

# New English Leaders

Book 2  
Teacher's Guide



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# Scope and Sequence

Unit	Vocabulary	Grammar	Phonics	Skills
<b>1</b> <b>School Subjects</b> page 4	science, animals, math, shapes, addition, subtraction, English, art, music	<b>Demonstratives: this and these</b> <i>This is my pencil right here.</i> <i>These are my pencils right here.</i>  <b>Demonstratives: that and those</b> <i>That is my pencil over there.</i> <i>Those are my pencils over there.</i>	<b>Magic e</b>  <i>/a-e/:</i> cake, lake, bake, take, wake, gate, game, wave, race, face	<b>Reading:</b> a dialogue about school subjects <b>Listening:</b> listening for details about the toy store <b>Speaking:</b> describing objects <b>Writing:</b> writing an informal letter
<b>2</b> <b>Helping at Home</b> page 12	fix, busy, cook, delicious, water, wash, sweep, take care, pet	<b>Simple present: affirmative and negative</b> <i>She is a student.</i> <i>They are friends.</i> <i>She is not a student.</i> <i>They are not friends.</i>  <b>Simple present: questions</b> <i>Is she a student?</i> <i>Yes, she is. / No, she is not.</i>	<b>Magic e</b>  <i>/i-e/:</i> bike, kite, bite, ripe, time, five, dive, wide, ride, hide	<b>Reading:</b> a text about helping at home <b>Listening:</b> listening for details about Liam's family <b>Speaking:</b> asking and answering questions about family characteristics <b>Writing:</b> writing an informal letter
<b>3</b> <b>Around My Neighbourhood</b> page 20	neighbourhood, bakery, bread, post office, letter, package, fire station, firefighter, swing	<b>Have got and has got: affirmative and negative</b> <i>She has got a car.</i> <i>They have got a cat.</i> <i>She has not got a car.</i> <i>They have not got a cat.</i>  <b>Have got and has got: questions</b> <i>Has she got a car?</i> <i>Yes, she has. / No, she has not.</i>	<b>Magic e</b>  <i>/o-e/:</i> note, bone, cone, rope, home, dome, nose, rose, robe, hole	<b>Reading:</b> a dialogue about neighbourhood <b>Listening:</b> listening for details about visiting the beach <b>Speaking:</b> asking and answering questions about the fruits and vegetables you have got <b>Writing:</b> writing a descriptive paragraph
<b>4</b> <b>My Daily Routine</b> page 28	wake up, stretch, brush, wash, put on, comb, eat, alarm, uniform	<b>Simple present: main verbs—affirmative and negative</b> <i>She wakes up early every day.</i> <i>They wake up early every day.</i> <i>She doesn't wake up early every day.</i> <i>They don't wake up early every day.</i>  <b>Simple present: spelling rules</b> <i>read → reads</i> <i>watch → watches</i> <i>play → plays</i> <i>cry → cries</i>	<b>Magic e</b>  <i>/u-e/:</i> cube, tube, mule, huge, cute, mute, fume, perfume	<b>Reading:</b> a text about daily routine <b>Listening:</b> listening for details about visiting the supermarket <b>Speaking:</b> describing daily routine <b>Writing:</b> writing a fact file
<b>5</b> <b>My Favourite Hobbies</b> page 36	draw, crayon, marker, paint, watercolours, read, relax, sing, dance	<b>Adverbs of frequency</b> <i>She always wakes up early.</i> <i>She usually wakes up early.</i> <i>She often wakes up early.</i> <i>She sometimes wakes up early.</i> <i>She never wakes up early.</i>  <b>Simple present: questions</b> <i>Does she always wake up early?</i> <i>Yes, she does. / No, she doesn't.</i>	<b>Short vowel</b>  <i>/oo/:</i> book, look, cook, hook, crook, good, wood, hood, wool, foot	<b>Reading:</b> a text about favourite hobbies <b>Listening:</b> listening for details about Sunday's routine <b>Speaking:</b> asking and answering questions about daily routine <b>Writing:</b> writing a descriptive paragraph

Unit	Vocabulary	Grammar	Phonics	Skills
<b>6</b> <b>Animals Around Us</b> page 44	farm animals, pets, wild animals, wool, egg, milk, friendly, forest, grassland	<b>Simple past: affirmative and negative</b> <i>She was happy last night.</i> <i>They were in the classroom this morning.</i> <i>She was not happy last night.</i> <i>They were not in the classroom this morning.</i> <b>Adjectives</b> <i>happy → I was happy.</i>	<b>Long vowel</b> <i>/oo/:</i> tool, cool, pool, broom, room, moon, spoon, goose, loose, root	<b>Reading:</b> a text about animals <b>Listening:</b> listening for details about visiting the grandma <b>Speaking:</b> describing past feelings <b>Writing:</b> writing an informal letter
<b>7</b> <b>Seasons and Weather</b> page 52	spring, sunny, bloom, summer, hot, autumn, windy, winter, cold	<b>Simple past: yes/no questions</b> <i>Was she happy last night?</i> <i>Yes, she was. / No, she wasn't.</i> <i>Were they in the classroom this morning?</i> <i>Yes, they were. / No, they weren't.</i> <b>Simple past: wh-questions with "where"</b> <i>Where was she last night?</i> <i>She was at home.</i> <i>Where were they this morning?</i> <i>They were in the classroom.</i>	<b>Long vowel</b> <i>/ee/:</i> tree, three, bee, knee, feet, sweet, street, green, teeth, sleep	<b>Reading:</b> a text about seasons and weather <b>Listening:</b> listening for details about yesterday's weather <b>Speaking:</b> asking and answering questions about where Jack and his family were yesterday <b>Writing:</b> writing an informal letter
<b>8</b> <b>At the Supermarket</b> page 60	supermarket, groceries, dairy products, dessert, snacks, biscuits, cashier, pack, tasty	<b>Possessive adjectives and possessive pronouns</b> <i>This is my book.</i> <i>This is your book.</i> <i>This book is mine.</i> <i>This book is yours.</i> <b>Asking questions with possessive adjectives and possessive pronouns</b> <i>Is this my book?</i> <i>Yes, it is. / No, it isn't.</i> <i>Is this book mine?</i> <i>Yes, it is. / No, it isn't.</i>	<b>Long vowel</b> <i>/ea/:</i> tea, eat, neat, meat, heat, leaf, seal, peach, clean, read	<b>Reading:</b> a text about Sue at the supermarket <b>Listening:</b> listening for details about visiting the restaurant <b>Speaking:</b> asking and answering questions about possession <b>Writing:</b> writing an informal letter
<b>9</b> <b>A Trip to the City</b> page 68	transport, car, seat, train station, train, field, bus, boat, taxi	<b>Expressing ability: can</b> <i>We can swim.</i> <i>She can jump high.</i> <i>We cannot swim.</i> <i>She cannot jump high.</i> <b>Asking about ability: can</b> <i>Can we swim?</i> <i>Yes, we can. / No, we can't.</i> <i>Can she jump high?</i> <i>Yes, she can. / No, she can't.</i>	<b>Consonant blends</b> <i>/br/:</i> brush, bread <i>/cr/:</i> crayon, crash <i>/gr/:</i> grapes, grass <i>/dr/:</i> drum, drink <i>/tr/:</i> train, truck	<b>Reading:</b> a story about a trip to the city <b>Listening:</b> listening for details about Lily's abilities <b>Speaking:</b> asking and answering questions about abilities <b>Writing:</b> writing a fact file
<b>10</b> <b>A Fun Birthday Party</b> page 76 4	birthday, celebrate, decorated, streamers, candle, icing, treasure, present, clap	<b>Superlative adjectives</b> <i>Sam is the tallest boy in the class.</i> <i>Jack is the fastest runner.</i> <i>Lily is the shortest one in the family.</i> <b>Superlative adjectives: asking questions</b> <i>Who is the tallest one in the class?</i> <i>Sam is the tallest.</i>	<b>Consonant blends</b> <i>/sm/:</i> small, smile <i>/sn/:</i> snow, snake <i>/sp/:</i> spoon, spider <i>/st/:</i> star, stone <i>/sw/:</i> swim, sweater	<b>Reading:</b> a story about a fun birthday party <b>Listening:</b> listening for details about family characteristics <b>Speaking:</b> asking and answering questions about classmates <b>Writing:</b> writing a descriptive paragraph

# 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 2 build early literacy by using short dialogues or paragraphs supported by clear visuals and familiar vocabulary. Pupils practise recognising sight words, reading aloud, 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.

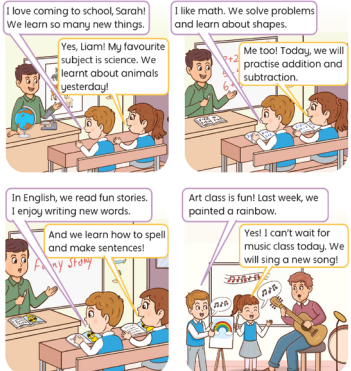
Pupils read short questions and choose the correct answer from a list, helping them practise detail recognition.

Pupils answer comprehension questions by writing a key word from the text, such as a character's name or object, or by marking statements as true or false, helping them focus on specific details.

**Unit 1** **School Subjects**

**Reading**

1. Look at the pictures. What do you think the dialogue is about?  
2. Listen and read.



I love coming to school, Sarah! We learn so many new things.

I like math. We solve problems and learn about shapes.

Yes, Liam! My favourite subject is science. We learnt about animals yesterday!

Me too! Today, we will practise addition and subtraction.

In English, we read fun stories. I enjoy writing new words.

Art class is fun! Last week, we painted a rainbow.

And we learn how to spell and make sentences!

Yes! I can't wait for music class today. We will sing a new song!

3. What is your favourite subject at school?

**Unit 1** **School Subjects**

**Reading**

1. Refer to the dialogue in your student book and match the questions with their correct answers.

A. What is Sarah's favourite subject?	<input type="checkbox"/> 1. A rainbow.
B. What subject does Liam like?	<input type="checkbox"/> 2. Sing a new song.
C. What will they practise today?	<input type="checkbox"/> 3. Science.
D. What did they paint in art class?	<input type="checkbox"/> 4. Math.
E. What will they do in music class?	<input type="checkbox"/> 5. Addition and subtraction.

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

A. Liam does not like coming to school.	<input type="checkbox"/>
B. They learnt about plants in science yesterday.	<input type="checkbox"/>
C. Liam enjoys writing new words in English.	<input type="checkbox"/>
D. They will read a new story in music class.	<input type="checkbox"/>

### Grade 2 Reading Strategies

In Grade 2, reading is introduced through short dialogues or simple paragraphs that are supported by visuals and audio. Strategies focus on helping pupils understand meaning through a combination of listening, reading, 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, builds curiosity, and prepares them for the reading.
- **During reading:** Pupils listen to or read a short, illustrated dialogue. This develops word recognition, reading fluency, and understanding of simple sentence structures in context.
- **Post-reading:** Pupils answer comprehension questions using matching, single-word answers, or true/false statements. This stage checks understanding, reinforces key vocabulary, and develops recall of specific information.

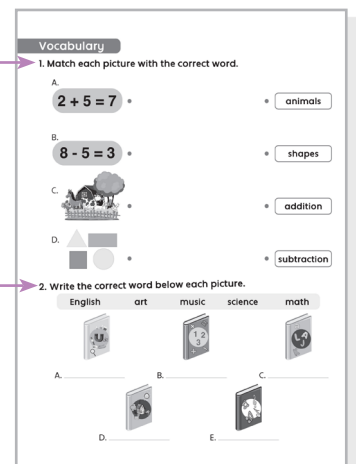
## Lesson Two: Vocabulary

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, point to the matching picture, and repeat it to build pronunciation and recognition.



Pupils draw lines from pictures to their correct written labels, strengthening visual-word associations and word recognition.



Pupils choose from a word bank and write the correct vocabulary item under each image, practising spelling and word recall.

### Grade 2 Vocabulary Strategies

In Grade 2, vocabulary is introduced through clear visuals and repeated listening. The following strategies support word recognition, pronunciation, and spelling through interactive and visual methods:

- **Audio and visuals:** Pupils listen to recordings and match spoken words with pictures to develop sound-word associations.
- **Repetition and pointing:** Pupils repeat vocabulary after the teacher or recording and point to the corresponding image to reinforce meaning.
- **Flashcard use:** Teachers use flashcards to review and check vocabulary understanding in a playful, engaging way.
- **Word-picture matching:** Pupils practise reading and comprehension by matching words to images.
- **Word labelling:** Pupils write vocabulary words under the correct pictures to reinforce spelling and recall.



Teachers use flashcards to review and check vocabulary understanding in a playful, engaging way.



# 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 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.**

Look at this flower right here! It is so pretty.  
Do you see that big tree over there?  
This butterfly is so colourful.  
I love nature! Everything looks beautiful.

Yes! These flowers are my favourite.  
Wow! Those trees are very tall!  
And those birds in the sky are flying so high!  
Me too! Let's take some pictures!

**2. Learn.**

**Demonstratives: This and These**

We use demonstratives to point to objects that are close to us. "This" is used to point to one close thing, and "these" is used to point to more than one close thing.

This	is	singular noun
These	are	plural noun

Examples: "This is my pencil right here."  
"These are my pencils right here."

**3. Look at each picture and circle the correct answer.**

A. this / these  
B. this / these  
C. this / these  
D. this / these

**4. Learn.**

**Demonstratives: That and Those**

We use demonstratives to point to objects that are far from us. "That" is used to point to one far thing, and "those" is used to point to more than one far thing.

That	is	singular noun
Those	are	plural noun

Examples: "That is my pencil over there."  
"Those are my pencils over there."

**5. Look at each picture and circle the correct answer.**

A. that / those  
B. that / those  
C. that / those  
D. that / those

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.

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

**3. Circle the correct answers.**

A. (This / That) is a train.  
C. (This / That) is a robot.  
E. (This / That) is a bridge.  
G. (This / That) is a basket.

B. (This / That) is a mirror.  
D. (This / That) is a drum.  
F. (This / That) is a candle.  
H. (This / That) is a tent.

**4. Complete the sentences with *These* or *Those*.**

A. \_\_\_\_\_ are keys.  
C. \_\_\_\_\_ are gloves.  
E. \_\_\_\_\_ are bananas.  
G. \_\_\_\_\_ are books.

B. \_\_\_\_\_ are \_\_\_\_\_.  
D. \_\_\_\_\_ are \_\_\_\_\_.  
F. \_\_\_\_\_ are \_\_\_\_\_.  
H. \_\_\_\_\_ are \_\_\_\_\_.

**5. Look at the pictures and complete.**

**This    These    That    Those**

A. \_\_\_\_\_ is a laptop.  
C. \_\_\_\_\_ are spoons.  
E. \_\_\_\_\_ are pillows.  
G. \_\_\_\_\_ are mountains.

B. \_\_\_\_\_ is a lighthouse.  
D. \_\_\_\_\_ is a watermelon.  
F. \_\_\_\_\_ are pillows.  
H. \_\_\_\_\_ are mountains.

**Unit 1 School Subjects**

**Worksheet**

**1. Complete the sentences with *this*, *that*, *these*, or *those*.**

A. \_\_\_\_\_ is a rocket right here.  
C. \_\_\_\_\_ is a fountain over there.  
E. \_\_\_\_\_ are tomatoes in this basket.  
G. \_\_\_\_\_ is a castle far away on the hill.

B. \_\_\_\_\_ are butterflies close to me.  
D. \_\_\_\_\_ is a telescope right next to me.  
F. \_\_\_\_\_ are helmets right next to me.  
H. \_\_\_\_\_ are ladders leaning against that wall.

**2. Complete with *is* or *are*.**

A. This \_\_\_\_\_ a laptop.  
C. These \_\_\_\_\_ balloons.  
E. This \_\_\_\_\_ a sandwich.  
G. These \_\_\_\_\_ crayons.

B. That \_\_\_\_\_ a lighthouse.  
D. Those \_\_\_\_\_ bicycles.  
F. That \_\_\_\_\_ a bridge.  
H. Those \_\_\_\_\_ clouds.

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

A. This are a flashlight.  
B. These is pillows.

**Grammar**

**1. Complete with *This* or *These* are.**

A. \_\_\_\_\_ a cat.  
C. \_\_\_\_\_ apples.  
E. \_\_\_\_\_ a chair.  
G. \_\_\_\_\_ backpack.  
I. \_\_\_\_\_ balloons.  
K. \_\_\_\_\_ rulers.  
M. \_\_\_\_\_ a hat.  
O. \_\_\_\_\_ flowers.

**2. Complete with *That* or *Those* are.**

A. \_\_\_\_\_ a dog.  
C. \_\_\_\_\_ a lamp.  
E. \_\_\_\_\_ kites.  
G. \_\_\_\_\_ a clock.  
I. \_\_\_\_\_ oranges.  
K. \_\_\_\_\_ a jacket.  
M. \_\_\_\_\_ books.  
O. \_\_\_\_\_ birds.

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

## Grade 2 Grammar Strategies

Grammar in Grade 2 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

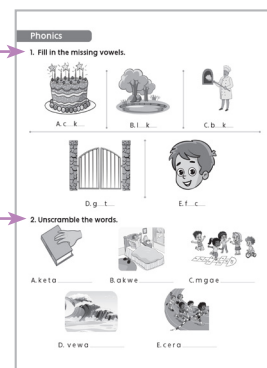
Each phonics lesson in Grade 2 introduces a specific sound pattern through clear modelling, visualisations, and guided practice. The structure helps pupils connect sounds to letters (phoneme-grapheme correspondence) and develop early reading and spelling skills.

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

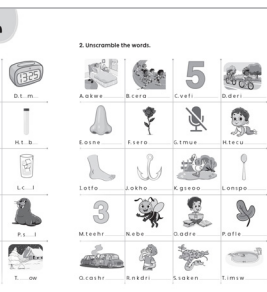
Pupils blend the individual sounds to say the full word, developing decoding and early reading skills.



Pupils complete words by writing the missing letters, reinforcing letter-sound correspondence and spelling accuracy.



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



## Grade 2 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 CVC 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). 

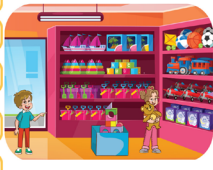
A. Maya and Adam went to a toy store. ☐

B. Maya saw a big doll. ☐

C. Adam built a tower with colourful blocks. ☐

D. There were only dolls on the shelves. ☐

E. Maya chose a red ball, and Adam picked a puzzle. ☐



A related picture is included to provide visual context and support comprehension.

### Grade 2 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:

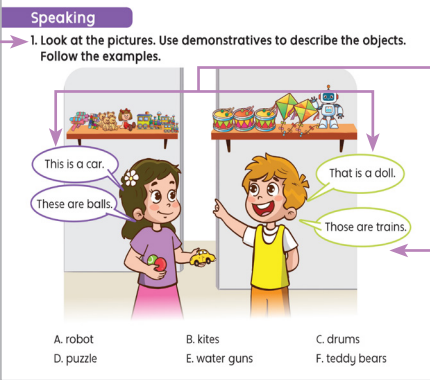
- **Video preparation:** Use the short video to introduce the theme and activate prior knowledge.
- **Guided listening:** Play the recording and guide pupils through a simple comprehension task.
- **Visual support:** Use pictures to help pupils follow and understand the listening content.

## 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 sentences supported by visuals.

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

**Speaking**  
1. Look at the pictures. Use demonstratives to describe the objects. Follow the examples.



Model sentences guide pupils in speaking with confidence.

Pictures help pupils say full sentences with correct grammar.

### Grade 2 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 begin by forming correct sentences using key grammar from the unit.

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. Rearrange the words to make correct sentences.

A. a drum. This is \_\_\_\_\_

B. dolls. These are \_\_\_\_\_

2. Listen and read.

Date: September 6

Greeting: Hi Emily,

Body: I want to tell you about my new toys. This is my teddy bear. It is blue. These are my new blocks. They are colourful. That is my toy car. It is yellow. Those are my kites. I love my toys.

Closing: Bye! James

3. Follow the previous model and write an informal letter to your friend. In your letter, use demonstratives to describe your toys.

Date: \_\_\_\_\_

Greeting: Hi \_\_\_\_\_,

Body: I want to tell you about my new toys. This is my \_\_\_\_\_. It is \_\_\_\_\_. These are my new \_\_\_\_\_. They are \_\_\_\_\_. That is my \_\_\_\_\_. It is \_\_\_\_\_. Those are my \_\_\_\_\_. I love my toys.

Closing: Bye!

### Grade 2 Writing Strategies

In Grade 2, 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 2 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

### School Subjects

Unit	Vocabulary	Grammar	Phonics	Skills
<b>1</b>  <b>School Subjects</b>  <b>page 4</b>	science, animals, math, shapes, addition, subtraction, English, art, music	<b>Demonstratives: this and these</b> <i>This is my pencil right here.</i> <i>These are my pencils right here.</i> <b>Demonstratives: that and those</b> <i>That is my pencil over there.</i> <i>Those are my pencils over there.</i>	<b>Magic e</b>  <b>/a-e/:</b> cake, lake, bake, take, wake, gate, game, wave, race, face	<b>Reading:</b> a dialogue about school subjects
				<b>Listening:</b> listening for details about the toy store
				<b>Speaking:</b> describing objects
				<b>Writing:</b> writing an informal letter

### General Outcomes

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

- read and understand a short illustrated dialogue about school subjects and answer comprehension questions.
- identify and name common school subjects such as English, science, music, and PE using picture-word association.
- use “this” and “that” correctly to refer to singular school-related nouns near and far.
- use “these” and “those” correctly to refer to plural school-related nouns near and far.
- recognise and read words with the long vowel sound /a-e/ (e.g., name, game, snake) and distinguish them from other CVC words.
- listen to a short audio description of school subjects and answer true or false questions to demonstrate understanding.
- ask and answer simple questions about favourite school subjects using short responses.
- write a short informal letter describing their favourite subject using demonstratives and appropriate vocabulary.

### Unit Plan

Unit 1 - School Subjects	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)	p.4 (ex.2)	
		Lesson 3	Grammar 4		p.5 (ex.3 + ex.4)	
		Lesson 4	Grammar 5		p.6 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.8		
	WEEK 4	Lesson 1	Phonics 2	Listening p.9 ex.1 for homework	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:**

- Recognise and read simple descriptive texts related to school subjects.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, identifying different school subjects and what students learn in each one.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their favourite school subjects and what they enjoy learning, providing additional detail and support.

### ➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What subjects do you think Liam and Sara are talking about?"
- Introduce the reading text and discuss its title, "School Subjects." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and subject-related vocabulary. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps pupils with pronunciation and comprehension.
- Point out specific elements, such as the names of school subjects and what students do in each class. For example, "science – we learn about animals," "math – we solve problems," "English – we read stories," "art – we paint pictures," and "music – we sing songs." This highlights how subject-related vocabulary is used in context.
- After reading the text, ask pupils, "What is your favourite subject at school? What do you like learning in that subject?" This encourages deeper thinking and personal connections to the lesson while also practising descriptive language.

### ➤ Activity:

- Start by having pupils refer to the dialogue in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the dialogue together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "What is Sarah's favourite subject?" or "What will they do in music class?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the dialogue. This helps assess their comprehension.



- Encourage pupils to act out the dialogue by role-playing Sarah and Liam, using gestures to show different school subjects (e.g., pretending to write for English or count for Math). This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as drawing pictures of their favourite school subjects or matching school-related items with their subjects (e.g., a paintbrush for Art or a book for English). These activities provide further engagement and practice opportunities.

#### Answer Key

##### Activity Book, page 2

Q. 1.

A. 3 B. 4 C. 5 D. 1 E. 2

Q. 2.

A. F 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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

### ➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "science," "animals," "math," "shapes," "addition," "subtraction," "English," "art," or "music."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, "This is science," or "These are shapes."
- Encourage pupils to use the vocabulary words in sentences, such as "We learn about animals in science," or "Math is fun because we solve problems."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "art" next to the picture of a painting.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

#### Answer Key

##### Activity Book, page 3

Q. 1.

A. addition B. subtraction C. animals D. shapes

Q. 2.

A. science B. math C. English D. art E. music

## Section 3: Grammar

### ➤ Objectives:

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

- Identify and correctly use the demonstratives "this" and "these" for objects that are close.
- Identify and correctly use the demonstratives "that" and "those" for objects that are far.
- Construct simple sentences using demonstratives to describe the location of objects.

➤ **Instructional Techniques:**

- Start by explaining the basic concept of demonstratives, focusing on how they are used to point to objects near and far.
- Introduce the ready-written sentences from the book that incorporate demonstratives, such as "This is my pencil right here." and "Those are my pencils over there."
- Demonstrate the usage of "this" for one close thing, "these" for more than one close thing, "that" for one far thing, and "those" for more than one far thing.
- Discuss the correct use of demonstratives to describe the location of things. Provide real-life examples, such as pointing to objects inside and outside the classroom.
- Encourage students to listen and repeat sentences using this, these, that, and those, such as "This is my pencil right here." "These are my pencils right here." "That is my pencil over there." "Those are my pencils over there."
- Demonstrate on the board how to structure sentences with singular and plural nouns using the correct demonstratives.
- Explain that "this" is used to point to one close thing, "these" is used to point to more than one close thing, "that" is used to point to one far thing, and "those" is used to point to more than one far thing.
- Provide more examples to reinforce understanding: "This is my pencil right here." "These are my pencils right here." "That is my pencil over there." "Those are my pencils over there."

➤ **Activity:**

- Have students open their student's books to page 7, Exercise 3. Instruct them to look at each picture carefully and circle the correct answer. Explain that they should choose the correct demonstrative based on what they see. For example, they should circle "this" when referring to a single object and "these" when referring to multiple objects.
- Have students open their student's books to page 7, Exercise 5. Instruct them to look at each picture carefully and circle the correct answer. Explain that they should choose the correct demonstrative based on the distance of the object. For example, they should circle "that" when referring to a single object far away and "those" when referring to multiple objects far away.
- Have students open their activity books to page 4, Exercise 1. Instruct them to carefully look at each picture and complete the sentence by choosing either "This is" or "These are." Explain that they should select "This is" when referring to a single object and "These are" when referring to multiple objects. For example, if a picture shows a person pointing at one cat, students should write "This is a cat." If a picture shows someone holding a plate of apples, they should write "These are apples."
- Have students open their activity books to page 4, Exercise 2. Instruct them to focus on completing the sentences by selecting either "That is" or "Those are" to match the pictures. Explain that students should choose "That is" when referring to a single object far away and "Those are" when referring to multiple objects far away. For example, in the picture where a person is pointing at one dog in the distance, they should write "That is a dog." If a person is pointing at birds flying in the sky, they should write "Those are birds."
- Have students open their activity books to page 5, Exercise 3. Instruct students to focus on circling the correct demonstrative ("This" or "That") based on the pictures. Explain that "This" is used when referring to a single object that is close, while "That" is used for a single object that is far away. For example, in the picture where a boy is pointing at a train far away, they should circle "That" in "That is a train." If a girl is holding a mirror in her hand, they should circle "This" in "This is a mirror."
- Have students open their activity books to page 5, Exercise 4. Instruct students to carefully read each sentence and complete it by choosing the correct demonstrative ("These" or "Those"). Explain that

"These" is used when referring to multiple objects that are close, while "Those" is used for multiple objects that are far away. For example, in the picture where a person is holding keys in their hand, they should write "These are keys." If a student is pointing at flags on a distant building, they should write "Those are flags."

- Have students open their activity books to page 6, Exercise 5. Instruct them to look at each picture and complete the sentences by choosing the correct demonstrative ("This," "That," "These," or "Those") based on the distance of the objects. Explain that "This" is used for a single object close by, "These" is used for multiple objects close by, "That" is used for a single object far away, and "Those" is used for multiple objects far away.

#### Answer Key

##### Student's Book, page 7

Q. 3

A. this B. these C. this D. these

Q. 5

A. that B. those C. those D. that

##### Activity Book, pages 4-6

Q. 1.

A. This is B. These are C. This is D. This is E. These are F. These are G. This is H. These are

Q. 2

A. That is B. Those are C. That is D. That is E. Those are F. Those are G. That is H. Those are

Q. 3

A. This B. This C. That D. This E. That F. This G. That H. That

Q. 4.

A. These B. Those C. These D. These E. These F. Those G. These H. Those

Q. 5.

A. This B. That C. These D. This E. Those F. These G. That H. Those

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words with the Magic E rule, where the silent "e" makes the "a" say its name (long "a" sound).
- Recognise and differentiate between short "a" and long "a" sounds in words.
- Provide examples of words with the Magic E rule for the vowel "a" (e.g., cake, lake, bake, take).
- Write simple words using the Magic E rule correctly.
- Expand vocabulary through phonics activities focused on Magic E words with "a."

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What happens when we add 'e' at the end of 'cap'?" (It becomes "cape" and the "a" says its name).
- Introduce the concept of Magic E, explaining that when an "e" is added at the end of a word, it changes the vowel sound to its long form (e.g., cap → cape, tap → tape).
- Model words with the long "a" sound created by Magic E, using examples like cake, lake, bake, take, wake, gate, game, wave, race, face.
- Demonstrate the pronunciation difference between short "a" words (e.g., hat, mad, tap) and long "a" words (e.g., hate, made, tape). Encourage students to listen and repeat the words after you.
- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a cake while saying the word "cake."
- Reinforce understanding by practicing reading Magic E words aloud. Highlight how the "e" at the end changes the pronunciation of the vowel.
- Have students match pictures to words and encourage them to write the words, focusing on spelling them correctly. Use rhyming games (e.g., "What rhymes with 'cake'?" ).

➤ **Activity:**

- Before starting the activities, review the words learned in the lesson to reinforce students' understanding.
- Have students open their activity books to page 7, Exercise 1. 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 2. Ask them to unscramble the words, referring to the pictures in their books for assistance.

**Answer Key**

**Activity Book, page 7**

Q. 1

A. cake B. lake C. bake D. gate E. face

Q. 2

A. take B. wake C. game D. wave E. race

## 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 Maya and her visit to a toy store with Adam. Ask them to look carefully at the toys, the characters, and their actions. Encourage them to think about questions like "What did Maya choose?" and "What is Adam doing?" 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. T B. F C. T D. F E. T

**Transcript**

**At the Toy Store**

Maya and Adam went to a toy store. Maya saw a big teddy bear and said, "This was so soft!" Adam found a box of colourful blocks and built a tower. There were many cars and robots on the shelves. Maya chose a red ball, and Adam picked a new puzzle. They were happy with their new toys!

## Section 6: Speaking

➤ **Objectives:**

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

- Demonstrate understanding of sentence structures using demonstratives ("this," "these," "that," and "those") to describe objects.
- Use demonstratives correctly when referring to singular and plural objects near and far.
- Engage in a dialogue about the objects in the pictures, practicing clear communication with demonstratives.

➤ **Instructional Techniques:**

- Display the relevant pictures of objects, such as a person holding a toy car and two balls, a person pointing at a doll far away, and a shelf with different toys placed near and far.
- Model the speaking activity by describing the objects in the picture using the correct demonstrative structures, as in: "This is a car." "These are balls." for close objects and "That is a doll." "Those are trains." for distant objects.
- Explain how to use "this" for one close object, "these" for multiple close objects, "that" for one far object, and "those" for multiple far objects.

➤ **Activity:**

- Have students take turns describing the objects in the picture using the correct demonstratives. For singular objects near: "This is a robot." For plural objects near: "These are kites." For singular objects far away: "That is a puzzle." For plural objects far away: "Those are water guns."
- Encourage students to use the provided vocabulary (e.g., robot, kites, drums, puzzle, water guns, teddy bears) in their sentences.
- Promote peer feedback to help students improve their speaking skills and confidence, reminding them to focus on correct sentence structure and pronunciation.

## 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.
- Rearrange words to form correct sentences using demonstratives ("this," "these," "that," "those").
- Use demonstratives correctly to describe their toys.
- Demonstrate clarity and relevance in their descriptions.
- Enhance written work with drawings or visual elements that complement their text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasizing the use of demonstratives ("this," "these," "that," "those") to describe objects.
- Model the sentence structure using an example letter: "This is my teddy bear. It is soft." "These are my cars. They are red and blue." "That is my kite. It flies high." "Those are my puzzles. I play with them every day."
- Practice rearranging scrambled words into correct sentences: "This is a drum." "These are dolls."

➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences such as "This is a drum." "These are dolls."
- Have students follow the model letter and write an informal letter to a friend, using demonstratives to describe their toys.
- 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.

**Answer Key**  
**Student's Book, page 10**  
Q. 1.  
A. This is a drum.  
B. These are dolls.

## 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 I love (maths).  
Q. 2 science.  
Q. 3 music.  
Q. 4 "These are books."  
Q. 5 "This is a pencil."  
Q. 6 "Those are cats."  
Q. 7 "bake"  
Q. 8 "face"  
Q. 9 This is a puzzle.  
Q. 10 These are water guns.



## Unit Two

### Helping at Home

Unit	Vocabulary	Grammar	Phonics	Skills
<b>2</b>  <b>Helping at Home</b>  <b>page 12</b>	fix, busy, cook, delicious, water, wash, sweep, take care, pet	<b>Simple present: affirmative and negative</b> <i>She is a student.</i> <i>They are friends.</i> <i>She is not a student.</i> <i>They are not friends.</i> <b>Simple present: questions</b> <i>Is she a student?</i> <i>Yes, she is. / No, she is not.</i>	<b>Magic e</b>  <i>/i-e/: bike, kite, bite, ripe, time, five, dive, wide, ride, hide</i>	<b>Reading:</b> a text about helping at home
				<b>Listening:</b> listening for details about Liam's family
				<b>Speaking:</b> asking and answering questions about family characteristics
				<b>Writing:</b> writing an informal letter

### General Outcomes

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

- identify and understand short texts about family roles and home responsibilities.
- answer comprehension questions about who does what at home using information from a reading text.
- recognise and use vocabulary related to household chores and family responsibilities (e.g., fix, sweep, wash).
- use the simple present of the verb “to be” (am/is/are) in affirmative and negative forms correctly.
- form and answer simple present “to be” questions using yes/no answers.
- blend and pronounce long vowel i\_e words (e.g., bike, time) with correct sound patterns.
- listen to short dialogues about family members and decide if statements are true or false.
- write a short informal letter about their own family using correct sentence structure and present tense.

### Unit Plan

Unit 2 - Helping at Home	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) p.15 (ex.3)		
	WEEK 6	Lesson 1	Grammar 2		p.10 (ex.1 + ex.2) p.11 (ex.3)	
		Lesson 2	Grammar 3	p.15 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.11 (ex.4)	
		Lesson 4	Grammar 5		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.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:**

- Recognise and read simple descriptive texts related to helping at home.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, identifying different household chores and responsibilities.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe how they help at home, providing additional detail and support.

### ➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What do you think the text is about?"
- Introduce the reading text and discuss its title, "Helping at Home." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and vocabulary related to household chores. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as the names of different household chores and what each family member does. For example, "Dad fixes things," "Mum cooks meals," "Brother sets the table," and "Sister sweeps the floor." This highlights how chore-related vocabulary is used in context.
- After reading the text, ask pupils, "How do you help at home?" This encourages deeper thinking and personal connections to the lesson while also practising sentence structure and descriptive language.

### ➤ Activity:

- Start by having pupils refer to the dialogue in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the dialogue together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "What does Jake's dad fix?" or "Who waters the plants?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the dialogue. This helps assess their comprehension.
- Encourage pupils to act out the dialogue by role-playing Jake and his family members, using gestures to show different household chores (e.g., pretending to sweep the floor or fix something). This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as drawing pictures of their family members helping at home or matching chores with the correct family member (e.g., a sponge for washing dishes or a broom for sweeping). These activities provide further engagement and practice opportunities.

**Answer Key****Activity Book, page 8**

Q. 1

A. 4 B. 5 C. 1 D. 2 E. 3

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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

**➤ Activity:**

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "busy," "cook," "delicious," "water," "wash," "sweep," "take care," or "pet."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the actions aloud. For example, "This is cooking," or "These are pets."
- Encourage pupils to use the vocabulary words in sentences, such as "My mum is busy cooking," or "I take care of my pet."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "wash" next to the picture of someone washing dishes.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

**Answer Key****Activity Book, page 9**

Q. 1.

A. take care B. pet C. busy D. delicious

Q. 2.

A. fix B. cook C. water D. wash E. sweep

**Section 3: Grammar****➤ Objectives:****By the end of this lesson, students will be able to:**

- Identify and correctly use the verb "to be" (am, is, are) in the simple present tense.
- Construct affirmative and negative sentences using "to be."
- Form and answer yes/no questions using the simple present with "to be."

➤ **Instructional Techniques:**

- Start by explaining the basic concept of the verb "to be," focusing on its different forms (am, is, are) and how they are used with different subjects.
- Introduce the ready-written sentences from the book that use the verb "to be," such as "She is a student." and "They are friends."
- Demonstrate the usage of "am" for "I", "is" for he, she, it, singular nouns, and "are" for you, we, they, plural nouns through examples: "I am happy." → "I'm happy." "He is my friend." → "He's my friend." "They are kind." → "They're kind."
- Discuss the correct use of affirmative and negative sentences by adding "not" after "to be." Provide examples: "She is not a student." → "She isn't a student." "They are not friends." → "They aren't friends."
- Explain how to form and answer yes/no questions using the simple present with "to be." Provide examples: "Is she a student?" → "Yes, she is." / "No, she isn't." "Are they friends?" → "Yes, they are." / "No, they aren't." "Am I late?" → "Yes, you are." / "No, you aren't."
- Demonstrate on the board how to structure affirmative, negative, and question sentences using singular and plural nouns with "to be."
- Provide more examples to reinforce understanding: "She is my teacher." → "She isn't my teacher." "They are in the park." → "They aren't in the park." "Are you my friend?" → "Yes, I am." / "No, I'm not."

➤ **Activity:**

- Have students open their student's books to page 15, Exercise 3. Instruct them to carefully look at each picture and circle the correct answer. Explain that they should choose the correct form of the verb "to be" (am, is, are, isn't, aren't) based on the subject in each sentence. For example, they should circle "am" when the subject is "I," "is" when referring to singular subjects like "he" or "she," and "are" when referring to plural subjects like "they." Encourage students to analyze each sentence carefully before selecting the correct answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their student's books to page 15, Exercise 5. Instruct them to carefully look at each picture and tick (✓) the correct answer. Explain that they should choose the correct form of the verb "to be" (is, are, am) based on the subject in each question. For example, they should circle "is" when referring to a singular subject like "he" or "she" and "are" when referring to plural subjects like "they" or "you." Encourage students to read both the question and the answer choices carefully before making their selection. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 10, Exercise 1. Instruct them to carefully look at each picture and circle the correct answer. Explain that they should choose the correct subject pronoun (I, he, she, it, we, they, you) based on the subject in the sentence. For example, they should circle "She" when referring to a singular female, "They" when referring to multiple people or things, and "I" when referring to themselves. Encourage students to analyze the picture and sentence carefully before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 10, Exercise 2. Instruct them to complete the sentences by selecting "am," "is," or "are" based on the subject. Explain that "am" is used with "I," "is" with singular nouns (he, she, it), and "are" with plural nouns (we, they, you). For example, if a picture shows a student in a classroom, the sentence should be "I am in second grade." If a picture shows multiple cats outside, the sentence should be "The cats are outside." Have students check their answers before reviewing them together as a class.
- Have students open their activity books to page 11, Exercise 3. Have students open their activity books to page 7, Exercise 3. Instruct them to complete the sentences by choosing "am not," "isn't," or "aren't" based on the subject. Explain that "am not" is used with "I," "isn't" with singular nouns (he, she, it), and "aren't" with plural nouns (we, they, you). For example, if a picture shows a happy child, the sentence should be "I am not tired." If a picture shows a sunny sky, the sentence should be "It isn't raining." Have students check their answers before reviewing them as a class.

- Have students open their activity books to page 11, Exercise 4. Instruct them to carefully read each sentence and circle the correct verb ("Is," "Are," or "Am") based on the subject. Explain that "Is" is used for singular nouns (he, she, it), "Are" for plural nouns (we, they, you), and "Am" for "I." For example, if a picture shows a girl with a school bag, the sentence should be "Is your sister a student?" If a picture shows multiple children in a classroom, the sentence should be "Are they your classmates?" Have students check their answers before reviewing them as a class.
- Have students open their activity books to page 12, Exercise 5. Instruct them to carefully look at each picture and match the question to the correct answer. Explain that they should read the question carefully and think about what the picture shows before selecting the correct answer. For example, if the picture shows a closed door, the correct answer would be "No, it isn't. It's closed." If the picture shows a teacher standing in front of a board, the correct answer would be "Yes, she is. She teaches math." Encourage students to work independently before reviewing the answers together as a class.

#### Answer Key

##### Student's Book, page 15

Q. 3

A. am B. is C. are D. isn't

Q. 5

A. Yes, he is. B. Yes, I am. C. No, they aren't.

##### Activity Book, pages 10-12

Q. 1.

A. She B. He C. It D. You E. I F. We G. They H. He

Q. 2

A. are B. is C. am D. is E. are F. are G. is H. are

Q. 3

A. am not B. isn't C. isn't D. aren't E. aren't F. aren't G. isn't H. aren't

Q. 4.

A. Is B. Am C. Are D. Are E. Is F. Are G. Is H. Are

Q. 5.

A. 3 B. 4 C. 5 D. 1 E. 2

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words with the Magic E rule, where the silent "e" makes the "i" say its name (long "i" sound).
- Recognise and differentiate between short "i" and long "i" sounds in words.
- Provide examples of words with the Magic E rule for the vowel "i" (e.g., bike, kite, bite, ripe).
- Write simple words using the Magic E rule correctly.
- Expand vocabulary through phonics activities focused on Magic E words with "i."

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What happens when we add 'e' at the end of 'bit'?" (It becomes "bite" and the "i" says its name).
- Introduce the concept of Magic E, explaining that when an "e" is added at the end of a word, it changes the vowel sound to its long form (e.g., bit → bite, rid → ride).
- Model words with the long "i" sound created by Magic E, using examples like bike, kite, bite, ripe, time, five, dive, wide, ride, hide.
- Demonstrate the pronunciation difference between short "i" words (e.g., pin, fin, rip) and long "i" words (e.g., pine, fine, ripe). Encourage students to listen and repeat the words after you.
- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a kite while saying the word "kite."
- Reinforce understanding by practicing reading Magic E words aloud. Highlight how the "e" at the end changes the pronunciation of the vowel.
- Have students match pictures to words and encourage them to write the words, focusing on spelling them correctly. Use rhyming games (e.g., "What rhymes with 'ride'?" ).

➤ **Activity:**

- Before starting the activities, review the words learned in the lesson to reinforce students' understanding.
- Have students open their activity books to page 13, Exercise 1. 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 13, Exercise 2. Ask them to unscramble the words, referring to the pictures in their books for assistance.

**Answer Key**

**Activity Book, page 13**

Q. 1.

A. bike   B. kite   C. bite   D. ripe   E. time

Q. 2

A. five   B. dive   C. wide   D. ride   E. hide

## 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 Liam and Emma helping at home on a Saturday. Ask them to look carefully at what each character is doing. Encourage them to think about questions like “What is Liam helping with?” and “What jobs does Emma do?” 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 17 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 17**

Q. 2.

A. F   B. F   C. T   D. T   E. F

**Transcript**

**A Busy Saturday at Home**

It is Saturday morning, and Liam and Emma are helping at home. Liam helps his dad wash the car. He uses a big sponge and lots of soap. Emma helps her mum in the kitchen. She wipes the table and puts the plates away. After that, Liam waters the plants in the garden, and Emma feeds the cat. The family spends the afternoon together.



## Section 6: Speaking

### ➤ Objectives:

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

- Demonstrate understanding of sentence structures using the simple present tense to ask and answer yes/no questions about family characteristics.
- Use "to be" (am, is, are) correctly when forming affirmative and negative sentences about family members.
- Engage in a dialogue about family traits, practicing clear communication with proper sentence structures.

### ➤ Instructional Techniques:

- Display relevant pictures of different family members, such as a caring mother with her child, a grandpa laughing with his grandchildren, an aunt working hard, and an uncle actively working.
- Model the speaking activity by asking and answering yes/no questions about family members' characteristics, using the correct sentence structure. Examples: "Is your dad helpful?" → "Yes, he is." "Is your sister mean?" → "No, she isn't. She is kind."
- Explain how to use "is" for singular family members (e.g., dad, mum, grandpa) and "are" for plural subjects if needed.
- Demonstrate how to form negative answers using "is not" → "isn't" and "are not" → "aren't."

### ➤ Activity:

- Have students take turns asking and answering yes/no questions about family members using the provided vocabulary and pictures. Examples: "Is your mum caring?" → "Yes, she is." "Is your grandpa funny?" → "Yes, he is." "Is your aunt hardworking?" → "Yes, she is." "Is your brother unkind?" → "No, he isn't. He is kind." "Is your grandma strict?" → "No, she isn't. She is funny." "Is your uncle lazy?" → "No, he isn't. He is hardworking."
- Encourage students to use the provided vocabulary (e.g., helpful, caring, funny, hardworking, strict, lazy, unkind, kind) in their answers.
- Promote peer feedback to help students improve their sentence structure and pronunciation.

## 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.
- Rearrange words to form correct sentences using the simple present tense to describe family characteristics.
- Use the simple present tense correctly to describe their family members' traits.
- Demonstrate clarity and relevance in their descriptions.
- Enhance written work with drawings or visual elements that complement their text.

### ➤ Instructional Techniques:

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasizing the use of the simple present tense to describe family characteristics (e.g., helpful, kind, funny, strict).
- Model the sentence structure using an example letter: "This is my mum. She is caring." "My brothers are funny." "My dad is very helpful." "My grandpa is kind."
- Practice rearranging scrambled words into correct sentences: "My mum is caring." "My brothers are funny."

➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences such as "My mum is caring." "My brothers are funny."
- Have students follow the model letter and write an informal letter to a friend, using the simple present tense to describe their family characteristics.
- 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.

**Answer Key**

**Student's Book, page 18**

Q. 1.

A. My mum is caring.

B. My brothers are funny.

## 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 (make my bed).

Q. 2 fix

Q. 3 sweep

Q. 4 "She is a girl."

Q. 5 "They aren't friends."

Q. 6 "Are you a teacher?"

Q. 7 "bite"

Q. 8 "dive"

Q. 9 Yes, he is.

Q. 10 No, they aren't. They are hardworking.

## Unit Three

### Around My Neighbourhood

Unit	Vocabulary	Grammar	Phonics	Skills
<b>3</b>  <b>Around My Neighbourhood</b> <b>page 20</b>	neighbourhood, bakery, bread, post office, letter, package, fire station, firefighter, swing	<b>Have got and has got: affirmative and negative</b> <i>She has got a car.</i> <i>They have got a cat.</i> <i>She has not got a car.</i> <i>They have not got a cat.</i> <b>Have got and has got: questions</b> <i>Has she got a car?</i> <i>Yes, she has. / No, she has not.</i>	<b>Magic e</b>  <b>/o-e/:</b> <i>note, bone,</i> <i>cone, rope,</i> <i>home,</i> <i>dome,</i> <i>nose, rose,</i> <i>robe, hole</i>	<b>Reading:</b> a dialogue about neighbourhood
				<b>Listening:</b> listening for details about visiting the beach
				<b>Speaking:</b> asking and answering questions about the fruits and vegetables you have got
				<b>Writing:</b> writing a descriptive paragraph

### General Outcomes

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

- read and understand a short descriptive passage about places in a neighbourhood and answer comprehension questions.
- recognise and name common places and services such as bakery, greengrocer, fire station, and post office using picture clues.
- use “have got” correctly in affirmative and negative sentences to describe possession.
- ask and answer yes/no questions using “have got” and respond with short answers.
- recognise and read words with the long vowel sound /o-e/ (e.g., rope, nose, rose) and distinguish them from similar CVC words.
- listen to short spoken texts and decide whether statements are true or false based on the audio.
- ask and answer simple questions about what food items people have using “have got.”
- write a short paragraph describing what food items or groceries they have at home using correct vocabulary and sentence structure.

### Unit Plan

Unit 3 - Around My Neighbourhood	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.16 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.17 (ex.3 + ex.4)	
		Lesson 3	Grammar 4	p.23 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.18 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.24		
	WEEK 10	Lesson 1	Phonics 2	Listening p.25 ex.1 for homework	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:**

- Recognise and read simple descriptive texts related to places in the neighbourhood.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, identifying different places in the neighbourhood and their purposes.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their own neighbourhood, providing additional details and support.

### ➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What places can you see?"
- Introduce the reading text and discuss its title, "Around My Neighbourhood." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and vocabulary related to places in the neighbourhood. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as the names of different places and their functions. For example, "The bakery sells bread and cakes," "The post office sends letters and packages," "Firefighters work at the fire station," and "Children play in the park." This highlights how neighbourhood-related vocabulary is used in context.
- After reading the text, ask pupils, "What is your favourite place in your neighbourhood?" This encourages deeper thinking and personal connections to the lesson while also practising sentence structure and descriptive language.

### ➤ Activity:

- Start by having pupils refer to the dialogue in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the dialogue together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "Where does Mia's dad send packages?" or "Who works at the fire station?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the dialogue. This helps assess their comprehension.
- Encourage pupils to act out the dialogue by role-playing Mia and Tom, using gestures to show different places in the neighbourhood (e.g., pretending to mail a letter at the post office or play on the swings in the park). This fosters creativity and helps them connect with the material.

- If time allows, include additional activities such as drawing a picture of their neighbourhood or matching places with their correct functions (e.g., a loaf of bread for the bakery or a fire truck for the fire station). These activities provide further engagement and practice opportunities.

#### Answer Key

##### Activity Book, page 14

Q. 1.

A. 3 B. 4 C. 5 D. 1 E. 2

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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

### ➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "neighbourhood," "bakery," "bread," "post office," "letter," "package," "fire station," "firefighter," or "swing."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the places or objects aloud. For example, "This is a bakery," or "These are packages."
- Encourage pupils to use the vocabulary words in sentences, such as "The bakery sells fresh bread," or "Firefighters work at the fire station."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "post office" next to the picture of someone mailing a letter.
- Write the correct answers on the board and ensure pupils copy them accurately in their activity books.

#### Answer Key

##### Activity Book, page 15

Q. 1.

A. post office B. fire station C. neighbourhood D. bakery

Q. 2.

A. bread B. letter C. package D. firefighter E. swing

## Section 3: Grammar

### ➤ Objectives:

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

- Identify and correctly use "have got" and "has got" to talk about possessions.
- Construct affirmative and negative sentences using "have got" and "has got."
- Form and answer yes/no questions using "have got" and "has got."

### ➤ Instructional Techniques:

- Start by explaining the basic concept of "have got" and "has got", focusing on their use to talk about things we own or have.
- Introduce the ready-written sentences from the book that use "have got" and "has got", such as "She has got a car." and "They have got a cat."
- Demonstrate the usage of "have got" for I, you, they, we, and plural nouns and "has got" for he, she, it, and singular nouns through examples: "I have got a bike." "She has got a pet." "We have got a big garden."
- Discuss the correct use of affirmative and negative sentences by adding "not" after "have" or "has." Provide examples: "She has not got a car." → "She hasn't got a car." "They have not got a cat." → "They haven't got a cat."
- Explain how to form and answer yes/no questions using "have got" and "has got." Provide examples: "Has she got a pet?" → "Yes, she has." / "No, she hasn't." "Have they got a dog?" → "Yes, they have." / "No, they haven't."
- Demonstrate on the board how to structure affirmative, negative, and question sentences using singular and plural nouns with "have got" and "has got."
- Provide more examples to reinforce understanding: "He has got a football." → "He hasn't got a football." → "Has he got a football?" "We have got new school bags." → "We haven't got new school bags." → "Have we got new school bags?"

### ➤ Activity:

- Have students open their student's books to page 23, Exercise 3. Instruct them to look at each picture carefully and circle the correct answer. Explain that they should choose "has got" for singular subjects and "have got" for plural subjects. For negative sentences, they should select between "hasn't got" and "haven't got." Finally, review the answers together as a class to ensure understanding.
- Have students open their student's books to page 23, Exercise 5. Instruct them to carefully look at each picture and tick (✓) the correct answer. Explain that they should choose "has" for singular subjects and "have" for plural subjects. Encourage students to read both the question and the answer choices carefully before making their selection. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 16, Exercise 1. Instruct them to carefully look at each picture and circle the correct answer. Explain that they should choose "has got" for singular subjects (he, she, it, a singular noun) and "have got" for plural subjects (I, you, we, they, plural nouns). Encourage students to analyze the picture and sentence carefully before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 16, Exercise 2. Instruct them to complete the sentences by selecting "has got" or "have got" based on the subject. Explain that "has got" is used with singular nouns (he, she, it, a singular name), while "have got" is used with plural nouns (I, we, you, they). For example, if a picture shows one girl with a cat, the sentence should be "She has got a cat." If a picture shows two children with a bike, the sentence should be "They have got a bike." Have students check their answers before reviewing them together as a class.
- Have students open their activity books to page 17, Exercise 3. Instruct them to complete the sentences by choosing "hasn't" or "haven't" based on the subject. Explain that "hasn't" is used with singular subjects (he, she, it, a singular noun), while "haven't" is used with plural subjects (I, we, you, they). For example, if a picture shows a boy without a pen, the sentence should be "He hasn't got a pen." If a picture shows a family without a car, the sentence should be "We haven't got a car." Have students check their answers before reviewing them together as a class.
- Have students open their activity books to page 17, Exercise 4. Instruct them to complete the sentences by choosing "has," "have," "hasn't," or "haven't" based on the subject. Explain that "has" is used for singular subjects (he, she, it, a singular noun), while "have" is used for plural subjects (I, we, you, they).



For negative sentences, "hasn't" is used with singular subjects, and "haven't" is used with plural subjects. For example, if a picture shows a girl without a dress, the sentence should be "She hasn't got a dress." If a picture shows a group of children playing without a swimming pool, the sentence should be "We haven't got a swimming pool." Have students check their answers before reviewing them together as a class.

- Have students open their activity books to page 18, Exercise 5. Instruct them to carefully look at each picture and match the question to the correct answer. Explain that they should read each question and analyze the picture to determine the correct response. For example, if the picture shows a family with a cat, the correct answer would be "No, they haven't. They have got a pet cat." If the picture shows a girl wearing a new watch, the correct answer would be "Yes, she has." Encourage students to work independently before reviewing the answers together as a class.

#### Answer Key

##### Student's Book, page 23

Q. 3

A. has B. have C. hasn't

Q. 5

A. No, she hasn't. B. Yes, I have. C. No, it hasn't.

##### Activity Book, pages 16-18

Q. 1.

A. She B. I C. We D. He E. It F. You G. Tom H. I

Q. 2

A. have B. has C. have D. have E. has F. has G. have H. has

Q. 3

A. hasn't B. haven't C. hasn't D. haven't E. hasn't F. hasn't G. haven't H. hasn't

Q. 4.

A. haven't B. hasn't C. have D. has E. haven't F. has G. haven't H. hasn't

Q.5.

A. 3 B. 4 C. 5 D. 1 E. 2

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words with the Magic E rule, where the silent "e" makes the "o" say its name (long "o" sound).
- Recognise and differentiate between short "o" and long "o" sounds in words.
- Provide examples of words with the Magic E rule for the vowel "o" (e.g., note, bone, cone, rope).
- Write simple words using the Magic E rule correctly.
- Expand vocabulary through phonics activities focused on Magic E words with "o."

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What happens when we add 'e' at the end of 'not'?" (It becomes "note" and the "o" says its name).
- Introduce the concept of Magic E, explaining that when an "e" is added at the end of a word, it changes the vowel sound to its long form (e.g., not → note, hop → hope).
- Model words with the long "o" sound created by Magic E, using examples like note, bone, cone, rope, home, dome, nose, rose, robe, hole.
- Demonstrate the pronunciation difference between short "o" words (e.g., hop, not, rod) and long "o" words (e.g., hope, note, rode). Encourage students to listen and repeat the words after you.
- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a nose while saying the word "nose."
- Reinforce understanding by practicing reading Magic E words aloud. Highlight how the "e" at the end changes the pronunciation of the vowel.
- Have students match pictures to words and encourage them to write the words, focusing on correct spelling. Use rhyming games (e.g., "What rhymes with 'bone'?").

➤ **Activity:**

- Before starting the activities, review the CVC words learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 19, Exercise 1. 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 19, Exercise 2. Ask them to unscramble the CVC words, referring to the pictures in their books for assistance.

**Answer Key**

**Activity Book, page 19**

Q. 1.

A. note   B. bone   C. cone   D. rope   E. home

Q. 2

A. dome   B. nose   C. rose   D. robe   E. hole

## 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 Lily and Ben's trip to the beach. Ask them to look carefully at what each family member is doing. Encourage them to think about questions like "What is Lily doing?" and "What are the parents doing at the beach?" 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 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 25**

Q. 2.

A. F   B. T   C. F   D. T   E. F

**Transcript**

**A Trip to the Beach**

Lily and Ben went to the beach with their parents. The sun was shining, and the water was blue. Lily built a big sandcastle, and Ben collected seashells. Their dad swam in the sea, and their mum read a book under an umbrella. They ate sandwiches and drank orange juice. It was a fun day at the beach!

## Section 6: Speaking

### ➤ Objectives:

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

- Demonstrate understanding of sentence structures using "have got" to ask and answer yes/no questions about fruits and vegetables.
- Use "have got" and "has got" correctly in affirmative and negative sentences.
- Engage in a dialogue about what they have in their fridge, practicing clear communication with proper sentence structures.

### ➤ Instructional Techniques:

- Display relevant pictures of different fruits and vegetables inside a fridge, such as apples, oranges, bananas, strawberries, carrots, tomatoes, cucumbers, and potatoes.
- Model the speaking activity by asking and answering yes/no questions about the items in the fridge using "have got" in the correct sentence structure. Examples: "Have you got apples?" → "Yes, I have." "Have you got seven bananas?" → "No, I haven't. I have got five."
- Explain how to use "have got" for I, you, we, they and "has got" for he, she, it.
- Demonstrate how to form negative answers using "have not got" (haven't got) and "has not got" (hasn't got).

### ➤ Activity:

- Have students take turns asking and answering yes/no questions about the fruits and vegetables in the fridge using the provided vocabulary and pictures. Examples: "Have you got 10 apples?" → "Yes, I have." "Have you got six oranges?" → "Yes, I have." "Have you got seven bananas?" → "No, I haven't. I have got five." "Have you got nine strawberries?" → "Yes, I have." "Have you got three carrots?" → "Yes, I have." "Have you got six tomatoes?" → "Yes, I have." "Have you got eight cucumbers?" → "Yes, I have." "Have you got three potatoes?" → "Yes, I have."
- Encourage students to use the provided vocabulary (e.g., apples, oranges, bananas, strawberries, carrots, tomatoes, cucumbers, potatoes) in their answers.
- Promote peer feedback to help students improve their sentence structure and pronunciation.

## Section 7: Writing

### ➤ Objectives:

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

- Write a descriptive paragraph that includes a topic sentence, body sentences, and a concluding sentence.
- Rearrange words to form correct sentences using "have got" and "has got."
- Describe the fruits and vegetables they have got in their fridge in a structured paragraph.
- Demonstrate clarity and coherence in their descriptions.
- Enhance their written work with illustrations that complement the text.

### ➤ Instructional Techniques:

- Display the example descriptive paragraph on the board, highlighting its structure: topic sentence, body sentences, and a concluding sentence.
- Explain the writing process, emphasizing the correct use of "have got" and "has got" based on the subject (singular or plural).

### ➤ Activity:

- Have students rearrange words to form correct sentences, ensuring proper use of "have got" and "has got" in the simple present tense. Examples: "We have got four apples." "We have got five carrots."
- Encourage students to follow the model paragraph and write a descriptive paragraph about the fruits and vegetables they have got in their fridge.

- Ensure students include all parts of the paragraph: A clear topic sentence, body sentences listing the fruits and vegetables they have got, and a concluding sentence.
- Allow time for students to illustrate their paragraphs with drawings that match their descriptions.
- Provide an opportunity for students to share their paragraphs with a partner or in small groups, encouraging peer feedback and discussion.

**Answer Key**

**Student's Book, page 26**

Q. 1.

A. We have got four apples.

B. We have got five carrots.

## 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 I love (the park).

Q. 2 letter

Q. 3 swing

Q. 4 "She has got a new toy."

Q. 5 "They haven't got new books."

Q. 6 "Has she got a new kite?"

Q. 7 "cone"

Q. 8 "rose"

Q. 9 Yes, I have.

Q. 10 No, I haven't. I have got five tomatoes.

## Unit Four

### My Daily Routine

Unit	Vocabulary	Grammar	Phonics	Skills
<b>4</b> <b>My Daily Routine</b>  <b>page 28</b>	wake up, stretch, brush, wash, put on, comb, eat, alarm, uniform	<b>Simple present: main verbs—affirmative and negative</b> <i>She wakes up early every day.</i> <i>They wake up early every day.</i> <i>She doesn't wake up early every day.</i> <i>They don't wake up early every day.</i> <b>Simple present: spelling rules</b> <i>read &gt; reads</i> <i>watch &gt; watches</i> <i>play &gt; plays</i> <i>cry &gt; cries</i>	<b>Magic e /u-e/:</b>  <i>cube,</i> <i>tube,</i> <i>mule,</i> <i>huge,</i> <i>cute,</i> <i>mute,</i> <i>fume,</i> <i>perfume</i>	<b>Reading:</b> text about daily routine
				<b>Listening:</b> listening for details about visiting the supermarket
				<b>Speaking:</b> describing daily routine
				<b>Writing:</b> writing a fact file

### General Outcomes

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

- read a short narrative text about a child's daily routine and identify key actions and times through comprehension and true/false questions.
- recognise and use vocabulary related to daily routines (e.g., wake up, brush, comb, stretch) in context through matching, labelling, and guided practice.
- use the simple present tense in affirmative and negative forms, applying subject-verb agreement and using do/does and don't/doesn't appropriately.
- identify and blend words with long vowel sounds (e.g., cube, mute, perfume), and complete spelling and word-building tasks using silent 'e' patterns.
- listen to a short spoken dialogue about family routines and determine true or false answers based on everyday actions and events.
- ask and answer simple questions about daily habits using the present simple tense, and describe routine actions using picture prompts.
- write a personal fact file about their daily routine using the simple present tense, following a guided model and applying correct sentence structure and punctuation.

### Unit Plan

Unit 4 - My Daily Routine	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.30 (ex.1 + ex.2) p.31 (ex.3)		
	WEEK 12	Lesson 1	Grammar 2		p.22 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.23 (ex.3 + ex.4)	
		Lesson 3	Grammar 4	p.31 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.24 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.32		
	WEEK 13	Lesson 1	Phonics 2	Listening p.33 ex.1 for homework	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:**

- Recognise and read simple descriptive texts related to daily routines.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, identifying different daily activities and their order.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their own daily routine, providing additional details and support.

### ➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What activities do you see?"
- Introduce the reading text and discuss its title, "My Daily Routine." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and vocabulary related to daily activities. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as the sequence of activities in the daily routine. For example, "Jake wakes up early," "He brushes his teeth," "He eats breakfast before school," and "He plays with his toys in the evening." This highlights how routine-related vocabulary is used in context.
- After reading the text, ask pupils, "What do you do before you go to bed?" This encourages deeper thinking and personal connections to the lesson while also practising sentence structure and descriptive language.

### ➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "What does Jake do before school?" or "What does he do before bed?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their comprehension.
- Encourage pupils to act out Jake's daily routine by miming different activities (e.g., pretending to brush their teeth, eat breakfast, or play with toys). This fosters creativity and helps them connect with the material.

- If time allows, include additional activities such as drawing pictures of their own daily routines or matching daily activities with their correct times of the day (e.g., a toothbrush for the morning or a pillow for bedtime). These activities provide further engagement and practice opportunities.

**Answer Key**  
**Activity Book, page 20**

- Q. 1  
A. 4 B. 5 C. 1 D. 2 E. 3  
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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

### ➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "wake up," "stretch," "brush," "wash," "put on," "comb," "eat," "alarm," or "uniform."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the actions or objects aloud. For example, "He wakes up," or "This is an alarm clock."
- Encourage pupils to use the vocabulary words in sentences, such as "I brush my teeth in the morning," or "I put on my uniform before school."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "comb" next to the picture of a person brushing their hair.
- Write the correct answers on the board and ensure pupils copy them accurately in their activity books.

**Answer Key**  
**Activity Book, page 21**

- Q. 1.  
A. brush B. wash C. wake up D. stretch  
Q. 2.  
A. put on B. comb C. eat D. alarm E. uniform

## Section 3: Grammar

### ➤ Objectives:

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

- Identify and correctly use the simple present tense in affirmative and negative sentences.
- Construct sentences using the simple present tense with correct subject-verb agreement.



- Apply spelling rules when adding -s or -es to verbs in the third-person singular.
- Form negative sentences using "do not (don't)" and "does not (doesn't)."

➤ **Instructional Techniques:**

- Start by explaining the simple present tense, focusing on how it is used for things that happen regularly or are always true.
- Introduce ready-written sentences from the book that use the simple present tense, such as "She wakes up early every day." and "They wake up early every day."
- Demonstrate the usage of verb + -s/-es for he, she, it, singular nouns and verb 1 (base form) for I, you, we, they, plural nouns through examples: "He brushes his teeth in the morning." "We brush our teeth in the morning." "She washes her face before bed." "They wash their faces before bed."
- Discuss the correct use of affirmative and negative sentences by adding "do not (don't)" or "does not (doesn't)" before the base verb. Provide examples: "She does not wake up early every day." → "She doesn't wake up early every day." "They do not play football after school." → "They don't play football after school."
- Explain spelling rules when adding -s or -es to verbs in the third-person singular:
  - Add -s to most verbs: "play → plays", "wake → wakes"
  - Add -es to verbs ending in -ch, -sh, -ss, -x, -o: "watch → watches", "go → goes"
  - For verbs ending in consonant + y, change y → i and add -es: "study → studies", "cry → cries"
  - For verbs ending in vowel + y, just add -s: "play → plays", "enjoy → enjoys"
- Demonstrate on the board how to structure affirmative and negative sentences using different subjects and correct verb forms.
- Provide additional practice: "He eats an apple every day." → "He doesn't eat an apple every day." "They go to school at 8 AM." → "They don't go to school at 8 AM."

➤ **Activity:**

- Have students open their student's books to page 31, Exercise 3. Instruct them to look at each picture carefully and circle the correct answer. Explain that they should choose the correct verb form based on the subject. For singular subjects (he, she, it), they should add -s or -es to the verb. For plural subjects (we, they, you, I), they should use the base verb. For negative sentences, they should select between "doesn't" for singular subjects and "don't" for plural subjects. Finally, review the answers together as a class to ensure understanding.
- Have students open their student's books to page 31, Exercise 5. Instruct them to carefully look at each picture and complete the verb by adding -s or -es where needed. Explain that most verbs take -s in the third person singular (he, she, it), but some verbs require -es if they end in -ch, -sh, -ss, -x, or o. Additionally, verbs ending in consonant + y change y to i before adding -es. Encourage students to analyze each verb carefully before writing their answers. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 22, Exercise 1. Instruct them to carefully look at each picture and circle the correct answer. Explain that they should choose the base form of the verb + -s or -es based on the subject. Remind students that he, she, it, and singular nouns take -s or -es, while I, you, we, they, and plural nouns use the base form of the verb. Encourage students to read the sentences carefully before making their choice. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 22, Exercise 2. Instruct them to complete the sentences by selecting the correct form of the verb based on the subject. Explain that he, she, it, and singular nouns take verb + -s or -es, while I, we, you, they, and plural nouns use the base form of the verb. For example, if a picture shows a girl painting, the sentence should be "She paints beautiful pictures." If a picture shows multiple children running, the sentence should be "They run in the park every morning." Have students check their answers before reviewing them together as a class.

- Have students open their activity books to page 23, Exercise 3. Instruct them to complete the sentences by choosing "don't" or "doesn't" based on the subject. Explain that "doesn't" is used with singular subjects (he, she, it, a singular noun), while "don't" is used with plural subjects (I, we, you, they). For example, if a picture shows a boy not riding a bike, the sentence should be "He doesn't ride a bike to school." If a picture shows a group of children inside at night, the sentence should be "We don't play outside at night." Have students check their answers before reviewing them together as a class.
- Have students open their activity books to page 23, Exercise 4. Instruct them to complete the sentences by making them negative using "does not (doesn't)" for singular subjects (he, she, it, a singular noun) and "do not (don't)" for plural subjects (I, we, you, they). For example, if a picture shows a boy drinking juice instead of milk, the sentence should be "He doesn't drink milk." If a picture shows a cat sleeping on the floor instead of the bed, the sentence should be "The cat doesn't sleep on the bed." Have students check their answers before reviewing them together as a class.
- Have students open their activity books to page 24, Exercise 5. Instruct them to carefully look at each picture and use the affirmative (✓) and negative (✗) forms to write sentences about each person's activities. Explain that they should use the base verb for plural subjects and add -s or -es for singular subjects. For example, if a picture shows Jack playing football (✓), the sentence should be "Jack plays football." If a picture shows Jack not reading books (✗), the sentence should be "Jack doesn't read books." Encourage students to work independently before reviewing the answers together as a class.

#### Answer Key

##### Student's Book, page 31

Q. 3

A. plays B. eat C. doesn't eat

Q. 5

A. reads B. fixes C. plays D. carries

##### Activity Book, pages 22-24

Q. 1.

A. plays B. watch C. eats D. go E. fixes F. help G. flies H. reads

Q. 2

A. paints B. run C. fixes D. jump E. teaches F. drinks

Q. 3

A. doesn't B. don't C. doesn't D. don't E. doesn't F. don't G. don't H. doesn't

Q. 4.

A. He doesn't drink milk. B. The cat doesn't sleep on the bed.

C. The baby doesn't cry at night. D. The kids don't eat pasta.

Q. 5.

B. Emma reads books. Emma doesn't drink milk.

C. Noah plays football. Noah doesn't drink milk.

D. Lily drinks milk. Lily doesn't play football.

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words with the Magic E rule, where the silent "e" makes the "u" say its name (long "u" sound).
- Recognise and differentiate between short "u" and long "u" sounds in words.
- Provide examples of words with the Magic E rule for the vowel "u" (e.g., cube, tube, mule, huge).
- Write simple words using the Magic E rule correctly.
- Expand vocabulary through phonics activities focused on Magic E words with "u."

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What happens when we add 'e' at the end of 'cub'?" (It becomes "cube" and the "u" says its name).
- Introduce the concept of Magic E, explaining that when an "e" is added at the end of a word, it changes the vowel sound to its long form (e.g., cub → cube, tub → tube).

- Model words with the long "u" sound created by Magic E, using examples like cube, tube, mule, huge, cute, mute, fume, perfume.
- Demonstrate the pronunciation difference between short "u" words (e.g., cut, tub, hug) and long "u" words (e.g., cute, tube, huge). Encourage students to listen and repeat the words after you.
- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a cube while saying the word "cube."
- Reinforce understanding by practicing reading Magic E words aloud. Highlight how the "e" at the end changes the pronunciation of the vowel.
- Have students match pictures to words and encourage them to write the words, focusing on correct spelling. Use rhyming games (e.g., "What rhymes with 'mule'?").

➤ **Activity:**

- Before starting the activities, review the CVC words learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 25, Exercise 1. 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 25, Exercise 2. Ask them to unscramble the CVC words, referring to the pictures in their books for assistance.

**Answer Key**  
**Activity Book, page 25**  
 Q. 1.  
 A. cube   B. tube   C. mule   D. perfume  
 Q. 2  
 A. huge   B. mute   C. fume   D. cute

## 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 Emma and her visit to the supermarket with her mum. Ask them to look carefully at the items they buy and how Emma helps. Encourage them to think about questions like "What does Emma do at the supermarket?" and "What do they buy?" 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 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.

#### Answer Key

Student's Book, page 33

Q. 2.

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

#### Transcript

##### At the Supermarket

Emma and her mum go to the supermarket on Saturday mornings. They take a shopping list and a cart. First, they buy fresh fruits like apples and oranges. Then, they get some vegetables, milk, and bread. Emma helps by putting items in the cart. At the checkout, her mum pays, and Emma helps carry the bags. When they get home, they put everything in the fridge and cupboards. Emma feels happy because she loves helping her mum!

## Section 6: Speaking

### ➤ Objectives:

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

- Demonstrate understanding of sentence structures using the simple present tense to describe daily routines.
- Use affirmative and negative sentences correctly to describe actions people do or do not do.
- Engage in a dialogue about daily routines, practicing clear communication with proper sentence structures.

### ➤ Instructional Techniques:

- Display a table showing different people and their daily routines with checkmarks (✓) for activities they do and crosses (X) for activities they do not do. The table should include activities such as waking up early, brushing teeth, eating breakfast, reading a book, and playing sports.
- Model the speaking activity by describing each person's routine using the correct affirmative and negative sentence structure. Examples: "Sophia wakes up early." "Ethan doesn't wake up early." "Ava brushes her teeth." "Noah doesn't brush his teeth."
- Explain how to form affirmative and negative sentences in the simple present tense.
- Demonstrate how to use "does not (doesn't)" with singular subjects and "do not (don't)" with plural subjects.

### ➤ Activity:

- Have students take turns describing each person's routine using affirmative and negative sentences based on the table. Example Sentences: "Sophia wakes up early." "Ethan doesn't wake up early." "Ava doesn't eat breakfast." "Noah plays sport."
- Encourage students to use the provided vocabulary (e.g., wake up early, brush teeth, eat breakfast, read a book, play sport) in their answers.
- Promote peer feedback to help students improve their sentence structure and pronunciation.

## Section 7: Writing

### ➤ Objectives:

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

- Write a fact file about themselves, including their name, age, and a description of their daily routine.
- Rearrange words to form correct sentences using the simple present tense.
- Use affirmative and negative sentences to describe what they do and don't do daily.
- Demonstrate clarity and coherence 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: Picture of the student, Name and age, Daily routine description (what they do and don't do every day).

- Explain how to use the simple present tense to describe daily activities (e.g., "I wake up early," "I don't watch TV in the morning").
- Demonstrate sentence structure, ensuring students understand how to use "do" and "don't" in negative sentences.

➤ **Activity:**

- Start with a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences, such as: "I play tennis." "I brush my teeth."
- Have students follow the model and write a fact file about themselves, including: A picture of themselves, their name and age, a description of their daily routine using the simple present tense.
- Encourage students to use affirmative and negative sentences (e.g., "I eat breakfast every morning," "I don't go to bed late").
- Allow time for students to illustrate their fact files with drawings that match their descriptions.
- Provide an opportunity for students to share their fact files with a partner or in small groups, encouraging peer feedback.

**Answer Key**

**Student's Book, page 34**

Q. 1.

A. I play tennis.

B. I brush my teeth.

## 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 I (read a book).

Q. 2 alarm

Q. 3 uniform

Q. 4 "He eats an apple every day.

Q. 5 "They fix the car."

Q. 6 "She doesn't like tomatoes."

Q. 7 "tube"

Q. 8 "mute"

Q. 9 He reads a book.

Q. 10 She doesn't wake up early.

## Unit Five

### My Favourite Hobbies

Unit	Vocabulary	Grammar	Phonics	Skills
<b>5</b>  <b>My Favourite Hobbies</b>  <b>page 36</b>	draw, crayon, marker, paint, watercolours, read, relax, sing, dance	<b>Adverbs of frequency</b> <i>She always wakes up early.</i> <i>She usually wakes up early.</i> <i>She often wakes up early.</i> <i>She sometimes wakes up early.</i> <i>She never wakes up early.</i> <b>Simple present: questions</b> <i>Does she always wake up early?</i> <i>Yes, she does. / No, she doesn't.</i>	<b>Short vowel /oo/:</b> book, look, cook, hook, crook, good, wood, hood, wool, foot	<b>Reading:</b> a text about favourite hobbies
				<b>Listening:</b> listening for details about Sunday's routine
				<b>Speaking:</b> asking and answering questions about daily routine
				<b>Writing:</b> writing a descriptive paragraph

### General Outcomes

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

- read a short text about a child's hobbies and answer comprehension questions by matching, sequencing, and identifying key details.
- recognise and use vocabulary related to hobbies (e.g., draw, paint, sing, relax) through matching, labelling, and listening tasks.
- use adverbs of frequency and yes/no question forms with the simple present tense to talk about regular actions and habits.
- identify and spell words with the /ʊ/ sound (as in "book" and "good") by filling in missing vowels and unscrambling letters.
- listen to a spoken text about weekend activities and answer true/false questions to demonstrate understanding of key actions and events.
- ask and answer questions using adverbs of frequency and the simple present tense to describe personal and familiar routines.
- write a descriptive paragraph about their daily routine using adverbs of frequency and the correct structure of topic and closing sentences.

### Unit Plan

Unit 5 - My Favourite Hobbies	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.28 (ex.1 + ex.2)	
		Lesson 2	Grammar 3	p.39 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.29 (ex.3 + ex.4)	
		Lesson 4	Grammar 5		p.30 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.40		
	WEEK 16	Lesson 1	Phonics 2	Listening p.41 ex.1 for homework	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:**

- Recognise and read simple descriptive texts related to favourite hobbies.
- Read aloud individually, with a partner, or in a group.
- Discuss illustrations and details from the text, identifying different hobbies and their characteristics.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their own favourite hobbies, providing additional details and support.

### ➤ Instructional techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What hobbies do you see?"
- Introduce the reading text and discuss its title, "My Favourite Hobbies." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and vocabulary related to hobbies. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as the different hobbies mentioned and the activities associated with them. For example, "Ethan enjoys drawing pictures," "He reads books about animals and adventures," "He plays board games with his family," and "He listens to music and sings along." This highlights how hobby-related vocabulary is used in context.
- After reading the text, ask pupils, "What is your favourite hobby?" This encourages deeper thinking and personal connections to the lesson while also practising sentence structure and descriptive language.

### ➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "What does Ethan love to do in his free time?" or "When does Ethan like reading?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their comprehension.
- Encourage pupils to act out Ethan's hobbies by miming different activities (e.g., pretending to draw, read, play games, or listen to music). This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as drawing pictures of their own favourite hobbies or matching hobby-related items with their corresponding activities (e.g., a paintbrush for painting or a book for reading). These activities provide further engagement and practice opportunities.



**Answer Key****Activity Book, page 26**

Q. 1.

A. 3 B. 4 C. 5 D. 1 E. 2

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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

### ➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "drawing," "crayon," "marker," "paint," "watercolours," "reading," "relax," "singing," or "dance."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the actions or objects aloud. For example, "He is drawing," or "This is a crayon."
- Encourage pupils to use the vocabulary words in sentences, such as "I am painting a picture," or "I relax by reading a book."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "marker" next to the picture of someone drawing.
- Write the correct answers on the board and ensure pupils copy them accurately in their activity books.

**Answer Key****Activity Book, page 27**

Q. 1.

A. marker B. paint C. drawing D. crayon

Q. 2.

A. watercolours B. reading C. relax D. sing E. dance

## Section 3: Grammar

### ➤ Objectives:

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

- Identify and correctly use adverbs of frequency with the simple present tense to describe how often actions occur.
- Construct affirmative and negative sentences incorporating adverbs of frequency.
- Form yes/no questions in the simple present tense using "Do" or "Does."

- Respond appropriately to simple present tense questions using short answers (e.g., "Yes, they do." / "No, she doesn't.").

### ➤ **Instructional Techniques:**

- Begin by explaining that adverbs of frequency (always, usually, often, sometimes, never) are used with the simple present tense to show how often we do things.
- Display a frequency chart to illustrate the relative frequency (e.g., always – ●●●●●●, usually – ●●●●●○, etc.) and provide examples: "She always wakes up early," "She usually wakes up early," "She often wakes up early," "She sometimes wakes up early," and "She never wakes up early."
- Introduce the structure of yes/no questions in the simple present by explaining that "Do" is used with I, you, we, they (and plural nouns) and "Does" with he, she, it (and singular nouns).
- Write examples on the board such as:
  - "Do they wake up early every day?" – with responses "Yes, they do." or "No, they don't."
  - "Does she wake up early every day?" – with responses "Yes, she does." or "No, she doesn't."
- Engage pupils in practice activities by having them create their own affirmative, negative, and question forms using given prompts and the adverbs of frequency.
- Encourage pair or group work where students ask and answer questions using the simple present tense and adverbs of frequency, offering immediate corrective feedback as needed.

### ➤ **Activity:**

- Have students open their student's books to page 39, Exercise 3. Instruct them to look at each picture and circle the correct adverb of frequency based on the number of filled (●) or empty (○) circles. More filled circles indicate higher frequency (e.g., "always"), while more empty circles indicate lower frequency (e.g., "never"). Encourage students to analyze the pictures before choosing their answers. Finally, review the answers as a class.
- Have students open their student's books to page 39, Exercise 5. Instruct them to carefully look at each picture and tick (✓) the correct answer. Explain that "Does" is used for singular subjects (he, she, it), while "Do" is used for plural subjects (I, you, we, they). Encourage students to analyze each question and answer carefully before making their selection. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 28, Exercise 1. Instruct them to carefully look at each picture and circle the correct answer. Explain that they should choose the correct adverb of frequency based on the subject and the context of the sentence. Remind pupils that adverbs of frequency (always, usually, often, sometimes, never) indicate how often an action takes place. Encourage them to analyse the number of filled circles to determine the appropriate adverb. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 28, Exercise 2. Instruct them to complete each sentence by selecting the correct adverb of frequency based on the subject and context. Explain that adverbs of frequency (always, usually, often, sometimes, never) indicate how often an action takes place. Encourage pupils to look at the number of filled circles to determine the appropriate adverb. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 29, Exercise 3. Instruct them to complete the sentences by choosing "Do" or "Does" based on the subject. Explain that "Does" is used with singular subjects (he, she, it, a singular noun), while "Do" is used with plural subjects (I, we, you, they). For example, if a picture shows a girl walking to school, the sentence should be "Does she go to school every morning?" If a picture shows a group of children playing basketball, the sentence should be "Do they play basketball on Fridays?" Encourage pupils to analyse each sentence carefully before selecting their answers. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 29, Exercise 4. Instruct them to complete the sentences by making them negative using "does not (doesn't)" for singular subjects (he, she, it, a singular noun) and "do not (don't)" for plural subjects (I, we, you, they). For example, if a picture shows a boy eating a

banana instead of an apple, the sentence should be "He doesn't like apples." If a picture shows a family staying at home on Sunday, the sentence should be "My parents don't work on Sundays." Encourage pupils to analyse each sentence carefully before writing their answers. Finally, review the answers together as a class to ensure understanding.

- Have students open their activity books to page 30, Exercise 5. Instruct them to carefully look at each picture and match each question to the correct answer. Explain that they should read the question carefully and use their understanding of adverbs of frequency and present simple sentence structure to determine the correct response. For example, if a picture shows a boy playing video games sometimes, the correct answer should be, "I sometimes play video games." If a picture shows a boy never eating vegetables, the answer should be, "No, he doesn't. He never eats vegetables." Encourage pupils to work independently before reviewing the answers together as a class.

#### Answer Key

##### Student's Book, page 39

Q. 3

A. always B. usually C. never

Q. 5

A. Yes, she does. B. Yes, I do. C. No, it doesn't

##### Activity Book, pages 28-30

Q. 1.

A. always B. sometimes C. usually D. often E. always F. usually

Q. 2

A. always B. usually C. often D. sometimes E. never F. sometimes

Q. 3

A. Does B. Do C. Does D. Do E. Does F. Do G. Does H. Do

Q. 4.

A. Do B. Does C. Do D. Does E. Do F. Does

Q.5.

A. 3 B. 4 C. 5 D. 1

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words containing the short vowel sound /ʊ/ represented by "oo".
- Recognise and differentiate between the short /ʊ/ sound and other vowel sounds in words.
- Provide examples of words with the short /ʊ/ sound spelled as "oo" (e.g., book, look, cook, foot).
- Write simple words using the "oo" spelling for the short /ʊ/ sound correctly.
- Expand vocabulary through phonics activities focused on short /ʊ/ sound words with "oo".

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What sound do the letters 'oo' make in the word 'book'?"
- Introduce the concept of the short /ʊ/ sound spelled as "oo", explaining that in words like "book" and "foot", the "oo" produces a short vowel sound /ʊ/.
- Model words with the short /ʊ/ sound created by "oo", using examples like book, look, cook, foot, hood, wood, wool, hook, crook, good.
- Demonstrate the pronunciation of these words, encouraging students to listen and repeat after you.
- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a book while saying the word "book".
- Reinforce understanding by practising reading "oo" words aloud, highlighting the short /ʊ/ sound.
- Have students match pictures to words and encourage them to write the words, focusing on correct spelling. Use rhyming games (e.g., "What rhymes with 'cook'?").

### ➤ Activity:

- Before starting the activities, review the CVC words learnt in the lesson to reinforce students' understanding.

- Have students open their activity books to page 31, Exercise 1. 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 31, Exercise 2. Ask them to unscramble the CVC words, referring to the pictures in their books for assistance.

#### Answer Key

##### Activity Book, page 31

Q. 1.

A. book B. look C. wool D. crook E. hood

Q. 2

A. cook B. hook C. foot D. good E. wood

## 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 Lily and Ben's fun Sunday activities. Ask them to look carefully at what they do in the morning, afternoon, and evening. Encourage them to think about questions like "What do Lily and Ben help with?" and "How do they spend their Sunday?" 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 41 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 41

Q. 2.

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

#### Transcript

##### Our Fun Sundays

Lily and Ben love Sundays. Every Sunday morning, they help their mum make pancakes. Lily mixes the ingredients, and Ben stirs the batter. After breakfast, they play outside. Lily rides her bike, and Ben plays with his toy car. In the evening, they watch a cartoon before bed. Sundays are their favourites! They always have fun together.

## Section 6: Speaking

### ➤ Objectives:

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

- Demonstrate understanding of sentence structures using the simple present tense with adverbs of frequency.
- Use affirmative and negative sentences correctly to describe how often actions happen.
- Engage in a dialogue about daily routines, practising clear communication with proper sentence structures.

### ➤ Instructional Techniques:

- Display a table showing a character's daily routine with adverbs of frequency, such as always, usually, often, sometimes, and never. The table should include activities like waking up early, brushing teeth, watching TV, playing football, reading a book, doing homework, and going to bed early.
- Model the speaking activity by describing James's routine using the correct affirmative and negative sentence structures. Examples: "James always wakes up early." "James often watches TV." "James never goes to bed early."
- Explain how to form affirmative and negative sentences in the simple present tense using adverbs of frequency.
- Demonstrate how to use "does not (doesn't)" with singular subjects.

### ➤ Activity:

- Have students take turns describing James's routine using affirmative and negative sentences based on the table. Example Sentences: "James always wakes up early." "James doesn't always watch TV. He often watches TV." "James never goes to bed early."
- Encourage students to use the provided vocabulary (e.g., wake up early, brush teeth, watch TV, play football, read a book, do homework, go to bed early) in their answers.
- Promote peer feedback to help students improve their sentence structure and pronunciation.

## Section 7: Writing

### ➤ Objectives:

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

- Write a descriptive paragraph that includes a topic sentence, body sentences, and a concluding sentence.
- Rearrange words to form correct sentences using the simple present tense and adverbs of frequency.
- Describe their daily routine in a structured paragraph using adverbs such as always, usually, often, sometimes, and never.
- Demonstrate clarity and coherence in their descriptions.
- Enhance their written work with illustrations that complement the text.

### ➤ Instructional Techniques:

- Display an example descriptive paragraph on the board, highlighting its structure: topic sentence, body sentences, and a concluding sentence.
- Explain the writing process, emphasizing the correct use of adverbs of frequency in the simple present tense to show how often activities happen.

### ➤ Activity:

- Have students rearrange words to form correct sentences, ensuring proper sentence structure and use of adverbs of frequency. Examples: "I always wake up early." "We often watch TV."
- Encourage students to follow the model paragraph and write a descriptive paragraph about their daily routine, using adverbs of frequency to describe how often they do certain activities.

- Ensure students include all parts of the paragraph: a clear topic sentence, body sentences listing different activities and how often they do them, and a concluding sentence summarising their routine.
- Allow time for students to illustrate their paragraphs with drawings that match their descriptions.

**Answer Key**

**Student's Book, page 42**

Q. 1.

A. I always wake up early.

B. We often watch TV.

## 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 I like (painting).

Q. 2 crayon

Q. 3 marker

Q. 4 "He often wakes up early."

Q. 5 "She never goes to bed late."

Q. 6 "Do they watch TV?"

Q. 7 "cook"

Q. 8 "hood"

Q. 9 (Yes, I do.)

Q. 10 (I always help my mum.)

## Unit Six

### Animals Around Us

Unit	Vocabulary	Grammar	Phonics	Skills
<b>6</b>  <b>Animals Around Us</b>  <b>page 44</b>	farm animals, pets, wild animals, wool, egg, milk, friendly, forest, grassland	<b>Simple past: affirmative and negative</b> <i>She was happy last night. They were in the classroom this morning. She was not happy last night. They were not in the classroom this morning.</i> <b>Adjectives</b> <i>happy &gt; I was happy.</i>	<b>Long vowel /oo/:</b> tool, cool, pool, broom, room, moon, spoon, goose, loose, root	<b>Reading:</b> a text about animals
				<b>Listening:</b> listening for details about visiting the grandma
				<b>Speaking:</b> describing past feelings
				<b>Writing:</b> writing an informal letter

### General Outcomes

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

- read a short factual text about animals and identify different types and their habitats through matching and true/false comprehension questions.
- recognise and use vocabulary related to animals and habitats (e.g., pets, wild animals, farm animals, forest, milk, egg) through matching and labelling activities.
- use the simple past tense with was/were in affirmative and negative forms, and describe past feelings and locations using correct subject-verb agreement.
- identify and spell words with the /u:/ sound (as in “goose” and “broom”) by filling in missing vowels and unscrambling letters.
- listen to a short narrative and identify how characters felt during the day by answering true/false questions using context clues.
- describe past events and feelings using was/were and adjectives, and answer simple questions in the past tense during guided speaking tasks.
- write an informal letter using the simple past tense to describe how they and their family felt, following a structured model with correct format and punctuation.

### Unit Plan

Unit 6 - Animals Around Us	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) p.47 (ex.3)		
	WEEK 18	Lesson 1	Grammar 2		p.34 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.35 (ex.3)	
		Lesson 3	Grammar 4	p.47 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.35 (ex.4) p.36 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.48		
	WEEK 19	Lesson 1	Phonics 2	Listening p.49 ex.1 for homework	p.37	
		Lesson 2	Listening	p.49 (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:**

- Recognise and read simple descriptive texts about different types of animals.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, identifying different types of animals and their habitats.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their favourite animal, providing additional details and support.

### ➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What animals do you see?"
- Introduce the reading text and discuss its title, "Animals Around Us." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and vocabulary related to animals and their habitats. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as the different types of animals and where they live. For example, "Cows live on farms," "Dogs can be pets," and "Lions live in the wild." This highlights how animal-related vocabulary is used in context.
- After reading the text, ask pupils, "What is your favourite animal?" This encourages deeper thinking and personal connections to the lesson while also practising sentence structure and descriptive language.

### ➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "Where do cows, sheep, and hens live?" or "What do cows give us?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their comprehension.
- Encourage pupils to act out different animal-related actions (e.g., pretending to milk a cow, feed a pet, or imitate a lion's roar). This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as drawing their favourite animal or matching animals to their correct habitats (e.g., cows to farms, tigers to the jungle). These activities provide further engagement and practice opportunities.

#### Answer Key Activity Book, page 32

- Q. 1.  
A. 4 B. 5 C. 1 D. 2 E. 3  
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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

### ➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "cow," "sheep," "chicken," "dog," "cat," "rabbit," "parrot," "lion," "elephant," "giraffe," or "tiger."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the animals aloud. For example, "This is a cow," or "This is a tiger."
- Encourage pupils to use the vocabulary words in sentences, such as "Cows live on farms," or "Lions live in the wild."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "milk" next to the picture of a cow or "wool" next to the picture of a sheep.
- Write the correct answers on the board and ensure pupils copy them accurately in their activity books.

#### Answer Key

Activity Book, page 33

Q. 1.

A. wild animals   B. wool   C. farm animals   D. pets

Q. 2.

A. egg   B. milk   C. friendly   D. forest   E. grassland

## Section 3: Grammar

### ➤ Objectives:

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

- Identify and correctly use the simple past tense in affirmative and negative sentences.
- Construct sentences using the simple past tense with correct subject-verb agreement.
- Form negative sentences using "was not (wasn't)" and "were not (weren't)."
- Use adjectives to describe feelings in the past tense.

### ➤ Instructional Techniques:

- Start by explaining the simple past tense, focusing on how it is used to talk about things that happened in the past.
- Introduce ready-written sentences from the book that use the simple past tense, such as "She was happy last night." and "They were in the classroom this morning."

- Demonstrate the usage of "was" with he, she, it, singular nouns and "were" with we, you, they, plural nouns through examples: "He was at home yesterday." "We were at school in the morning." "She was excited about the trip." "They were nervous before the test."
- Discuss the correct use of affirmative and negative sentences by adding "not" after "was" or "were." Provide examples: "She was not happy last night." → "She wasn't happy last night." "They were not in the classroom this morning." → "They weren't in the classroom this morning." "I was not scared." → "I wasn't scared."
- Explain how adjectives are used to describe past feelings. Provide examples: "I was happy yesterday." "My brother was brave." "They were scared." "The kids were bored."
- Demonstrate on the board how to structure affirmative and negative sentences using different subjects and correct verb forms.
- Provide additional practice: "He was at the zoo last weekend." → "He wasn't at the zoo last weekend." "They were excited for the trip." → "They weren't excited for the trip."

➤ **Activity:**

- Have students open their student's books to page 47, Exercise 3. Instruct them to look at each picture carefully and circle the correct answer. Explain that they should choose "was" for singular subjects (he, she, it) and "were" for plural subjects (we, they, you). For negative sentences, they should select between "wasn't" for singular subjects and "weren't" for plural subjects. Encourage students to read the sentences carefully before making their choice. Finally, review the answers together as a class to ensure understanding.
- Have students open their student's books to page 47, Exercise 5. Instruct them to carefully look at each picture and circle the correct answer. Explain that they should choose the adjective that correctly describes the person's emotion in the picture. Encourage students to analyze the expressions and body language before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 34, Exercise 1. Instruct them to carefully look at each picture and circle the correct answer. Explain that they should choose the correct subject pronoun based on the sentence and image. Remind students that "was" is used with singular subjects (he, she, it) and "were" is used with plural subjects (we, you, they). Encourage students to read the sentences carefully before making their choice. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 34, Exercise 2. Instruct them to complete the sentences by selecting the correct form of the verb "was" or "were" based on the subject. Explain that "was" is used with singular subjects (he, she, it, singular nouns), while "were" is used with plural subjects (we, you, they, plural nouns). For example, if a picture shows a girl in the kitchen, the sentence should be "She was in the kitchen." If a picture shows multiple students in class, the sentence should be "The students were in the class." Encourage students to read carefully and check their answers before reviewing them together as a class.
- Have students open their activity books to page 35, Exercise 3. Instruct them to complete the sentences by choosing "wasn't" or "weren't" based on the subject. Explain that "wasn't" is used with singular subjects (he, she, it, a singular noun), while "weren't" is used with plural subjects (we, you, they, plural nouns). For example, if a picture shows a boy looking unhappy, the sentence should be "He wasn't happy." If a picture shows an empty classroom, the sentence should be "The children weren't at school yesterday." Encourage students to read carefully and check their answers before reviewing them together as a class.
- Have students open their activity books to page 35, Exercise 4. Instruct them to rearrange the words to form correct sentences using "was" and "were." Explain that "was" is used with singular subjects (he, she,

it, a singular noun), while "were" is used with plural subjects (we, you, they, plural nouns). For example, if a picture shows a sad girl, the sentence should be "My sister was sad." If a picture shows a group of children looking bored, the sentence should be "We were bored." Encourage students to carefully place the words in the correct order before checking their answers as a class.

- Have students open their activity books to page 36, Exercise 5. Instruct them to carefully look at each picture and match each sentence to the correct image. Explain that they should read the sentences carefully and think about the meaning before selecting the correct picture. For example, if a sentence says, "Tom was nervous," they should find the picture that shows a nervous boy. If a sentence says, "Emma and Noah were scared," they should find the image that represents fear. Encourage students to complete the exercise independently before reviewing the answers as a class.

#### Answer Key

##### Student's Book, page 47

Q. 3

A. were B. was C. weren't

Q. 5

A sad. B brave. C bored D. calm

##### Activity Book, pages 34-36

Q. 1.

A. She B. He C. They D. We E. I F. It G. You H. My parents

Q. 2

A. were B. was C. were D. was E. were F. were

Q. 3

A. wasn't B. weren't C. wasn't D. weren't E. wasn't F. wasn't G. wasn't H. weren't

Q. 4.

A. My sister was sad.

B. We were bored.

C. I was excited.

D. The cat was scared.

Q.5.

A. 3 B. 4 C. 5 D. 1 E. 2

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words with the long "oo" sound.
- Recognise and differentiate between short "oo" and long "oo" sounds in words.
- Provide examples of words with the long "oo" sound (e.g., tool, cool, pool, broom).
- Write simple words using the long "oo" sound correctly.
- Expand vocabulary through phonics activities focused on words with the long "oo" sound.

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What sound do you hear in the word 'moon'?" (The long "oo" sound).
- Introduce the concept of the long "oo" sound, explaining that some words contain "oo" to create a long vowel sound (e.g., tool, broom, moon).
- Model words with the long "oo" sound, using examples like tool, cool, pool, broom, room, moon, spoon, goose, loose, and root.
- Demonstrate the pronunciation difference between short "oo" words (e.g., book, look, cook) and long "oo" words (e.g., pool, moon, spoon). Encourage students to listen and repeat the words after you.
- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a moon while saying the word "moon".
- Reinforce understanding by practicing reading words with the long "oo" sound aloud. Highlight how "oo" makes the vowel sound long.
- Have students match pictures to words and encourage them to write the words, focusing on correct spelling. Use rhyming games (e.g., "What rhymes with 'spoon'?").

➤ **Activity:**

- Before starting the activities, review the words learned in the lesson to reinforce students' understanding.
- Have students open their activity books to page 37, Exercise 1. 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 37, Exercise 2. Ask them to unscramble the words, referring to the pictures in their books for assistance.

**Answer Key**

**Activity Book, page 37**

Q. 1.

A. tool    B. broom    C. cool    D. moon    E. room

Q. 2

A. pool    B. spoon    C. goose    D. loose    E. root

## 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 Mia and Tom's visit to their grandma's house. Ask them to look carefully at the events and how the characters feel. Encourage them to think about questions like "What does Mia do at Grandma's house?" and "How does Tom help?" 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 49 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 49**

Q. 2.

A. F    B. F    C. T    D. F    E. F

**Transcript**

**A Visit to Grandma's House**

Yesterday, Mia and her brother, Tom, visited their grandma. She was happy and gave them cookies and milk. The cookies were delicious! Mia was excited to play with Grandma's cat. Tom was brave and helped carry a big basket of apples. In the afternoon, they listened to Grandma's stories outside. The weather was nice. At the end of the day, they were tired but happy!

## Section 6: Speaking

### ➤ Objectives:

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

- Demonstrate understanding of sentence structures using "Let's" to make suggestions.
- Engage in a dialogue about different situations, practicing clear communication using "Let's."
- Respond to suggestions appropriately by agreeing or disagreeing with different responses.

### ➤ Instructional Techniques:

- Display relevant pictures illustrating different situations, such as a child feeling bored, tired, cold, sleepy, sick, hot, or hungry.
- Model the speaking activity by making a suggestion based on a picture, such as: "I feel bored. Let's play tennis!" and responding with "That's a good idea!"
- Explain how "Let's" is used to invite someone to do something together and how to respond to a suggestion by agreeing (e.g., "Sure!" "Great idea!") or disagreeing (e.g., "Maybe later." "Not now, thank you.").

### ➤ Activity:

- Have students take turns making suggestions based on the pictures using the correct structure: "I feel (emotion). Let's (activity)!"
- Encourage students to use the vocabulary provided, such as: Hungry → Let's eat breakfast! Tired → Let's take a nap! Cold → Let's wear a jacket! Sleepy → Let's go to bed! Sick → Let's rest! Hot → Let's drink some juice!
- Promote peer feedback to help students improve their speaking skills and confidence, reminding them to focus on correct sentence structure and pronunciation.

## 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.
- Rearrange words to form correct sentences using the simple past tense to describe feelings.
- Use the simple past tense correctly to describe how they and their family felt yesterday.
- Demonstrate clarity and relevance in their descriptions.
- Enhance written work with drawings or visual elements that complement their text.

### ➤ Instructional Techniques:

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasizing the use of the simple past tense to describe feelings (e.g., happy, sad, nervous, excited, scared, bored, calm, brave).
- Model the sentence structure using an example letter: "Yesterday, I was excited." "My sisters were nervous." "My dad was tired." "My mum was happy."
- Practice rearranging scrambled words into correct sentences: "I was excited." "My sisters were nervous."

### ➤ Activity:

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences such as: "I was excited." "My sisters were nervous."

- Have students follow the model letter and write an informal letter to a friend, using the simple past tense to describe how they and their family felt yesterday.
- 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.

**Answer Key**  
**Student's Book, page 50**  
 Q. 1.  
 A. I was excited.  
 B. My sisters were nervous.

## 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 I like (cats).  
 Q. 2 wool  
 Q. 3 milk  
 Q. 4 "She was happy."  
 Q. 5 "They weren't nervous."  
 Q. 6 "He was scared."  
 Q. 7 "knee"  
 Q. 8 "street"  
 Q. 9 "They were happy."  
 Q. 10 "She was scared."



## Unit Seven

### Seasons and Weather

Unit	Vocabulary	Grammar	Phonics	Skills
<b>7</b>  <b>Seasons and Weather</b>  <b>page 52</b>	spring, sunny, bloom, summer, hot, autumn, windy, winter, cold	<b>Simple past: yes/no questions</b> <i>Was she happy last night?</i> <i>Yes, she was. / No, she wasn't.</i> <i>Were they in the classroom this morning? Yes, they were. / No, they weren't.</i> <b>Simple past: wh-questions with "where"</b> <i>Where was she last night?</i> <i>She was at home.</i> <i>Where were they this morning?</i> <i>They were in the classroom.</i>	<b>Long vowel /ee/:</b> <i>tree,</i> <i>three,</i> <i>bee,</i> <i>knee,</i> <i>feet,</i> <i>sweet,</i> <i>street,</i> <i>green,</i> <i>teeth,</i> <i>sleep</i>	<b>Reading:</b> text about seasons and weather
				<b>Listening:</b> listening for details about yesterday's weather
				<b>Speaking:</b> asking and answering questions about where Jack and his family were yesterday
				<b>Writing:</b> writing an informal letter

#### General Outcomes

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

- read a descriptive text and identify main ideas and specific details about household rooms, furniture, and activities using comprehension and true/false tasks.
- recognise and name vocabulary related to rooms in the house (e.g., kitchen, bedroom, dining room, garage) and use them in simple descriptions.
- use the structures "There is," "There are," and their negative and question forms to describe the location and existence of items (e.g., "There isn't a clock." / "Are there any chairs?").
- blend and spell words with "sh" and "ch" sounds (e.g., ship, shirt, chair), completing missing letters and unscrambling simple words.
- listen to a spoken passage and answer true or false questions about the presence of objects and rooms in a house setting.
- ask and answer simple yes/no questions using "Is there...?" and "Are there...?" to describe and identify household items in context.
- write a short descriptive paragraph about their room using "There is," "There are," "There isn't," and "There aren't," following a structured model.

#### Unit Plan

Unit 7 - Seasons and Weather	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) p.55 (ex.3)		
	WEEK 21	Lesson 1	Grammar 2		p.40 (ex.1 + ex.2) p.41 (ex.3)	
		Lesson 2	Grammar 3	p.55 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.41 (ex.4)	
		Lesson 4	Grammar 5		p.42 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.56		
	WEEK 22	Lesson 1	Phonics 2	Listening p.57 ex.1 for homework	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:**

- Recognise and read simple descriptive texts about different seasons and weather conditions.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, identifying different seasons and their weather.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their favourite season, providing additional details and support.

### ➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What season do you see?"
- Introduce the reading text and discuss its title, "Weather and Seasons." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and vocabulary related to weather and seasons. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as the different seasons and their weather conditions. For example, "Spring is warm and sunny," "In summer, we go to the beach," "Autumn is windy and cool," "Winter is cold and sometimes snowy." This highlights how seasonal vocabulary is used in context.
- After reading the text, ask pupils, "What is your favourite season?" This encourages deeper thinking and personal connections to the lesson while also practising sentence structure and descriptive language.

### ➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "How many seasons are there in a year?" or "What happens to the leaves in autumn?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their comprehension.
- Encourage pupils to act out different seasonal activities (e.g., pretending to swim in summer, wearing a scarf in winter, or jumping in leaves in autumn). This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as drawing their favourite season or matching different clothing items to their correct season (e.g., a swimsuit for summer, a coat for winter). These activities provide further engagement and practice opportunities.

**Answer Key**  
**Activity Book, page 38**  
Q. 1.  
A. 3 B. 4 C. 5 D. 1 E. 2  
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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

### ➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "spring," "sunny," "bloom," "summer," "hot," "autumn," "windy," "winter," or "cold."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the seasons or weather conditions aloud. For example, "This is summer," or "It is windy."
- Encourage pupils to use the vocabulary words in sentences, such as "Spring is warm and sunny," or "Winter is cold and sometimes snowy."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "bloom" next to a picture of flowers or "cold" next to a picture of snow.
- Write the correct answers on the board and ensure pupils copy them accurately in their activity books.

**Answer Key**  
**Activity Book, page 39**  
Q. 1.  
A. autumn B. summer C. spring D. winter  
Q. 2.  
A. sunny B. bloom C. hot D. windy E. cold

## Section 3: Grammar

### ➤ Objectives:

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

- Identify and correctly use the simple past tense in yes/no and wh-questions.
- Construct yes/no questions using "was" and "were" correctly.
- Form short answers to yes/no questions in the past tense.
- Ask and answer wh-questions using "where" with "was" and "were" to talk about past locations.

### ➤ Instructional Techniques:

- Start by explaining how "was" and "were" are used to form yes/no questions and wh-questions in the past tense.
- Introduce ready-written questions from the book, such as "Was she happy last night?" and "Where were they this morning?"
- Demonstrate the structure of yes/no questions by using examples: "Was he at home yesterday?" "Were they in the park?" "Was she excited about the trip?"
- Explain how to answer yes/no questions with short answers: "Yes, she was." / "No, she wasn't." "Yes, they were." / "No, they weren't."
- Discuss the use of "where" to ask about past locations and provide examples: "Where were you yesterday?" → "I was at the park." "Where was she last night?" → "She was at home." "Where were they this morning?" → "They were in the classroom."
- Model question formation on the board using different subjects, helping students practice forming and answering past tense questions.
- Provide additional practice: "Was he at the zoo last weekend?" → "No, he wasn't." "Where were they yesterday?" → "They were at the museum."

➤ **Activity:**

- Have students open their student's books to page 55, Exercise 3. Instruct them to look at each picture carefully and circle the correct answer. Explain that they should choose "was" for singular subjects (he, she, it) and "were" for plural subjects (we, they, you). For yes/no questions, they should select the correct short answer: "Yes, he was. / No, he wasn't." or "Yes, they were. / No, they weren't." Encourage students to read the sentences carefully before making their choice. Finally, review the answers together as a class to ensure understanding.
- Have students open their student's books to page 55, Exercise 5. Instruct them to carefully look at each picture and tick (✓) the correct answer. Explain that they should choose the location that correctly answers the "Where" question based on the picture. Encourage students to analyze the setting and details in the images before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 40, Exercise 1. Instruct them to carefully look at each picture and circle the correct answer. Explain that they should choose "was" for singular subjects (he, she, it) and "were" for plural subjects (we, you, they). Encourage students to read the sentences carefully and match them with the images before making their choice. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 40, Exercise 2. Instruct them to complete the sentences by selecting the correct form of the verb "was" or "were" based on the subject. Explain that "was" is used with singular subjects (he, she, it, singular nouns), while "were" is used with plural subjects (we, you, they, plural nouns). For example, if a picture shows a girl in the library, the sentence should be "She was at the library." If a picture shows a group of people at the cinema, the sentence should be "We were at the cinema." Encourage students to read carefully and check their answers before reviewing them together as a class.
- Have students open their activity books to page 41, Exercise 3. Instruct them to complete the sentences by choosing "wasn't" or "weren't" based on the subject. Explain that "wasn't" is used with singular subjects (he, she, it, a singular noun), while "weren't" is used with plural subjects (we, you, they, plural nouns). For example, if a picture shows a boy looking unhappy, the sentence should be "He wasn't happy." If a picture shows an empty classroom, the sentence should be "The children weren't at school yesterday." Encourage students to read carefully and check their answers before reviewing them together as a class.
- Have students open their activity books to page 41, Exercise 4. Instruct them to rearrange the words to form correct sentences and questions using "was" and "were." Explain that "was" is used with singular subjects (he, she, it, a singular noun), while "were" is used with plural subjects (we, you, they, plural nouns). For example, if a picture shows a sad girl, the sentence should be "My sister was sad." If a picture

shows a group of children looking bored, the sentence should be "We were bored." Encourage students to carefully arrange the words in the correct order before reviewing their answers together as a class.

- Have students open their activity books to page 42, Exercise 5. Instruct them to carefully look at each picture and match each question to the correct answer. Explain that they should read the questions carefully and think about the locations mentioned before selecting the correct answer. For example, if a question asks, "Where was Tom yesterday?" they should find the answer that matches Tom's location in the classroom. If a question asks, "Where were James and Emma last night?" they should choose the location that fits. Encourage students to complete the exercise independently before reviewing the answers as a class.

#### Answer Key

##### Student's Book, page 55

Q. 3

A. Yes, they were.    B. Yes, he was    C. No, I wasn't.

Q. 5

A. At home.    B. In the garden.    C. At the cinema.

##### Activity Book, pages 40-42

Q. 1.

A. Were    B. Was    C. Were    D. Was    E. Were    F. Was    G. Were    H. Were

Q. 2

A. Were    B. Was    C. Was    D. Was    E. Were    F. Was

Q. 3

A. No, they weren't.    B. Yes, she was.    C. Yes, it was.    D. No, they weren't.    E. Yes, I was.

Q. 4.

A. I was at home.

B. Were they sad?

C. Was she at school? D. Where were you yesterday?

Q.5.

A. 3    B. 4    C. 5    D. 1    E. 2

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words with the long "ee" sound.
- Recognise and differentiate between short "e" and long "ee" sounds in words.
- Provide examples of words with the long "ee" sound (e.g., tree, three, bee, knee).
- Write simple words using the long "ee" sound correctly.
- Expand vocabulary through phonics activities focused on words with the long "ee" sound.

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What sound do you hear in the word 'tree'?" (The long "ee" sound).
- Introduce the concept of the long "ee" sound, explaining that some words have "ee" to make the vowel sound long (e.g., tree, bee, knee).
- Model words with the long "ee" sound, using examples like tree, three, bee, knee, feet, sweet, street, green, teeth, and sleep.
- Demonstrate the pronunciation difference between short "e" words (e.g., bed, pet, red) and long "ee" words (e.g., bee, feet, green). Encourage students to listen and repeat the words after you.
- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a tree while saying the word "tree."
- Reinforce understanding by practicing reading words with the long "ee" sound aloud. Highlight how "ee" makes the vowel sound long.
- Have students match pictures to words and encourage them to write the words, focusing on correct spelling. Use rhyming games (e.g., "What rhymes with 'sweet'?" ).

➤ **Activity:**

each word, using the pictures in their student books as a reference.

- Have students open their activity books to page 43, Exercise 2. Ask them to unscramble the words, referring to the pictures in their books for assistance.

**Answer Key**

**Activity Book, page 43**

Q. 1.

A. sweet B. street C. green D. teeth E. sleep

Q. 2

A. tree B. three C. bee D. knee E. feet

## 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 rainy day spent at home with family. Ask them to look carefully at what the family does and how they feel. Encourage them to think about questions like "What do they do during the rain?" and "What happens after the rain stops?" 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.
- 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 57 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 57**

Q. 2.

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

**Transcript**

**A Rainy Day**

Yesterday, the weather was rainy. Dark clouds covered the sky. I was at home with my family. We watched the rain through the window. My sister was happy because she liked the rain. My dad made hot chocolate, and we all drank it together. The rain was very strong, and we heard thunder. After some time, the rain stopped, and a rainbow appeared in the sky. It was beautiful!



## Section 6: Speaking

### ➤ Objectives:

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

- Demonstrate understanding of sentence structures using the simple past tense to ask and answer questions about locations.
- Use "was" and "were" correctly to form Wh-questions with "Where."
- Engage in a dialogue about past locations, practicing clear communication and proper sentence structures.

### ➤ Instructional Techniques:

- Begin by showing the pictures in the activity and asking, "Where was Jack yesterday?" or "Where were Jack's sisters yesterday?"
- Model the speaking activity by forming and answering Wh-questions using "was" and "were." Examples:  
Question: "Where was Jack yesterday?"  
Answer: "He was in the classroom."  
Question: "Where were Jack's sisters yesterday?"  
Answer: "They were at the cinema."
- Explain how to form Wh-questions in the past using "Where" + "was/were" + subject.
- Demonstrate the difference between singular and plural subjects: "Where was Jack?" (Singular) "Where were Jack's brothers?" (Plural)
- Encourage students to listen carefully and repeat the questions and answers for pronunciation practice.

### ➤ Activity:

- Have students take turns asking and answering "Where" questions based on the pictures.
- Guide students to practice using full sentences in their responses, such as: "He was in the classroom." "She was in the kitchen." "They were at the park."
- Encourage students to match the given locations correctly with the subjects in the pictures.
- If time allows, extend the activity by having students create their own Wh-questions about different locations in the past.
- Promote peer feedback to help students refine their sentence structure and pronunciation.

## 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.
- Rearrange words to form correct sentences using the simple past tense to describe past locations.
- Use the simple past tense correctly to describe where they and their family were yesterday.
- Demonstrate clarity and relevance in their descriptions.
- Enhance written work with drawings or visual elements that complement their text.

### ➤ Instructional Techniques:

- Display an example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasizing the use of the simple past tense to describe past locations (e.g., at home, at the library, at the supermarket, in the park).
- Model the sentence structure using an example letter: "Yesterday, I was at the library." "My friends were at the bakery." "My parents were at the supermarket." "My sister was at home."
- Practice rearranging scrambled words into correct sentences: "I was at the library." "My friends were at the bakery."



➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences, such as: "I was at the library." "My friends were at the bakery."
- Have students follow the model letter and write an informal letter to a friend, using the simple past tense to describe where they and their family were yesterday.
- 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.

**Answer Key**  
**Student's Book, page 58**  
Q. 1.  
A. I was at the library.  
B. My friends were at the bakery.

## 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 I like (summer).  
Q. 2 autumn  
Q. 3 winter  
Q. 4 "She was at the restaurant."  
Q. 5 "Yes, he was."  
Q. 6 "No, they weren't."  
Q. 7 "cool"  
Q. 8 "loose"  
Q. 9 "In the classroom."  
Q. 10 "At the cinema."

## Unit Eight

### At the Supermarket

Unit	Vocabulary	Grammar	Phonics	Skills
<b>8</b>  <b>At the Supermarket</b>  <b>page 60</b>	supermarket, groceries, dairy products, dessert, snacks, biscuits, cashier, pack, tasty	<b>Possessive adjectives and possessive pronouns</b> <i>This is my book.</i> <i>This is your book.</i> <i>This book is mine.</i> <i>This book is yours.</i> <b>Asking questions with possessive adjectives and possessive pronouns</b> <i>Is this my book?</i> <i>Yes, it is. / No, it isn't.</i> <i>Is this book mine?</i> <i>Yes, it is. / No, it isn't.</i>	<b>Long vowel /ea/:</b> tea, eat, neat, meat, heat, leaf, seal, peach, clean, read	<b>Reading:</b> a text about Sue at the supermarket
				<b>Listening:</b> listening for details about visiting the restaurant
				<b>Speaking:</b> asking and answering questions about possession
				<b>Writing:</b> writing an informal letter

### General Outcomes

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

- read a narrative text about a trip to the supermarket and answer comprehension questions by identifying items, locations, and the sequence of events.
- recognise and use vocabulary related to shopping and groceries (e.g., cashier, snacks, dessert, pack, dairy products) through matching, labelling, and oral activities.
- use possessive adjectives (my, your) and possessive pronouns (mine, yours) in affirmative sentences and questions to talk about ownership.
- identify and spell words with the /i:/ sound (as in “peach” and “clean”) by filling in missing vowels and completing word puzzles.
- listen to a spoken story about a family meal and answer true/false questions by recalling key food items and actions.
- ask and answer questions using possessive forms to identify ownership of different objects in speaking tasks with picture prompts.
- write an informal letter using possessive adjectives and pronouns to describe items bought together, following a structured model with proper punctuation.

### Unit Plan

Unit 8 - At the Supermarket	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) p.63 (ex.3)		
	WEEK 24	Lesson 1	Grammar 2		p.46 (ex.1 + ex.2)	
		Lesson 2	Grammar 3	p.63 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.47 (ex.3 + ex.4)	
		Lesson 4	Grammar 5		p.48 (ex.5 + ex.6)	Worksheet
		Lesson 5	Phonics 1	p.64		
	WEEK 25	Lesson 1	Phonics 2	Listening p.65 ex.1 for homework	p.49	
		Lesson 2	Listening	p.65 (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:**

- Recognise and read simple descriptive texts about shopping at the supermarket.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, identifying different sections of a supermarket and the items sold there.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their own shopping experiences, providing additional details and support.

### ➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What do you see in the supermarket?"
- Introduce the reading text and discuss its title, "At the Supermarket." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and vocabulary related to supermarkets and shopping. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as different sections of the supermarket and the items bought. For example, "We bought apples from the fruit section," "We got milk from the dairy section," "The bread smelt delicious at the bakery," "We paid at the cashier." This highlights how shopping-related vocabulary is used in context.
- After reading the text, ask pupils, "What do you like to buy when you go to the supermarket?" This encourages deeper thinking and personal connections to the lesson while also practising sentence structure and descriptive language.

### ➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "Where did Sue and her mum buy milk and cheese?" or "What did Sue buy in the fruit and vegetable section?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their comprehension.
- Encourage pupils to act out different supermarket activities (e.g., picking fruit, pushing a trolley, paying at the cashier). This fosters creativity and helps them connect with the material.

- If time allows, include additional activities such as drawing their favourite supermarket section or matching different items to their correct section (e.g., milk in the dairy section, apples in the fruit section). These activities provide further engagement and practice opportunities.

#### Answer Key

#### Activity Book, page 44

Q. 1.

A. 4 B. 5 C. 1 D. 2 E. 3

Q. 2.

A. F 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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

### ➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "supermarket," "groceries," "dairy products," "dessert," "snacks," "biscuits," "cashier," "pack," or "tasty."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items or places aloud. For example, "This is a supermarket," or "These are biscuits."
- Encourage pupils to use the vocabulary words in sentences, such as "We buy groceries at the supermarket," or "The biscuits are tasty."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "dairy products" next to a picture of milk and cheese or "cashier" next to a picture of a checkout counter.
- Write the correct answers on the board and ensure pupils copy them accurately in their activity books.

#### Answer Key

#### Activity Book, page 45

Q. 1.

A. dairy products B. groceries C. supermarket D. dessert

Q. 2.

A. snacks B. biscuits C. cashier D. pack E. tasty

## Section 3: Grammar

### ➤ Objectives:

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

- Identify and correctly use possessive adjectives (my, your) and possessive pronouns (mine, yours).
- Construct yes/no questions using possessive adjectives and pronouns correctly.

- Form short answers to yes/no questions using possessive structures.
- Ask and answer questions with "whose" to inquire about ownership.

### ➤ **Instructional Techniques:**

- Start by explaining how possessive adjectives (my, your) and possessive pronouns (mine, yours) show ownership.
- Introduce ready-written sentences from the book, such as: This is my book. / This book is mine. This is your pencil. / This pencil is yours.
- Demonstrate the structure of yes/no questions using possessive adjectives and possessive pronouns: Is this my book? → Yes, it is. / No, it isn't. Is this your book? → Yes, it is. / No, it isn't. Is this book mine? → Yes, it is. / No, it isn't. Is this book yours? → Yes, it is. / No, it isn't.
- Explain how to answer yes/no questions with short answers: Is this my bag? → Yes, it is. / No, it isn't. Is this pen yours? → Yes, it is. / No, it isn't.
- Model question formation on the board using different objects, helping students practice forming and answering possessive questions.
- Provide additional practice: Is this your hat? → Yes, it is. / No, it isn't. Is this notebook yours? → Yes, it is. / No, it isn't.

### ➤ **Activity:**

- Have students open their student's books to page 63, Exercise 3. Explain that they should choose "my" or "your" when describing possession before a noun and "mine" or "yours" when replacing a noun. Provide examples such as "This is my book." / "This is your book." and "This book is mine." / "This book is yours." Encourage students to read the sentences carefully before making their choice and consider whether they need a possessive adjective (my, your) or a possessive pronoun (mine, yours). Finally, review the answers together as a class to ensure understanding.
- Have students open their student's books to page 63, Exercise 5. Instruct them to carefully look at each picture, and circle the correct answer. Explain that they should choose "my" or "your" when the noun follows directly and "mine" or "yours" when the noun is replaced. Encourage students to analyze the details in the pictures before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 46, Exercise 1. Instruct them to carefully look at each picture, and circle the correct answer. Explain that they should choose "my" when referring to something that belongs to the speaker and "your" when referring to something that belongs to someone else. Encourage students to analyze the pictures and read the sentences carefully before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 46, Exercise 2. Instruct them to carefully look at each picture, and circle the correct answer. Explain that they should choose "mine" when referring to something that belongs to the speaker and "yours" when referring to something that belongs to someone else. Encourage students to analyze the pictures and read the sentences carefully before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 47, Exercise 3. Instruct them to complete the sentences by choosing "my" or "mine" based on the subject. Explain that "my" is a possessive adjective that comes before a noun (e.g., "This is my jacket."), while "mine" is a possessive pronoun that replaces a noun (e.g., "That bicycle is mine."). For example, if a picture shows a boy wearing a jacket and pointing at it, the sentence should be "This is my jacket." If a picture shows a girl standing next to her bicycle, the sentence should be "That bicycle is mine." Encourage students to read carefully and check their answers before reviewing them together as a class.
- Have students open their activity books to page 47, Exercise 4. Instruct them to complete the sentences by choosing "your" or "yours" based on the subject. Explain that "your" is a possessive adjective that comes before a noun (e.g., "This is your umbrella."), while "yours" is a possessive pronoun that replaces a

noun (e.g., "Is this skateboard yours?"). For example, if a picture shows a child giving an umbrella to another, the sentence should be "This is your umbrella." If a picture shows a child handing over a tablet, the sentence should be "Is this tablet yours?" Encourage students to read carefully and check their answers before reviewing them together as a class.

- Have students open their activity books to page 48, Exercise 5. Instruct them to carefully complete the sentences by changing possessive adjectives (my, your) into possessive pronouns (mine, yours). Explain that possessive adjectives come before a noun (e.g., "This is my room."), while possessive pronouns replace the noun (e.g., "This room is mine."). For example, if a picture shows a child standing in his room, the sentence should be "This room is mine." If a picture shows a child holding a football and giving it to a friend, the sentence should be "That football is yours." Encourage students to read carefully, apply the correct possessive pronoun, and check their answers before reviewing them together as a class.
- Have students open their activity books to page 48, Exercise 6. Instruct them to rearrange the words to form correct sentences using possessive adjectives ("my" and "your") and possessive pronouns ("mine" and "yours"). Explain that possessive adjectives (my, your) come before a noun (e.g., "This is my backpack."), while possessive pronouns (mine, yours) replace a noun (e.g., "This laptop is mine.>").

#### Answer Key

##### Student's Book, page 63

Q. 3

A. my B. your C. mine

Q. 5

A. your B. my C. yours

##### Activity Book, pages 46-48

Q. 1

A. my B. my C. your D. your E. my F. your G. your H. my

Q. 2

A. mine B. yours C. yours D. mine E. yours F. yours G. mine H. yours

Q. 3

A. my B. mine C. my D. mine E. mine F. mine G. my H. my

Q. 4

A. your B. yours C. your D. yours E. your F. yours G. your H. yours

Q. 5

B. yours C. mine D. yours

Q. 6

A. This is my backpack.

B. This is your painting.

C. This laptop is mine.

D. This scarf is yours.

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words with the long "ea" sound.
- Recognise and differentiate between short "e" and long "ea" sounds in words.
- Provide examples of words with the long "ea" sound (e.g., tea, eat, seat, meat).
- Write simple words using the long "ea" sound correctly.
- Expand vocabulary through phonics activities focused on words with the long "ea" sound.

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What sound do you hear in the word 'tea'?" (The long "ea" sound).
- Introduce the concept of the long "ea" sound, explaining that some words have "ea" to make the vowel sound long (e.g., tea, eat, neat).
- Model words with the long "ea" sound, using examples like tea, eat, neat, meat, heat, leaf, seal, peach, clean, read.
- Demonstrate the pronunciation difference between short "e" words (e.g., bed, pet, red) and long "ea" words (e.g., tea, read, meat). Encourage students to listen and repeat the words after you.

- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a cup of tea while saying the word "tea."
- Reinforce understanding by practicing reading words with the long "ea" sound aloud. Highlight how "ea" makes the vowel sound long.
- Have students match pictures to words and encourage them to write the words, focusing on correct spelling. Use rhyming games (e.g., "What rhymes with 'peach'?").

➤ **Activity:**

- Before starting the activities, review the words learned in the lesson to reinforce students' understanding.
- Have students open their activity books to page 49, Exercise 1. 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 49, Exercise 2. Ask them to unscramble the words, referring to the pictures in their books for assistance.

**Answer Key**

**Activity Book, page 49**

Q. 1.

A. clean B. peach C. seal D. heat E. eat

Q. 2

A. tea B. neat C. meat D. read E. leaf

## 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 Liam and his family's visit to a restaurant. Ask them to look carefully at what each person orders and what they do during the meal. Encourage them to think about questions like "What did Liam eat?" and "What did the family do together?" 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 65 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 65  
Q. 2.

A. F   B. T   C. T   D. F   E. F

#### Transcript

##### At the Restaurant

Liam and his family went to a restaurant for dinner. The waiter gave them menus, and they chose their food. Liam ordered a burger and chips. His sister wanted spaghetti, and their parents got grilled chicken. They drank fresh juice. After eating, they had chocolate cake for dessert. The meal was delicious, and they all had a great time together!

## Section 6: Speaking

### ➤ Objectives:

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

- Demonstrate understanding of sentence structures using possessive adjectives (my, your) and possessive pronouns (mine, yours) to ask and answer questions about ownership.
- Use possessive adjectives before nouns and possessive pronouns to replace nouns correctly.
- Engage in a dialogue about personal belongings, practicing clear communication and proper sentence structures.

### ➤ Instructional Techniques:

- Begin by showing the pictures in the activity and asking, "Is this your pencil case?" or "Is this book yours?"
- Model the speaking activity by forming and answering yes/no questions using possessive adjectives and possessive pronouns. Examples: Question: "Is this your notebook?" Answer: "Yes, it is my notebook." / "No, it isn't my notebook." Question: "Is this phone yours?" Answer: "Yes, it is mine." / "No, it isn't mine."
- Explain the difference between possessive adjectives (my, your) and possessive pronouns (mine, yours).
- Demonstrate the correct question formation using: Possessive adjectives: "Is this your book?" Possessive pronouns: "Is this book yours?"
- Encourage students to listen carefully and repeat the questions and answers for pronunciation practice.

### ➤ Activity:

- Have students take turns asking and answering "Where" questions based on the pictures.
- Guide students to practice using full sentences in their responses, such as: "He was in the classroom." "She was in the kitchen." "They were at the park."
- Encourage students to match the given locations correctly with the subjects in the pictures.
- If time allows, extend the activity by having students create their own Wh-questions about different locations in the past.
- Promote peer feedback to help students refine their sentence structure and pronunciation.

## 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.
- Rearrange words to form correct sentences using possessive adjectives (my, your) and possessive pronouns (mine, yours) to describe ownership.
- Use possessive adjectives before nouns and possessive pronouns to replace nouns correctly.
- Demonstrate clarity and relevance in their descriptions.
- Enhance written work with drawings or visual elements that complement their text.

### ➤ Instructional Techniques:

- Display an example informal letter on the board, highlighting its parts: date, greeting, body, and closing.

- Explain the writing process, emphasizing the use of possessive adjectives and pronouns to describe items (e.g., "This is my notebook." / "That scarf is yours.").
- Model the sentence structure using an example letter: "This is my notebook." "This scarf is yours." "This phone is mine, but that tablet is yours."
- Practice rearranging scrambled words into correct sentences: "This is my notebook." "This scarf is yours."

➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences, such as: "This is my notebook." "This scarf is yours."
- Have students follow the model letter and write an informal letter to a friend, using possessive adjectives (my, your) and possessive pronouns (mine, yours) to describe the items they bought together.
- 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.

**Answer Key**  
**Student's Book, page 66**  
 Q. 1.  
 A. This is my notebook.  
 B. This scarf is yours.

## 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 I like (fruits).  
 Q. 2 biscuits  
 Q. 3 dessert  
 Q. 4 "This is your ball."  
 Q. 5 "This hat is yours."  
 Q. 6 "This mug is mine."  
 Q. 7 "leaf"  
 Q. 8 "meat"  
 Q. 9 "Yes, it is my phone."  
 Q. 10 "Yes, it is mine."

## Unit Nine

### A Trip to the City

Unit	Vocabulary	Grammar	Phonics	Skills
<b>9</b>  <b>A Trip to the City</b>  <b>page 68</b>	transport, car, seat, train station, train, field, bus, boat, taxi	<b>Expressing ability:</b> <b>can</b> <i>We can swim.</i> <i>She can jump high.</i> <i>We cannot swim.</i> <i>She cannot jump high.</i> <b>Asking about ability:</b> <b>can</b> <i>Can we swim?</i> <i>Yes, we can. / No, we can't.</i> <i>Can she jump high?</i> <i>Yes, she can. / No, she can't.</i>	<b>Consonant blends</b>  <i>/br/:</i> brush, bread <i>/cr/:</i> crayon, crash <i>/gr/:</i> grapes, grass <i>/dr/:</i> drum, drink <i>/tr/:</i> train, truck	<b>Reading:</b> a story about a trip to the city
				<b>Listening:</b> listening for details about Lily's abilities
				<b>Speaking:</b> asking and answering questions about abilities
				<b>Writing:</b> writing a fact file

### General Outcomes

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

- read a narrative text about a city trip and identify key transport types, sequences, and actions through comprehension and true/false questions.
- recognise and use vocabulary related to transport (e.g., bus, boat, taxi, seat, train station) through matching, labelling, and listening activities.
- use “can” and “can’t” to talk about abilities, form affirmative and negative sentences, and ask and answer questions using the correct word order.
- identify and spell words with the /æ/ and /eɪ/ sounds (as in “crash” and “grapes”) by completing missing letters and unscrambling words.
- listen to a short audio about activities and determine which actions characters can or can’t do by answering true/false questions.
- ask and answer ability-related questions using “can you...?” or “can it...?” and respond with complete answers using visual cues.
- write a short fact file about an animal, describing what it can and can’t do using structured sentence frames and correct grammar.

### Unit Plan

Unit 9 - A Trip to the City	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) p.71 (ex.3)		
	WEEK 27	Lesson 1	Grammar 2		p.52 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.53 (ex.3 + ex.4)	
		Lesson 3	Grammar 4	p.71 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.54 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.72		
	WEEK 28	Lesson 1	Phonics 2	Listening p.73 ex.1 for homework	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:**

- Recognise and read simple descriptive texts about various modes of transport used during a family trip to the city.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, identifying different modes of transport and their characteristics.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their own travel experiences, providing additional details and support.

### ➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What do you think the story is about?"
- Introduce the reading text and discuss its title, "A Trip to the City." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and vocabulary related to transport and travel. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as different modes of transport used in the story and their purposes. For example, "They drove their car to the train station," "They took a train to the city," "They rode a bus to the shopping centre," "They took a boat for a short river tour," "They took a taxi back to the train station." This highlights how transport-related vocabulary is used in context.
- After reading the text, ask pupils, "What is your favourite way to travel?" This encourages deeper thinking and personal connections to the lesson while also practising sentence structure and descriptive language.

### ➤ Activity:

- Begin by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "When did Tom and his family go to the city?" or "What did Tom see from the train?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their comprehension.
- Encourage pupils to act out different activities from the story (e.g., driving a car, riding a train, boarding a bus, taking a boat ride, hailing a taxi). This fosters creativity and helps them connect with the material.

- If time allows, include additional activities such as drawing their favourite mode of transportation from the story or matching different modes of transport to their correct contexts (e.g., train for long-distance travel, bus for city commuting). These activities provide further engagement and practice opportunities.

#### Answer Key

#### Activity Book, page 50

Q. 1.

A. 3 B. 4 C. 5 D. 1 E. 2

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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

### ➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "car," "train station," "train," "field," "bus," "boat," "taxi," or "seat."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items or places aloud. For example, "This is a car," or "This is a train station."
- Encourage pupils to use the vocabulary words in sentences, such as "We drove the car to the train station," or "The boat sailed on the river."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "car" next to a picture of a vehicle with four wheels, or "train station" next to a picture of a building where trains stop.
- Write the correct answers on the board and ensure pupils copy them accurately in their activity books.

#### Answer Key

#### Activity Book, page 51

Q. 1.

A. train station B. seat C. transport D. field

Q. 2.

A. car B. train C. bus D. boat E. taxi

## Section 3: Grammar

### ➤ Objectives:

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

- Use the modal verb "can" to express ability.
- Construct affirmative and negative sentences using "can" and "cannot" (can't).

- Formulate yes/no questions using "can" to inquire about abilities.
- Provide short answers to yes/no questions involving "can."

➤ **Instructional Techniques:**

- Begin by explaining that "can" is used to talk about things we are able to do; it helps us say what someone knows how to do or is able to do.
- Introduce ready-written sentences from the book, such as: "I can run fast," "We can swim," "She can jump high."
- Demonstrate the structure of affirmative and negative sentences using "can" and "cannot" (can't): "I can run fast" / "I cannot (can't) run fast," "We can swim" / "We cannot (can't) swim," "She can jump high" / "She cannot (can't) jump high."
- Explain how to form yes/no questions using "can" to inquire about abilities: "Can you run fast?" → "Yes, I can" / "No, I can't," "Can she jump high?" → "Yes, she can" / "No, she can't."
- Model question formation on the board using different verbs, helping students practice forming and answering questions with "can."
- Provide additional practice: "Can you play the piano?" → "Yes, I can" / "No, I can't," "Can he ride a bicycle?" → "Yes, he can" / "No, he can't."

➤ **Activity:**

- Have students open their student's books to page 71, Exercise 3. Explain that they should choose "can" when talking about ability and "can't" when talking about inability. Provide examples such as "She can run fast." / "She can't run fast." and "They can swim." / "They can't swim." Encourage students to read the sentences carefully before making their choice and consider whether they need to express ability or inability using "can" or "can't." Finally, review the answers together as a class to ensure understanding.
- Have students open their student's books to page 71, Exercise 5. Instruct them to carefully look at each picture and tick the correct answer. Explain that they should choose "Yes, we can." or "No, we can't." based on the context of the question and the details in the pictures. Encourage students to analyze the details in the pictures before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 52, Exercise 1. Instruct them to carefully look at each picture and circle the correct answer, choosing "can" when the subject is able to perform the action and "can't" when the subject is not able to perform the action. Encourage students to analyze the pictures and read the sentences carefully before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 52, Exercise 2. Instruct them to carefully look at each picture and complete the sentences with "can" or "can't," based on the abilities of the animals depicted. Explain that they should use "can" when the animal is able to perform the action and "can't" when it is not. Encourage students to analyze the pictures and read the sentences carefully before selecting their answer. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 53, Exercise 3. Instruct them to complete the sentences by choosing "can" or "can't" based on the subject. Explain that "can" is used when someone is able to do something (e.g., "Mia can sing."), while "can't" is used when someone is not able to do something (e.g., "Ben can't jump."). For example, if a picture shows a girl singing with confidence, the sentence should be "Mia can sing." If a picture shows a boy trying to jump but failing, the sentence should be "Ben can't jump." Encourage students to read carefully and check their answers before reviewing them together as a class.
- Have students open their activity books to page 53, Exercise 4. Explain that "can" is used to express ability (e.g., "They can play football."), while "can't" is used to express inability (e.g., "We can't climb the tree."). For example, if a picture shows children playing football, the correct sentence should be "They can play football." If a picture shows children unable to climb a tall tree, the correct sentence should be

"We can't climb the tree." Encourage students to read carefully and check their answers before reviewing them together as a class.

- Have students open their activity books to page 54, Exercise 5. Instruct them to carefully match each question to the correct answer. Explain that they should focus on whether the response uses "can" to indicate ability (e.g., "Yes, it can. It can jump very far too!") or "can't" to indicate inability (e.g., "No, it can't. It can swim."). For example, if a picture shows a kangaroo jumping high, the correct answer should be "Yes, it can. It can jump very far too!" If a picture shows a tortoise moving very slowly, the correct answer should be "No, it can't. It can walk very slowly." Encourage students to read carefully, analyze the pictures, and check their answers before reviewing them together as a class.

#### Answer Key

##### Student's Book, page 71

Q. 3

A. can    B. can't    C. can't

Q. 5

A. Yes, they can.    B. No, they can't.    C. Yes, it can.

##### Activity Book, pages 52-54

Q. 1.

A. can    B. can    C. can't    D. can    E. can't    F. can't    G. can    H. can't

Q. 2

A. can't    B. can't    C. can    D. can't    E. can    F. can    G. can't    H. can't

Q. 3

A. Mia can sing.

B. Ben can't jump.

C. Jack can't paint.

D. Sarah can cook.

Q. 4.

A. They can play football.

B. Tom can't sing well.

C. My sister can play tennis.

D. We can't climb the tree.

Q.5.

A. 3    B. 4    C. 5    D. 1    E. 2

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words with initial consonant blends /br/, /cr/, /gr/, /dr/, and /tr/.
- Recognise and differentiate between words that begin with these consonant blends.
- Provide examples of words with initial consonant blends (e.g., brush, crayon, grapes, drum, train).
- Write simple words using these consonant blends correctly.
- Expand vocabulary through phonics activities focused on words with initial consonant blends.

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What sound do you hear at the beginning of the word 'brush'?" (The /br/ blend).
- Introduce the concept of consonant blends, explaining that some words start with two consonants blended together, such as /br/, /cr/, /gr/, /dr/, and /tr/ (e.g., brush, crayon, grapes, drum, train).
- Model words with these initial consonant blends, using examples like brush, bread, crayon, crash, grapes, grass, drum, drink, train, and truck.
- Demonstrate the pronunciation of each consonant blend by saying words aloud and emphasizing the beginning sounds. Encourage students to listen and repeat the words after you.
- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a train while saying the word "train."
- Reinforce understanding by practicing reading words with initial consonant blends aloud, highlighting how the consonants blend together smoothly.
- Have students match pictures to words and encourage them to write the words, focusing on correct spelling. Use rhyming or sorting games (e.g., "Find another word that starts with /tr/").



➤ **Activity:**

- Before starting the activities, review the words learned in the lesson to reinforce students' understanding.
- Have students open their activity books to page 55, Exercise 1. Ask them to fill in the missing letters for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 55, Exercise 2. Ask them to unscramble the words, referring to the pictures in their books for assistance.

**Answer Key**

**Activity Book, page 55**

Q. 1.

A. brush    B. crayon    C. grapes    D. drum    E. train

Q. 2

A. bread    B. crash    C. grass    D. drink    E. truck

## 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 talented girl named Lily. Ask them to look carefully at what Lily can and can't do. Encourage them to think about questions like "What talents does Lily have?" and "What are the things she can't do?" 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 73 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 73**

Q. 2.

A. F    B. T    C. F    D. T    E. F

**Transcript**

**My Friend Lily**

My friend Lily is very talented. She can play the piano beautifully and can sing very well. However, she can't play the guitar. Lily can speak three languages: English, Spanish, and French. She can't speak German. She can cook delicious meals for her family, but she can't bake cakes. Lily loves sports; she can swim fast and can run long distances. Unfortunately, she can't ride a bicycle.

## Section 6: Speaking

### ➤ Objectives:

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

- Demonstrate understanding of sentence structures using "can" and "can't" to ask and answer questions about abilities.
- Use "can" to express ability and "can't" to express inability correctly in sentences.
- Engage in a dialogue about personal abilities, practicing clear communication and proper sentence structures.

### ➤ Instructional Techniques:

- Begin by showing the pictures in the activity and asking, "Can you ride a bike?" or "Can you play football?"
- Model the speaking activity by forming and answering yes/no questions using "can" and "can't."  
Examples: Question: "Can you draw plants?" Answer: "Yes, I can." / "No, I can't." Question: "Can you jump rope?" Answer: "Yes, I can." / "No, I can't."
- Explain the difference between "can" (to show ability) and "can't" (to show inability).
- Demonstrate the correct question formation using: "Can you play basketball?" → "Yes, I can." / "No, I can't."
- Encourage students to listen carefully and repeat the questions and answers for pronunciation practice.

### ➤ Activity:

- Have students take turns asking and answering "Can" questions based on the pictures.
- Guide students to practice using full sentences in their responses, such as: "Yes, I can play football." / "No, I can't ride a horse."
- Encourage students to match the given activities correctly with the subjects in the pictures.
- If time allows, extend the activity by having students create their own "Can" questions about different abilities.
- Promote peer feedback to help students refine their sentence structure and pronunciation.

## Section 7: Writing

### ➤ Objectives:

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

- Write a fact file about an animal, including its name, food, and abilities.
- Rearrange words to form correct sentences using "can" and "can't" to describe what an animal is able or unable to do.
- Use affirmative and negative sentences to describe an animal's abilities.
- Demonstrate clarity and coherence in their fact files.
- 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: Picture of the animal, Name, Food, and a description of what it can and can't do.
- Explain how to use "can" to describe an ability (e.g., "A dog can run fast.") and "can't" to describe an inability (e.g., "A dog can't climb trees.").
- Demonstrate sentence structure, ensuring students understand how to use "can" and "can't" correctly.

### ➤ Activity:

- Start with a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences, such as: "It can run fast." "It can't climb trees."

- Have students follow the model and write a fact file about an animal, including: A picture of the animal, its name, food, and sentences describing what it can and can't do.
- Encourage students to use affirmative and negative sentences (e.g., "A parrot can talk." "A parrot can't swim.").
- Allow time for students to illustrate their fact files with drawings that match their descriptions.
- Provide an opportunity for students to share their fact files with a partner or in small groups, encouraging peer feedback.

#### Answer Key

Student's Book, page 74

Q. 1.

A. It can run fast.

B. It can't climb trees.

## 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 My favourite way to travel is (by train).

Q. 2 train

Q. 3 boat

Q. 4 "She can swim."

Q. 5 "It can't fly."

Q. 6 "No, she can't."

Q. 7 "bread"

Q. 8 "train"

Q. 9 (Yes, I can.)

Q. 10 (No, I can't.)

## Unit Ten

### A Fun Birthday Party

Unit	Vocabulary	Grammar	Phonics	Skills
<b>10</b>  <b>A Fun Birthday Party</b>  <b>page 76</b>	birthday, celebrate, decorated, streamers, candle, icing, treasure, present, clap	<b>Superlative adjectives</b> <i>Sam is the tallest boy in the class.</i> <i>Jack is the fastest runner.</i> <i>Lily is the shortest one in the family.</i> <b>Superlative adjectives: asking questions</b> <i>Who is the tallest one in the class?</i> <i>Sam is the tallest.</i>	<b>Consonant blends</b> <i>/sm/:</i> small, smile <i>/sn/:</i> snow, snake <i>/sp/:</i> spoon, spider <i>/st/:</i> star, stone <i>/sw/:</i> swim, sweater	<b>Reading:</b> a story about a fun birthday party
				<b>Listening:</b> listening for details about family characteristics
				<b>Speaking:</b> asking and answering questions about classmates
				<b>Writing:</b> writing a descriptive paragraph

### General Outcomes

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

- read a story about a birthday party and identify key events, feelings, and details through comprehension and true/false questions.
- recognise and use vocabulary related to birthdays and celebrations (e.g., present, streamers, icing, clap, treasure) through matching, labelling, and speaking activities.
- use superlative adjectives (e.g., tallest, fastest, kindest) to compare people or things and form questions using the correct sentence structure.
- identify and spell words with blends (e.g., sm, sn, st, sw) by completing missing letters and unscrambling words.
- listen to a spoken text and determine characters' roles and qualities by responding to true/false comprehension questions.
- ask and answer questions using superlative adjectives to compare classmates and describe their best qualities using visual prompts.
- write a descriptive paragraph about classmates using superlative adjectives, following a structured model with topic and closing sentences.

### Unit Plan

Unit 10 - A Fun Birthday Party	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) p.79 (ex.3)		
	WEEK 30	Lesson 1	Grammar 2		p.58 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.59 (ex.3 + ex.4)	
		Lesson 3	Grammar 4	p.79 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.60 (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:**

- Recognise and read simple descriptive texts about a birthday celebration.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, identifying different elements of a birthday party and the activities involved.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their own birthday experiences, providing additional details and support.

### ➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What do you think the story is about?"
- Introduce the reading text and discuss its title, A Fun Birthday Party. This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, punctuation marks, and vocabulary related to birthday celebrations. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as different activities during the party and the details of the celebration. For example, "Emma blew out the candles on her cake," "The children played musical chairs," "She received presents such as a doll and a teddy bear," "Everyone danced and clapped to the music." This highlights how birthday-related vocabulary is used in context.
- After reading the text, ask pupils, "When is your birthday?" This encourages deeper thinking and personal connections to the lesson while also practising sentence structure and descriptive language.

### ➤ Activity:

- Begin by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "Where did Emma have her birthday party?" or "What kind of cake did Emma have?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their comprehension.
- Encourage pupils to act out different activities from the story (e.g., blowing out birthday candles, opening presents, playing musical chairs, dancing at the party). This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as drawing their favourite part of Emma's birthday party or matching different birthday items to their correct contexts (e.g., balloons for decorations, cake for celebration, gifts for presents). These activities provide further engagement and practice opportunities.

**Answer Key****Activity Book, page 56**

Q. 1.

A. 4 B. 5 C. 1 D. 2 E. 3

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, show the students the vocabulary pictures on the designated page of the students' books.
- Use flashcards to present each picture and word to the students.
- Point at the pictures and name them clearly.
- Use each word in a sentence to provide further explanation.

**➤ Activity:**

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "birthday," "celebrate," "decorated," "streamers," "candle," "icing," "treasure," "present," or "clap."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, "This is a birthday cake," or "These are streamers."
- Encourage pupils to use the vocabulary words in sentences, such as "We decorated the house with balloons and streamers," or "Emma blew out the candle on her cake."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "candle" next to a picture of a birthday cake, or "present" next to a picture of a wrapped gift.
- Write the correct answers on the board and ensure pupils copy them accurately in their activity books.

**Answer Key****Activity Book, page 57**

Q. 1.

A. candle B. decorated C. birthday D. celebrate

Q. 2.

A. icing B. treasure C. present D. clap E. streamers

**Section 3: Grammar****➤ Objectives:****By the end of this section, students will be able to:**

- Use superlative adjectives to compare three or more things and describe the highest or most extreme quality.
- Construct affirmative and negative sentences using superlative adjectives.
- Formulate questions using superlative adjectives to compare people or things.

- Provide short answers to questions involving superlative adjectives.

➤ **Instructional Techniques:**

- Begin by explaining that superlative adjectives are used to compare three or more things and show the highest degree of a quality.
- Introduce ready-written sentences from the book, such as: "Sam is the tallest boy in the class," "Jack is the fastest runner," "Lily is the shortest one in the family."
- Demonstrate the structure of superlative adjectives by adding "-est" to short adjectives: "tall → tallest," "fast → fastest," "short → shortest."
- Explain that "the" is used before the superlative adjective: "the tallest," "the fastest," "the shortest."
- Model how to ask and answer questions using superlative adjectives: "Who is the tallest in the class?" → "Sam is the tallest." "Who is the fastest runner?" → "Jack is the fastest." "Who is the shortest one in the family?" → "Lily is the shortest."
- Provide additional practice: "Who is the strongest in your family?" → "My dad is the strongest." "Who is the kindest person you know?" → "My teacher is the kindest."

➤ **Activity:**

- Have students open their student's books to page 79, Exercise 3. Explain that they should choose the correct superlative adjective to compare three or more people or things. Provide examples such as "He is the tallest boy in the group." / "She is the fastest runner." / "They are the shortest girls." Encourage students to read the sentences carefully before making their choice and consider whether they need a regular adjective (e.g., "tall") or a superlative adjective (e.g., "tallest") to show the highest degree of comparison. Finally, review the answers together as a class to ensure understanding.
- Have students open their student's books to page 79, Exercise 5. Instruct them to carefully look at each picture and match the correct question to the corresponding image. Explain that they should focus on identifying superlative adjectives in the questions, such as "Who is the fastest?" "Who is the strongest?" or "Who is the nicest?" and match them to the appropriate picture. Encourage students to analyse the details in the pictures before making their choice. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 58, Exercise 1. Instruct them to carefully look at each picture and underline the superlative adjective in each sentence. Explain that superlative adjectives are used to compare three or more things and show the highest degree of a quality (e.g., "lightest," "cleanest," "strongest," "tallest," "sweetest," "softest"). Encourage students to analyse the pictures and read the sentences carefully before underlining the correct adjective. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 58, Exercise 2. Instruct them to carefully look at each picture and complete the sentences with the correct superlative adjective. Explain that superlative adjectives are used to compare three or more things and show the highest degree of a quality. Encourage students to choose the correct word from the options provided (lightest, tallest, fastest, strongest) based on the context of the sentence and the details in the pictures. Finally, review the answers together as a class to ensure understanding.
- Have students open their activity books to page 59, Exercise 3. Instruct them to complete the sentences by choosing the correct superlative adjective based on the subject. Explain that superlative adjectives are used to compare three or more things and show the highest degree of a quality (e.g., "The feather is the lightest of all."). For example, if a picture shows different objects with one clearly being the longest, the sentence should be "The ruler is the longest item." Encourage students to read carefully and check their answers before reviewing them together as a class.
- Have students open their activity books to page 59, Exercise 4. Explain that superlative adjectives are used to compare three or more things and show the highest degree of a quality (e.g., "Jack is the tallest student."). Instruct students to rearrange the words to form correct sentences using the provided superlative adjectives. For example, if a picture shows a student taller than others, the correct sentence



should be "Jack is the tallest student." If a picture shows a gorilla stronger than other animals, the correct sentence should be "The gorilla is the strongest animal." Encourage students to read carefully and check their answers before reviewing them together as a class.

- Have students open their activity books to page 60, Exercise 5. Instruct them to carefully match each question to the correct answer. Explain that they should focus on whether the response uses a superlative adjective to indicate the highest degree of a quality (e.g., "Sam is the tallest." or "Jack is the fastest."). For example, if a picture shows a student who is taller than all the others, the correct answer should be "Sam is the tallest." If a picture shows a runner who is faster than the others, the correct answer should be "Jack is the fastest." Encourage students to read carefully, analyse the pictures, and check their answers before reviewing them together as a class.

#### Answer Key

##### Student's Book, page 79

Q. 3

A. tallest B. fastest C. short

Q. 5

A. 2 B. 3 C. 1

##### Activity Book, pages 58-60

Q. 1.

A. lightest B. cleanest C. strongest D. tallest E. sweetest F. softest

Q. 2

A. tallest B. fastest C. strongest D. lightest

Q. 3

A. feather B. horse C. father D. ruler

Q. 4.

A. Jack is the tallest student.

B. Mary is the kindest girl.

C. My car is the fastest.

D. The gorilla is the strongest animal.

Q.5.

A. 3 B. 4 C. 5 D. 1 E. 2

## Section 4: Phonics

### ➤ Objectives:

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

- Identify and read words with initial consonant blends /sm/, /sn/, /sp/, /st/, and /sw/.
- Recognise and differentiate between words that begin with these consonant blends.
- Provide examples of words with initial consonant blends (e.g., small, smile, snow, snake, spoon, spring, star, stone, swim, sweater).
- Write simple words using these consonant blends correctly.
- Expand vocabulary through phonics activities focused on words with initial consonant blends.

### ➤ Instructional Techniques:

- Engage students with a stimulating question: "What sound do you hear at the beginning of the word 'small'?" (The /sm/ blend).
- Introduce the concept of consonant blends, explaining that some words start with two consonants blended together, such as /sm/, /sn/, /sp/, /st/, and /sw/ (e.g., small, snow, spoon, star, swim).
- Model words with these initial consonant blends, using examples like small, smile, snow, snake, spoon, spring, star, stone, swim, and sweater.
- Demonstrate the pronunciation of each consonant blend by saying words aloud and emphasizing the beginning sounds. Encourage students to listen and repeat the words after you.
- Use visual aids such as pictures or flashcards to represent the words. For example, show a picture of a spoon while saying the word spoon.
- Reinforce understanding by practising reading words with initial consonant blends aloud, highlighting how the consonants blend together smoothly.
- Have students match pictures to words and encourage them to write the words, focusing on correct spelling. Use rhyming or sorting games (e.g., "Find another word that starts with /sp/.").

➤ **Activity:**

- Before starting the activities, review the words learned in the lesson to reinforce students' understanding.
- Have students open their activity books to page 61, Exercise 1. Ask them to fill in the missing letters for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 61, Exercise 2. Ask them to unscramble the words, referring to the pictures in their books for assistance.

**Answer Key**

**Activity Book, page 61**

Q. 1.

A. small    B. snow    C. spoon    D. star    E. sweater

Q. 2

A. smile    B. snake    C. spider    D. stone    E. swim

## 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 special family. Ask them to look carefully at how each family member is described. Encourage them to think about questions like "What makes each person special?" and "What words are used to describe them?" 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 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 81**

Q. 2.

A. T    B. F    C. T    D. F    E. F

**Transcript**

**My Family is Special**

I love my family because everyone is special! My dad is the strongest because he can lift heavy things. My mum is the kindest because she always helps everyone. My sister, Emma, is the smartest and helps me with my homework. My brother, Noah, is the funniest and tells the best jokes. My grandma is the oldest and tells amazing stories. My little cousin, Mia, is the shortest and the cutest!

## Section 6: Speaking

### ➤ Objectives:

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

- Demonstrate understanding of sentence structures using superlative adjectives to ask and answer questions about comparisons.
- Use superlative adjectives correctly in sentences to describe the highest degree of a quality.
- Engage in a dialogue about comparisons, practising clear communication and proper sentence structures.

### ➤ Instructional Techniques:

- Begin by showing the pictures in the activity and asking, "Who is the fastest student in the class?" or "Who is the tallest student?"
- Model the speaking activity by forming and answering superlative questions. Examples: Question: "Who is the fastest?" Answer: "Sara is the fastest." Question: "Who is the tallest?" Answer: "John is the tallest."
- Explain how superlative adjectives (e.g., fastest, tallest, smartest, shortest) are used to compare three or more people or things.
- Demonstrate the correct question formation using: "Who is the kindest person in the class?" → "Mary is the kindest." "Who is the shortest?" → "Tom is the shortest."
- Encourage students to listen carefully and repeat the questions and answers for pronunciation practice.

### ➤ Activity:

- Have students take turns asking and answering superlative questions based on the pictures.
- Guide students to practice using full sentences in their responses, such as: "Sara is the fastest." / "John is the tallest."
- Encourage students to match the given qualities correctly with the subjects in the pictures.
- If time allows, extend the activity by having students create their own superlative questions about different qualities.
- Promote peer feedback to help students refine their sentence structure and pronunciation.

## Section 7: Writing

### ➤ Objectives:

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

- Write a descriptive paragraph that includes a topic sentence, body sentences, and a concluding sentence.
- Rearrange words to form correct sentences using superlative adjectives.
- Describe their classmates using superlative adjectives in a structured paragraph.
- Demonstrate clarity and coherence in their descriptions.
- Enhance their written work with illustrations that complement the text.

### ➤ Instructional Techniques:

- Display an example descriptive paragraph on the board, highlighting its structure: topic sentence, body sentences, and a concluding sentence.
- Explain the writing process, emphasizing the correct use of superlative adjectives to compare three or more people or things.

### ➤ Activity:

- Have students rearrange words to form correct sentences, ensuring proper sentence structure and use of superlative adjectives.

- Examples: "Sarah is the tallest student." / "Tom is the bravest student."
- Encourage students to follow the model paragraph and write a descriptive paragraph about their classmates, using superlative adjectives to describe their qualities.
- Ensure students include all parts of the paragraph: a clear topic sentence, body sentences listing different classmates and their superlative qualities, and a concluding sentence summarising their description.
- Allow time for students to illustrate their paragraphs with drawings that match their descriptions.
- Provide an opportunity for students to share their paragraphs with a partner or in small groups, encouraging peer feedback and discussion.

**Answer Key**

**Student's Book, page 82**

Q. 1.

A. Sarah is the tallest student.

B. Tom is the bravest student.

## 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 (It's on July 7th).

Q. 2 candle

Q. 3 present

Q. 4 "The lion is the strongest animal."

Q. 5 "This cake is the sweetest."

Q. 6 "The boy is the fastest runner."

Q. 7 "snow"

Q. 8 "star"

Q. 9 "Yes, he is."

Q. 10 "(Mia) is the tallest student in the class."

**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.

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**New English Leaders Series**

Teacher's Guide 2

The National Library of Jordan Documentation & National Archives

Deposit No.: 2020/10/4095

ISBN: 9789923340646

First published in 2025

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**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.

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**Book Design & Layout:** Laila Qashta

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