, explaining that it is a digraph where two letters (t and h) together make a single sound. The /th/ sound can be pronounced as a soft sound in words like "this" or as a harder sound in words like "thumb."
- Provide clear examples of words with the /th/ sound: Word Examples:
 - think, thumb, three, throw, thick, thin, south, north, bath, breath
 - this, smooth, brother, father, mother, weather, leather, gather, bathe, breathe
- Encourage students to listen carefully and repeat each word pair to understand how the /th/ sound is pronounced in different words.
- Reinforce understanding by practicing reading the words aloud, emphasising the /th/ sound in each word.
- Incorporate activities where students can categorise words based on their /th/ sound (soft or hard), helping them recognise and apply this phonetic pattern.
- Use interactive games and activities to make learning fun and reinforce the /th/ sound in a variety of contexts.

➤ Activity:

- Before starting the activities, review the words with the /th/ sound learnt in the lesson. Focus specifically on how the /th/ sound is pronounced in different words and how it influences the meaning of the words. Reinforce students' understanding by having them practice pronouncing these words correctly.
- Have students open their activity books to page 54, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 55, Exercise 2. Ask them to circle the correct answers, using the pictures in their student books as a reference.
- Have students open their activity books to page 55, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key**Activity Book, pages 54- 55**

Q. 1.

A. bathe B. throw C. three D. breathe

Q. 2.

A. throw B. mother C. thin D. leather E. bath F. breathe

Q. 3.

A. weather B. think C. leather D. thumb E. gather F. three G. bathe H. throw I. breathe J. thick

Section 5: Listening**➤ Objectives:****By the end of this section, students will be able to:**

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about caring for nature. Ask them to look carefully at the ways people can protect the environment and why these actions are important. Encourage them to think about questions like "How can we help keep nature clean?" and "What small steps can we take every day to protect the environment?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 73, Exercise 2, and listen carefully to the recording. Instruct them to fill in the blanks based on what they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key**Student's Book, page 73**

Q. 2.

A. nature B. air C. shelter D. rubbish E. resources

Transcript**Caring for Nature**

We should take care of nature because it is important. Trees give us clean air and food, and animals need them for shelter and food. We must not throw rubbish in parks or rivers to keep the environment clean. Recycling helps save resources and reduces waste. We should also save water and energy every day. Planting trees improves the air we breathe. If we all take small steps to protect nature, we can make a big difference. Let's plant trees, pick up rubbish, and be careful with waste to make the world cleaner and better.

Section 6: Speaking**➤ Objectives:****By the end of this section, students will be able to:**

- Use the past continuous tense to ask and answer questions about what they were doing last weekend evening.
- Formulate questions and responses using the past continuous tense.

- Engage in dialogues to talk about activities in progress during the past weekend evening.

➤ **Instructional Techniques:**

- Display a list of activities on the board (e.g., cooking pasta, playing video games, reading a story, studying for my test, watching TV, listening to music, talking to my friend, cleaning the kitchen, exercising, eating dinner).
- Model how to ask and answer questions using the past continuous tense. For example:
 - “What were you doing last weekend evening?”
 - “I was watching a movie.”
 - “Did you enjoy it?”
 - “Yes, I did. It was a great movie!”
- Provide explanations of how the past continuous tense is used to describe actions that were happening at a specific time in the past. Example: “I was cooking pasta at 7 p.m. last Saturday.”
- Emphasise the structure of the past continuous tense: [Subject + was/were + verb-ing].

➤ **Activity:**

- Have students take turns asking and answering questions about their activities from last weekend evening using the past continuous tense. For example:
 - Student A: “What were you doing last weekend evening?”
 - Student B: “I was playing video games.”
 - Student A: “Did you enjoy it?”
 - Student B: “Yes, I did. It was really fun.”
- Encourage students to use the past continuous tense with various activities to share their weekend evening experiences.
- Promote peer feedback to help students refine their speaking skills and build confidence in using the past continuous tense in conversation.

Section 7: Writing

➤ **Objectives:**

By the end of this section, students will be able to:

- Write a descriptive paragraph using the past continuous tense to describe what they were doing during last weekend evening.
- Include details about activities they were engaged in during that time.
- Demonstrate clarity and coherence in their descriptions.
- Share their experiences through writing in a structured and organised paragraph.

➤ **Instructional Techniques:**

- Display an example descriptive paragraph on the board, focusing on the use of the past continuous tense (e.g., “I was watching a movie,” “I was talking to my friend”).
- Explain how to describe actions in progress during a specific time in the past using the past continuous tense, emphasising the use of “was/were” + verb-ing.
- Provide guidance on how to organise a descriptive paragraph with a clear topic sentence, body sentences describing the activities, and a concluding sentence.
- Remind students to focus on describing what they were doing during a specific time, such as last weekend evening.

➤ **Activity:**

- Have students follow the model and write a descriptive paragraph about what they were doing during last weekend evening using the past continuous tense.
- In their paragraph, students should include activities like watching TV, cooking, talking to friends, or playing games.

- Encourage students to include a topic sentence, body sentences with the past continuous tense, and a concluding sentence.
- Ask students to share their paragraphs with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ Objectives:

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ Instructional Techniques:

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ Activity:

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 75

- Q. 1 We should take care of nature by keeping it clean and protecting the environment.
- Q. 2 "sparkling"
- Q. 3 "clean"
- Q. 4 "I was studying (study) yesterday at two."
- Q. 5 "The wind was blowing (blow) hard all night."
- Q. 6 "bathe"
- Q. 7 "three"
- Q. 8 I was (cooking pasta).
- Q. 9 I was (exercising).
- Q. 10 I was (cleaning the kitchen).

Unit Ten

The Food Pyramid

Unit	Vocabulary	Grammar	Phonics	Skills
10 The Food Pyramid page 76	healthy, balanced, essential, rich, variety, energy, pyramid, choose, grow, fix	Must: affirmative, negative, and questions <i>You must study for the test. She mustn't skip breakfast. Must they arrive on time? Yes, they must. / No, they mustn't.</i> Must: Uses <i>Obligation and duty Prohibition Necessity or strong recommendation</i>	Consonant blends <i>/str/: street, strong, string, stroller, stress</i> <i>/spl/: splash, splatter, split, splint, splinter</i> <i>/scr/: scream, script, scratch, screw, scroll</i>	Reading: a text about the food pyramid
				Listening: listening for details about the importance of drinking water
				Speaking: asking and answering questions about the classroom rules
				Writing: writing a fact file

General Outcomes

By the end of the unit, students should be able to:

- read and understand a text about the food pyramid and healthy meals, and answer comprehension questions about food groups and their benefits.
- recognise and use vocabulary related to health and nutrition, such as 'healthy', 'balanced', 'essential', 'rich', 'variety', 'energy', 'pyramid', 'choose', 'grow', and 'fix' in oral and written contexts.
- use must and mustn't in affirmative, negative, and interrogative sentences to express rules, obligations, and prohibitions.
- identify and apply the correct structure of 'must' and 'mustn't' to give advice and make recommendations in daily situations.
- identify and pronounce consonant blends /str/, /spl/, and /scr/ in words such as street, splash, and scratch, and distinguish them through phonics practice.
- listen for details about healthy habits such as drinking water and choosing nutritious food, and extract specific information from short spoken texts.
- ask and answer questions about classroom and health-related rules using 'must' and 'mustn't.'
- write a fact file about healthy eating, using correct vocabulary and grammar, and organise information clearly with proper spelling and punctuation.

Unit Plan

Unit 10 - The Food Pyramid	WEEK 29	Lesson 1	Reading 1	p.76 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.76 (ex.3)	p.56 (ex.1)	
		Lesson 3	Reading 3	p.76	p.56 (ex.2)	
		Lesson 4	Vocabulary	p.77	p.57	
		Lesson 5	Grammar 1	p.78 (ex.1 + ex.2)		
	WEEK 30	Lesson 1	Grammar 2	p.79 (ex.3)	p.58 (ex.1)	
		Lesson 2	Grammar 3	p.79 (ex.4) p.80 (ex.5)		
		Lesson 3	Grammar 4		p.58 (ex.2) p.59 (ex.3)	
		Lesson 4	Grammar 5		p.60 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.80		
	WEEK 31	Lesson 1	Phonics 2	Listening p.81 ex.1 for homework	p.61	
		Lesson 2	Listening	p.81 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.81		
		Lesson 4	Writing	p.82		
		Lesson 5	Board Game & Assessment	p.83		Unit 10 Assessment

Section 1: Reading

➤ Objectives:

By the end of this section, students will be able to:

- Identify and recognise the key details and ideas about the food pyramid and healthy eating habits.
- Read aloud individually, with a partner, or in groups to practice fluency.
- Retell the key information about the food pyramid, focusing on the benefits of each food group.
- Answer and ask questions to recall details about the food pyramid and balanced diets.
- Reflect on the importance of eating a variety of foods to maintain good health and energy.

➤ Instructional Techniques:

- Engage students with a question: Start by showing pictures of different foods, such as bread, fruits, vegetables, and sweets. Ask, "What do you usually eat in a day?" This encourages students to predict the content of the text and think about their eating habits.
- Introduce the text: Present the title and opening question: "Why do you think people eat different types of food?" Prompt students to share their experiences with healthy and unhealthy foods and discuss the idea of balance in a diet.
- Model fluent reading: Read the text aloud while students follow along. Emphasise key sentences, such as, "Scientists created the food pyramid to help people eat healthily," and, "Grains are an excellent source of energy because they are rich in carbohydrates." Model fluency, focusing on punctuation and how it changes sentence meaning.
- Break down the text: Reread key sections. After each section, ask questions like: "What do grains provide for your body?" "Why are fruits and vegetables important?" "Which foods should we eat only occasionally, and why?" These questions guide students to focus on the main ideas and key details in the text.
- Focus on vocabulary: Highlight key words and phrases from the story (e.g., balanced, pyramid, energy, vitamins, protein, moderation). Explain their meanings and encourage students to use these words when talking about their own eating habits.
- Incorporate visuals: Use a diagram of the food pyramid to illustrate the different food groups. Ask students to name examples of foods from each group and describe what they see using words from the text (e.g., "Grains are at the base of the pyramid," or, "Fruits and vegetables are colourful and healthy.").
- Encourage reflection: Conclude by asking, "Which food group do you eat the most, and why?" Facilitate a discussion about how eating from all food groups helps maintain a healthy lifestyle and how students can make healthier food choices.

➤ Activity:

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss what people ate a long time ago before grocery stores and markets, why scientists Emphasise the importance of a varied diet, and the role of the food pyramid in guiding healthy eating habits.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, "Grains are an excellent source of energy because they are rich in carbohydrates," or, "Eating too many sweets and fats is unhealthy." This activity helps students improve fluency and engage actively with the material.
- Guide students in answering comprehension questions that explore the text's themes and details. For instance, ask: "What did people eat a long time ago before grocery stores?" "Why is it important to eat a variety of foods, according to scientists?" "What are some examples of foods in the grains group?" "What does the dairy and protein group help with?" "Why is it important to eat fruits and vegetables?" "What should we do when eating fats and sweets, according to the text?" These questions encourage students to recall and reflect on the main ideas of the passage.
- Direct students to their activity books to complete written questions based on the text. Students will write answers to questions like: "What did people eat a long time ago?" and "What does the dairy and

protein group help with?" Write sample answers on the board for guidance and to help students check their responses for clarity.

- Reinforce comprehension with a true/false exercise. Include statements such as: People used to buy food from markets a long time ago. Grains are a good source of energy. The dairy and protein group is not important for your bones. Eating too many sweets and fats is not healthy. Students should mark each statement as true or false based on the details in the text.
- Engage students creatively by asking them to illustrate a food pyramid or a meal representing a balance diet. For instance, they might draw examples of foods from the grains, fruits, vegetables, protein, and dairy groups. This visual activity reinforces the concepts while catering to different learning styles.

Answer Key

Activity Book, page 56

Q. 1.

- A. People ate what nature provided by hunting and gathering.
- B. Because different foods give us energy, protein, vitamins, minerals, and fibre, all of which our bodies need to grow and stay strong.
- C. Examples of foods in the grains group are bread, cereal, rice, pasta, and noodles.
- D. The dairy and protein group helps with strong bones, teeth, muscle growth, and repair.
- E. Fruits and vegetables are important because they provide vitamins, minerals, and fiber that contribute to the body's health.
- F. It's best to consume fats and sweets in moderation because they can be unhealthy if eaten too much.

Q. 2.

- A. F B. T C. F D. T

Section 2: Vocabulary

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.
- Learn new vocabulary.
- Write words correctly.

➤ Instructional Techniques:

- To begin the lesson, direct students to the vocabulary words and their English translations on the designated page of the student book.
- Introduce each word by reading it aloud and giving its English translation.
- Say each word clearly and have students repeat after you to reinforce pronunciation.
- Use each word in a sentence to provide context and further explanation.

➤ Activity:

- Tell students to read each sentence carefully and focus on understanding the context of the sentence.
- Ask them to choose the word from the list that best fits in the blank. Encourage them to think about the meaning of the words and how they fit the sentence structure.
- Remind students that some words may seem similar, but they should choose the one that makes the most sense based on the context provided.
- Ask students to open their activity books to the vocabulary matching section. Review the definitions of the vocabulary words with the class, ensuring they understand each term.
- Have students work individually or in pairs to write the correct word next to each definition. Offer support for any students who might need extra help.
- Encourage students to use the words in sentences to ensure they understand the context and usage.
- Transition to the dialogue completion activity where students will fill in the blanks with the correct vocabulary words from the list.
- Model how to fill in the blanks by reading the dialogue aloud and thinking aloud as you decide which word fits best in each blank.
- Remind students that context is important when deciding which word to use.

- Encourage students to read the completed dialogue aloud after filling in the blanks, practicing both pronunciation and context.
- Next, introduce the unscrambling activity. Write the scrambled letters of each vocabulary word on the board, and ask students to work individually or in pairs to unscramble them based on the provided meaning.
- Model one example first, showing how to rearrange the letters to form a correct word.
- As students work, walk around the classroom to provide support and offer guidance if necessary.
- Once completed, review the correct answers with the class and have students repeat the words aloud for pronunciation practice.

Answer Key

Student's Book, page 77

Q. 2.

A. choose B. fix C. balanced D. essential E. variety
F. healthy G. pyramid H. grow I. energy J. rich

Activity Book, page 57

Q. 1.

A. balanced B. variety C. pyramid D. grow E. fix

Q. 2.

1. rich 2. choose 3. variety 4. healthy 5. balanced

Q. 3.

A. healthy B. essential C. rich D. energy E. choose

Section 3: Grammar

➤ Objectives:

By the end of this section, students will be able to:

- Use "must" to express obligation, necessity, and strong recommendations in simple sentences.
- Use "mustn't" to express prohibition or something that is forbidden.
- Construct affirmative, negative, and question sentences using "must" and "mustn't."
- Ask and answer questions using "must" and "mustn't" to talk about obligations and prohibitions.
- Apply the correct structure of "must" and "mustn't" in both written and oral exercises to express necessity, prohibition, or strong recommendations.

➤ Instructional Techniques:

- Start by explaining the usage of "must" to express obligation, necessity, or strong recommendations. Emphasise how "must" is followed by the base form of the verb. Also, explain the negative form "mustn't" to show prohibition or something that is forbidden. Write the following sentence structures on the board: Affirmative: I must study. Negative: She mustn't skip breakfast. Question: Must they arrive on time?
- Introduce visual aids or simple examples to demonstrate how "must" and "mustn't" are used in sentences. For example, show pictures of daily routines and use sentences like "You must eat breakfast" or "He mustn't stay up late."
- Display example sentences on the board that use both "must" and "mustn't." Explain how "must" shows necessity or obligation, while "mustn't" shows prohibition. For example: "I must finish my homework." "You mustn't talk during the test."
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of both affirmative and negative sentences using "must" and "mustn't."
- Demonstrate how to construct yes/no questions using "must" by placing "must" before the subject. For example, write on the board: "Must you go now?" and explain that the answer can be "Yes, I must" or "No, I mustn't."
- Show how to form questions with "mustn't" by using the same inversion structure. For example, "Mustn't you eat vegetables?" and explain that the answer can be "Yes, I must" or "No, I mustn't."
- Provide oral practice by asking students to describe obligations and prohibitions using sentences like "You must wear a uniform" or "They mustn't shout in class."

- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of both yes/no and wh-questions.
- Use role-playing or pair work to have students ask and answer questions about obligations and prohibitions. For example, "Must I bring my homework?" "Yes, you must" or "No, you mustn't," or "Must they clean the room?" "Yes, they must."
- Provide opportunities for students to practice using "must" and "mustn't" both orally and in written exercises, ensuring they understand how to form affirmative, negative, and question sentences in different contexts.

➤ **Activity:**

- Have students open their student books to page 79, Exercise 3. Guide them to complete each sentence with "must" or "mustn't." Remind them to focus on the obligation, necessity, or prohibition being expressed in each sentence. Explain that "must" indicates something that is required or necessary, while "mustn't" shows something that is forbidden. Example: "You mustn't forget to bring your homework tomorrow."
- Have students open their student books to page 80, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with the correct form of "must" or "mustn't" based on the context of the conversation. This will help students practice using "must" for obligations and "mustn't" for prohibitions in a conversational setting. Example: "What must we do for our school project?"
- Have students open their activity books to page 58, Exercise 1. Instruct them to carefully read each sentence and fill in the blanks with "must" or "mustn't" based on the context. Remind students that "must" indicates obligation or necessity, while "mustn't" shows prohibition. Example: "You must do your homework tomorrow."
- Have students open their activity books to page 58, Exercise 2. Guide them to complete the sentences with the correct form of "must." Remind them that "must" is used to indicate obligation, necessity, or a strong recommendation, while "mustn't" is used to indicate prohibition. Example: "You mustn't forget to bring your homework tomorrow."
- Have students open their activity books to page 59, Exercise 3. Guide them to rearrange the jumbled words to form correct sentences or questions using "must" or "mustn't." Remind students to start with the subject, followed by the verb. For example: "I must call my friend later." For questions, remind them to start with the modal verb "must" followed by the subject and then the main verb. For example: "Must we finish the project by tomorrow?"
- Have students open their activity books to page 60, Exercise 4. Instruct them to carefully read each sentence below and identify any errors related to the use of "must" or "mustn't." After identifying the mistakes, students should rewrite the sentences correctly. For example: "You must drinks plenty of water every day to stay hydrated." → "You must drink plenty of water every day to stay hydrated."
- Have students open their activity books to page 60, Exercise 5. Instruct them to look at the pictures and write sentences using 'must' or 'mustn't' based on what they see. Remind them to think about what actions are necessary or not necessary in each situation. For example, if a picture shows someone helping an elderly person, they could write: 'We must help old people.' Encourage them to create their own sentences using 'must' or 'mustn't' for each picture.

Answer Key

Student's Book, pages 79-80

Q. 3.

A. must B. mustn't C. must D. mustn't E. mustn't

F. must G. mustn't H. mustn't I. mustn't J. mustn't

Q. 5.

1. must 2. We 3. must 4. mustn't 5. Must 6. mustn't

Answer Key

Activity Book, pages 58-60

Q. 1.

A. must B. mustn't C. must D. mustn't E. mustn't
F. mustn't G. mustn't H. must I. must J. mustn't

Q. 2.

A. mustn't forget B. mustn't eat C. Must, clean D. mustn't leave E. mustn't arrive
F. Must, wear G. mustn't walk H. Must, sign I. mustn't make J. mustn't stay

Q. 3.

A. I must call my friend later. B. They must leave early.
C. They mustn't speak loudly during the meeting. D. She mustn't leave without saying goodbye.
E. Must we finish the project by tomorrow?

Q. 4.

A. You must drink plenty of water every day to stay hydrated. B. He must complete his assignment by Friday.
C. He mustn't forget to submit his application on time. D. We mustn't ignore the safety rules in the laboratory.
E. Must we bring our own materials to the workshop?

Q. 5.

B. We mustn't smoke. It is not good for our health.
C. We must brush our teeth twice a day.

Section 4: Phonics

➤ Objectives:

By the end of this section, students will be able to:

- Identify and read words containing the consonant blends str-, spl-, and scr-.
- Recognise the pronunciation of these consonant blends in various word contexts.
- Provide examples of words with str-, spl-, and scr-, focusing on their pronunciation and meaning.
- Write simple words with str-, spl-, and scr- from memory.
- Expand vocabulary through phonics activities centred around words with these consonant blends.

➤ Instructional Techniques:

- Begin by asking students a question to engage them, such as, "Can you think of words that start with str-, spl-, or scr-, like 'street,' 'splash,' or 'scream'?"
- Introduce the str-, spl-, and scr- consonant blends, explaining that these blends consist of two or more consonants that appear together at the beginning of words, forming a unique sound. str- as in "street" or "strong." spl- as in "splash" or "split." scr- as in "scream" or "scratch."
- Provide clear examples of words with these blends:
 - str-: street, strong, string, stroller, stress
 - spl-: splash, splatter, split, splint, splinter
 - scr-: scream, script, scratch, screw, scroll
- Encourage students to listen carefully and repeat each word to understand how the blends are pronounced.
- Reinforce understanding by practicing reading the words aloud, emphasising the str-, spl-, and scr- sounds in each word.
- Incorporate activities where students can categorise words based on their consonant blends (str-, spl-, scr-), helping them recognise and apply this phonetic pattern.
- Use interactive games and activities to make learning fun and reinforce these consonant blends in a variety of contexts.

➤ Activity:

- Before starting the activities, review the words with str-, spl-, and scr- blends learnt in the lesson. Focus specifically on how these blends are pronounced in different words and how they influence the meaning of the words. Reinforce students' understanding by having them practice pronouncing these words correctly.
- Have students open their activity books to page 61, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 61, Exercise 2. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.

- Have students open their activity books to page 61, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, page 61

Q. 1.

A. splinter B. splint C. stress D. stroller

Q. 2.

A. street B. splash C. splatter D. scream E. script F. strong G. string H. split I. splint J. scratch

Q. 3.

A. screw B. splinter C. stroller D. scroll E. splint F. stress G. splash H. strong I. splatter J. street

Section 5: Listening

➤ Objectives:

By the end of this section, students will be able to:

- Demonstrate a listening text's comprehension of details and facts.
- Orally or in writing, ask and answer questions about the text (e.g., who, what, where, when, why, how).
- Ask relevant questions to clarify information from the listening text.
- Follow agreed-upon rules for group discussions, such as listening attentively, taking turns, and using polite language.

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about the importance of drinking water. Ask them to look carefully at how water helps the body and why staying hydrated is essential. Encourage them to think about questions like “How does water help our bodies stay healthy?” and “Why should we drink water every day?” This will help them focus and understand the video before they complete the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 81, Exercise 2, and listen carefully to the recording. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 81

Q. 2.

A. T B. T C. F D. T E. T F. T G. F H. T

Transcript

The Importance of Drinking Water

Drinking enough water is important for staying healthy. Experts recommend at least eight glasses a day. Water keeps joints lubricated and delivers oxygen to the body. It improves skin health, cushions the brain and spinal cord, and helps control body temperature. The digestive system needs water, and it helps remove waste and toxins. Staying hydrated supports healthy blood pressure, keeps airways clear, and makes nutrients easier to absorb. It also prevents kidney damage, improves exercise performance, and can help with weight loss. Drinking water daily is a simple way to stay healthy.

Section 6: Speaking

➤ Objectives:

By the end of this section, students will be able to:

- Use the modal must to ask and answer questions about classroom rules.
- Formulate questions and responses using must to talk about things they must and mustn't do in the classroom.
- Engage in dialogues to discuss classroom rules using the modal must.

➤ Instructional Techniques:

- Display a list of classroom rules on the board (e.g., raise your hand to speak, keep your desk tidy, listen to the teacher, bring your books to class, turn off your phone, complete homework on time, wear a school uniform, clean up after an activity, respect classmates, ask permission to leave the classroom).
- Model how to ask and answer questions using the modal must. For example:
 - "What must you do in the classroom to be respectful?"
 - "I must stay quiet."
 - "Why must you stay quiet?"
 - "Because it helps everyone focus."
- Provide explanations of how the modal must is used to describe necessary actions. Example: "You must raise your hand to speak."
- Emphasise the structure of the sentences using must: [Subject + must + verb].

➤ Activity:

- Have students take turns asking and answering questions about classroom rules using must and mustn't. For example:
 - Student A: "What must you do to keep the classroom clean?"
 - Student B: "I must clean up after an activity."
 - Student A: "What mustn't you do in the classroom?"
 - Student B: "I mustn't talk loudly when the teacher is speaking."
- Encourage students to ask and answer questions about various classroom rules using both must and mustn't. Some sample questions include: "What must you do if you want to leave the classroom?" "What mustn't you do when the teacher is explaining something?"
- Promote peer feedback to help students refine their speaking skills and build confidence in using both must and mustn't for classroom rules.

Section 7: Writing

➤ Objectives:

By the end of this section, students will be able to:

- Write a fact file about their daily routine and current actions that includes their name, country, age, and the classroom rules they must follow and the ones they mustn't follow.
- Use must and mustn't to describe the classroom rules they follow and those they avoid.
- Demonstrate clarity and relevance in their descriptions.
- Enhance their written work with drawings or visual elements that complement the text.

➤ Instructional Techniques:

- Display an example fact file on the board, highlighting its parts: student's name, country, age, classroom rules they must follow, and classroom rules they mustn't follow.
- Explain how to use must to describe necessary actions and mustn't to describe prohibited actions in the classroom.

➤ **Activity:**

- Have students follow the model and write a fact file about themselves, including sections for the student's name, country, age, and the classroom rules they must follow and the ones they mustn't follow.
- Encourage students to use clear sentences with must and mustn't to convey information about the classroom rules.
- Allow time for students to illustrate their fact files with drawings that enhance their descriptions.
- Provide an opportunity for students to share their fact files with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

By the end of this section, students will be able to:

- Recall and apply key vocabulary and grammar structures from the unit.
- Practise using complete sentences to answer questions.
- Enhance their speaking and listening skills through interactive gameplay.

➤ **Instructional Techniques:**

- Introduce the board game by explaining that it is a fun way to review the content from the unit.
- Demonstrate how to play the game: students take turns answering questions as they move through the game.
- Model how to answer questions, ensuring students understand the expected responses and can provide complete sentences.
- Encourage students to listen carefully to each other's answers and provide feedback when necessary.

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.
- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 83

- Q. 1 (I eat from the grains group the most because it gives me energy to stay active and focused throughout the day.)
- Q. 2 "essential"
- Q. 3 "energy"
- Q. 4 "You mustn't (must) eat too much junk food to stay healthy."
- Q. 5 "He must (must) be on time for the meeting."
- Q. 6 "splint"
- Q. 7 "stroller"
- Q. 8 I must (clean up after an activity).
- Q. 9 (To stay organised and focused.)
- Q. 10 (To look neat and show school pride.)

Dar Ghad Al-Ajyal for Publishing & Distributing is a Jordanian publishing house dedicated to the advancement of education through high-quality children's books and modern learning materials. Since its founding in 2018, the house has remained committed to supporting innovation in early childhood and primary education by combining engaging content with contemporary educational standards.

Dar Ghad Al-Ajyal is a registered trademark in Jordan and other countries.

New English Leaders Series

Teacher's Guide 4

The National Library of Jordan Documentation & National Archives

Deposit No.: 2020/10/4098

ISBN: 9789923340660

First published in 2025

Yasmeen Dardas

Maya Antoun

No Copying or File Sharing

This publication is protected by international copyright laws.

No part of this printed work may be copied, reproduced, adapted, or stored in any form, whether by photocopying, scanning, recording, or any other means, without the prior written permission of Dar Ghad Al-Ajyal for Publishing & Distributing.

Acknowledgments

This book is inspired by the original work of Maya Antoun. The present edition has been thoroughly reimagined, rewritten, and redeveloped by **Yasmeen Dardas**, whose significant contributions have shaped and elevated the series to its current form.

Cover Design: Naseem M. Imtair

Book Design & Layout: Laila Qashta

Design Assistant: Tala Abu Al Hajj

Illustrations: Saleh Abu Fakheidah

Dar Ghad Al-Ajyal for Publishing & Distributing

P.O. Box 1995, Amman 1194, Jordan

www.ajyall.com

Email: info@ajyall.com

Tel: +962 6 515 7 555

Fax: +962 6 515 7 550

Mob. +9627 77 080009