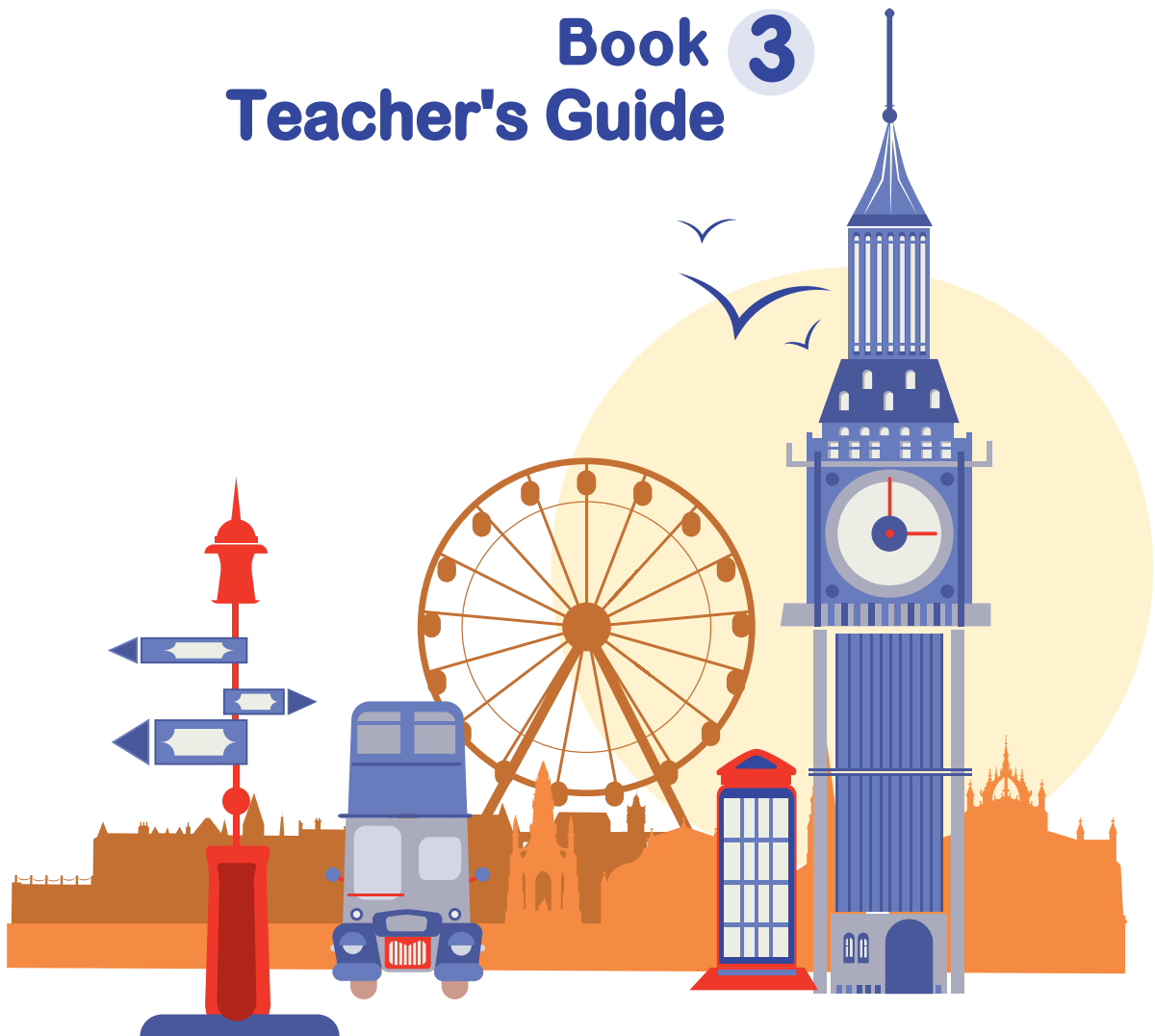


New English Leaders

Book 3
Teacher's Guide



New English Leaders

Book 3
Teacher's Guide

Contents

Scope and Sequence		3
Introduction		5
Unit Walkthrough		7
Unit 1	Five Little Monkeys	13
Unit 2	Types of Houses	20
Unit 3	The Ant and the Grasshopper	28
Unit 4	Jack’s New House	36
Unit 5	The Clever Fox	44
Unit 6	The Tortoise and the Hare	52
Unit 7	The Life Cycle of the Butterfly	60
Unit 8	The Lion and the Mouse	68
Unit 9	Birds	76
Unit 10	The Cows and the Tigers	84

Scope and Sequence

Unit	Vocabulary	Grammar	Phonics	Skills
1 Five Little Monkeys page 4	monkey, little monkey, jump, bed, fell off, bump, call, head, doctor	Simple present <i>She is a teacher.</i> <i>She isn't a teacher.</i> <i>Is she a teacher? Yes, she is. / No, she isn't.</i> Prepositions of place: in, on, under <i>The ball is in the box.</i>	Short vowels <i>/a/:</i> cat, hat, fan, van <i>/e/:</i> bed, red, pen, hen <i>/i/:</i> sit, kit, big, fig <i>/o/:</i> dog, log, pot, hot <i>/u/:</i> sun, run, bug, rug	Reading: a poem about little monkeys Listening: listening for details about Tiny Tim, the frog Speaking: asking and answering questions about the places of objects Writing: writing an informal letter
2 Types of Houses page 12	cloth, steel, concrete, brick, stone, wood, palace, villa, tent, cottage, skyscraper, apartment	Demonstrative pronouns: this, these, that, those <i>This is my book.</i> Telling the time <i>What's the time?</i>	Long vowels <i>/ai/:</i> rain, train, sail, paint <i>/ee/:</i> see, tree, bee, free <i>/ie/:</i> pie, tie, lie, fries <i>/oa/:</i> boat, road, coat, soap <i>/ue/:</i> blue, true, flue, glue	Reading: a text about types of houses Listening: listening for details about ancient Egyptian houses Speaking: asking and answering questions about the time Writing: writing a postcard
3 The Ant and the Grasshopper page 20	ant, grasshopper, lazy, hard-working, winter, hungry, work, worry, few, plenty, crumbs, leaf	Expressing ability: can <i>We can play football.</i> <i>We can't play football.</i> Asking about ability: can <i>Can you play football?</i> <i>Yes, we can. / No, we can't.</i>	Magic e <i>/a-e/:</i> cake, name, snake, game, flame <i>/i-e/:</i> bike, time, kite, five, smile <i>/o-e/:</i> home, stone, nose, rope, rose <i>/u-e/:</i> fuse, cube, huge, cute, mute	Reading: a story about the ant and the grasshopper Listening: listening for details about ants Speaking: asking and answering questions about abilities Writing: writing a fact file
4 Jack's New House page 28	garden, kitchen, set the table, living room, couch, cosy blanket, bedroom, desk, carpet, bookshelf, bathroom, towel	Expressing likes and dislikes <i>I like flowers.</i> <i>I don't like flowers.</i> Asking about likes and dislikes <i>Do you like flowers?</i> <i>Yes, I do. / No, I don't.</i>	Word endings <i>/el/:</i> towel, camel, tunnel, hotel, vowel <i>/il/:</i> pencil, pupil, fossil, lentils, April	Reading: a text about Jack's new house Listening: listening for details about the bird who couldn't sing Speaking: asking and answering questions about what fruits and vegetables you like Writing: writing an informal letter
5 The Clever Fox page 36	cave, hunt, footprint, clever, inside, outside, surprised, worried, shout, scared, roar, run away	Comparative adjectives: affirmative and negative <i>Jack is taller than Sam.</i> <i>Jack isn't taller than Sam.</i> Comparative adjectives: questions <i>Is Jack taller than Sam?</i> <i>Yes, he is. / No, he isn't.</i>	Word endings <i>/er/:</i> jumper, teacher, baker, player, runner, dancer, singer, driver, painter, gardener <i>/or/:</i> vendor, doctor, actor, editor, predator, governor, sailor, author, inventor, warrior	Reading: a story about the clever fox Listening: listening for details about foxes Speaking: asking and answering questions about animals Writing: writing a descriptive paragraph

Unit	Vocabulary	Grammar	Phonics	Skills
6 The Tortoise and the Hare page 44	hare, tortoise, fast, slow, win, laugh, amused, confident, race, nap, stretch, shady	Countable and uncountable nouns <i>I have an apple.</i> <i>I want some coffee.</i> Expressing desires or preferences: would like <i>I would like a sandwich.</i> <i>He wouldn't like any coffee. Would you like some coffee? Yes, please. / No, thank you.</i>	/oi/ and /oy/ spellings <i>/oi/:</i> boil, oil, noise, coin, point <i>/oy/:</i> boy, toy, joy, destroy, employ	Reading: a story about the tortoise and the hare Listening: listening for details about the cat and the mice Speaking: taking turns playing the roles of a customer and a waiter or waitress Writing: writing an informal letter
7 The Life Cycle of the Butterfly page 52	nature, life cycle, caterpillar, pupa, butterfly, tiny, lay eggs, round, oval, hatch, wing, flight	Superlative adjectives: affirmative and negative <i>Jack is the tallest student in the class.</i> <i>Jack isn't the tallest student in the class.</i> Superlative adjectives: questions <i>Is Jack the tallest student in the class?</i> <i>Yes, he is. / No, he isn't.</i>	/ai/ and /ay/ spellings <i>/ai/:</i> rain, train, chain, pain, snail, pail, brain, paint, sail, stain <i>/ay/:</i> play, stay, say, stray, May, bay, way, clay, hay, tray	Reading: a text about the life cycle of the butterfly Listening: listening for details about butterflies Speaking: asking and answering questions about classmates Writing: writing a descriptive paragraph
8 The Lion and the Mouse page 60	jungle, bask, enormous, little, paw, crush, tremble, plead, mighty, trap, sharp, bite	Present continuous: affirmative and negative <i>She is studying for her math test.</i> <i>She isn't studying for her math test.</i> Present continuous: questions and keywords <i>Is she studying for her math test now? Yes, she is. / No, she isn't.</i>	Word endings <i>/nd/:</i> hand, band, land, sand, stand, bend, blend, send, friend, spend <i>/nt/:</i> ant, plant, hunt, front, point, faint, mint, silent, print, tent	Reading: a story about the lion and the mouse Listening: listening for details about lions Speaking: asking and answering questions about what is happening in each picture Writing: writing a postcard
9 Birds page 68	hollow, bone, flap, falcon, light, penguin, ostrich, hummingbird, insect, parrot, lovebird, canary	Simple past: affirmative and negative <i>She was tired.</i> <i>She wasn't tired.</i> Simple past: questions and keywords <i>Was she tired yesterday? Yes, she was. / No, she wasn't.</i>	Word endings <i>/all/:</i> ball, call, fall, hall, tall, wall, small, stall, mall, waterfall <i>/ell/:</i> bell, cell, fell, tell, well, shell, smell, spell, yell, sell	Reading: a text about birds Listening: listening for details about birds Speaking: asking and answering questions about favourite things Writing: writing a descriptive paragraph
10 The Cows and the Tigers page 76	cow, tiger, forest, meadow, graze, fierce, predator, argument, grass, sneak up, conceal, bush	Quantifying food and drink items <i>A loaf of bread</i> <i>A bottle of water</i> Asking about quantity: how many and how much <i>How many bananas are there? There are five bananas.</i> <i>How much bread is there? There are two slices of bread.</i>	Short and long /oo/ Short /oo/: book, look, cook, foot, good, hook, took, wood, wool, crook Long /oo/: moon, root, spoon, cool, pool, fool, school, balloon, bloom, tool	Reading: a story about the cows and the tigers Listening: listening for details about cows Speaking: asking and answering questions about the quantity of countable and uncountable items Writing: writing a food recipe

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

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

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

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

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

Pupils sequence events from the text by numbering sentences in the correct order. This reinforces their understanding of story structure and the logical flow of events.

Unit 1 **Five Little Monkeys**

Reading

1. Look at the pictures. What is the poem talking about?

2. Listen and read.

Five little monkeys jumping on the bed,
One fell off and bumped his head.
Mum called the doctor, And the doctor said,
"No more monkeys jumping on the bed."


Four little monkeys jumping on the bed,
One fell off and bumped his head.
Mum called the doctor, And the doctor said,
"No more monkeys jumping on the bed."

Three little monkeys jumping on the bed,
One fell off and bumped his head.
Mum called the doctor, And the doctor said,
"No more monkeys jumping on the bed."

Two little monkeys jumping on the bed,
One fell off and bumped his head.
Mum called the doctor, And the doctor said,
"No more monkeys jumping on the bed."

One little monkey jumping on the bed,
He fell off and bumped his head.
Mum called the doctor, And the doctor said,
"No more monkeys jumping on the bed."

3. What lesson do you learn from this poem?



Unit 1 **Five Little Monkeys**

Reading

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

A. At the beginning, how many monkeys were jumping on the bed?

B. What happened to the monkeys when they jumped on the bed?

C. Who did Mum call after the monkeys fell?

D. What did the doctor say each time Mum called?

E. What lesson do you think the monkeys learnt?

2. What happened first, second, third, and fourth? Number the sentences in the correct order.

A. Mum called the doctor. ☐

B. Five little monkeys were jumping on the bed. ☐

C. The doctor said, "No more monkeys jumping on the bed." ☐

D. One monkey fell off and bumped his head. ☐

Grade 3 Reading Strategies

In Grade 3, reading includes short stories, poems, rhymes, or repetitive texts supported by clear visuals and audio. Strategies focus on building fluency, rhythm, and comprehension through a balance of listening, reading aloud, and guided discussion. The approach is structured around three main phases:

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

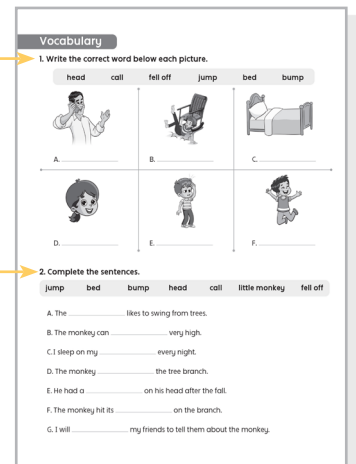
Lesson Two: Vocabulary

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

Pupils listen to each vocabulary word, point to the matching picture, and repeat it to build pronunciation and recognition.



Pupils choose from a word bank and write the correct vocabulary item under each picture, strengthening visual-word associations and practising spelling and word recall.



Pupils complete sentences by selecting the correct vocabulary word from a word bank, reinforcing meaning, spelling, and correct usage in context.

Grade 3 Vocabulary Strategies

In Grade 3, 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.
- **Contextual application:** Pupils complete sentences using vocabulary from a word bank, promoting correct usage in context.
- **Word labelling:** Pupils write vocabulary words under the correct pictures, reinforcing spelling, word recognition, and visual association.

New
**English
Leaders**

Flashcards Book 3

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.

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.

Grammar

1. Listen and read.

Hi, David! Where are you?
Where is your brother? Is he with you?
What's he doing in the kitchen?
Is your homework on your desk?
Great! Get ready for school. See you at home.

Hi, Mum! I'm in my room.
No, he's not with me. He's in the kitchen.
He's looking for his bag. It's under the table.
No, it isn't. It's in my school backpack.

2. Learn.

Simple Present: Affirmative, Negative, and Questions
The simple present tense refers to things that are true or occur on a regular basis. Use "am," "is," or "are" in affirmative sentences.

I	am
She / He / It / Singular nouns	is
You / They / We / Plural nouns	are

For example, "She is a teacher."
To make a sentence negative, add "not" such as "am not," "is not (or isn't)," and "are not (or aren't)."
To form a question, begin with "am," "is," or "are," then proceed with the subject. For example, "Is she a teacher?" "Yes, she is." / "No, she isn't."

3. Complete each sentence with is, are, or am.

A. She _____ a student.
B. They _____ not here today.
C. I _____ happy with my new job.
D. The cat _____ under the table.
E. We _____ excited for the trip.
F. He _____ not a teacher.

4. Learn.

Prepositions
Prepositions show where things are.

"In" means inside something. "On" means resting on a surface. "Under" means below something.

"The ball is in the box." "The ball is on the table." "The ball is under the chair."

5. Complete each sentence with in, on, or under.

A. The toys are _____ the box. B. The cat is _____ the table.
C. The animal is _____ the tree. D. The books are _____ the shelf.

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

Unit 1 Five Little Monkeys

Worksheet

1. Write down the correct answers.

in is on am under are

A. He _____ a good athlete.
B. We _____ not tired.
C. The kids are playing _____ the tree.
D. I put my books _____ my bag.
E. I _____ excited about the trip.
F. Sit down _____ the chair!

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

A. The cat is on the sofa.
• Negative: _____
• Question: _____
• Answer: _____

B. The dog is on the bed.
• Negative: _____
• Question: _____
• Answer: _____

C. The kids are playing in the street.
• Negative: _____
• Question: _____
• Answer: _____

3. Rewrite the following paragraph using contracted forms:
He is a great artist. He is very creative with his work. His paintings are popular among friends. They are always impressed by his work. It is a joy for him to paint every day.

Grammar

1. Complete each sentence with is, are, or am.

A. How _____ you today?
I _____ fine, thank you.
B. Where _____ she?
She _____ at the library.
C. We _____ not late, right?
No, we _____ on time.
D. _____ it hot today?
No, it _____ not.
E. _____ he your friend?
Yes, he _____.
F. They _____ at home now.
Are they? I thought they _____ out.

2. Rearrange the words to form correct sentences.

A. student / she / is / a _____
B. happy / they / are / not _____
C. under / cat / the table / is / the _____

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

Grade 3 Grammar Strategies

Grammar in Grade 3 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 3 introduces a specific sound pattern through clear modelling, visualisations, and guided practice. The structure helps pupils connect sounds to letters (phoneme-grapheme correspondence) and develop early reading and spelling skills.

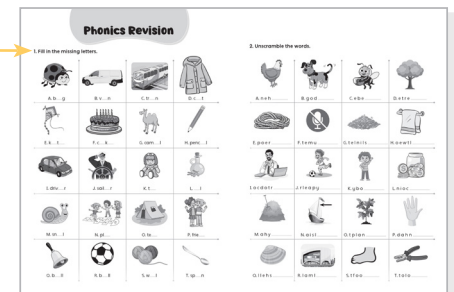
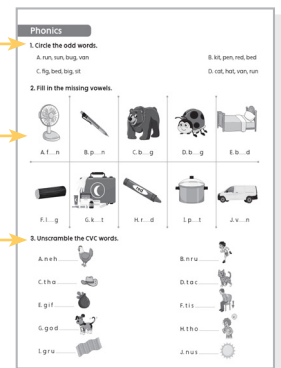
Pupils listen to the audio, point to the correct picture, and repeat the word to practise pronunciation and sound recognition.

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

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

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

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



Grade 3 Phonics Strategies

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

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

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


Lesson Five: Listening


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

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

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

Listening

1. Watch the video. 

2. Listen to the recording and fill in the blanks with the correct answers. 

bubble bathtub Tiny Tim swim Tim

A. The name of the frog is _____.

B. When the frog tried to talk, he had a _____ in his throat.

C. The speaker put the frog in the _____ to see if he could swim.

D. Two rhyming words in the poem are _____ and _____.

Grade 3 Listening Strategies

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

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

Lesson Six: Speaking

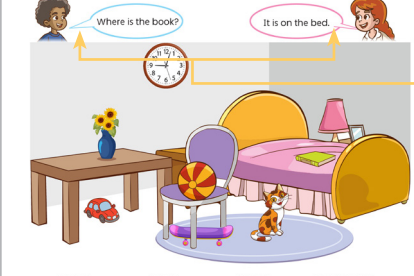
The speaking section provides guided oral practice and is directly built on the grammar taught earlier in the unit. Pupils use the target structures in simple, meaningful way supported by visuals.

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

Speaking

1. Look at the picture. Ask and answer questions about where objects are using "in," "on," and "under." Follow the examples.

Where is the book? It is on the bed.



A. book B. ball C. chair D. skateboard
E. clock F. car G. cat H. vase

Model questions and answers guide pupils in speaking with confidence.

Pictures help pupils say full structures with correct grammar.

Grade 3 Speaking Strategies

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

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

Lesson Seven: Writing

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

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

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

Writing

1. Listen and read.

Date: September 15, 2025
Greeting: Dear Lily,
Body: I hope you are well! Today, I will describe the places of different items in my room. The vase is on the shelf, and the flowers are in the vase. The ball is under the bed, and the clock is on the wall. My skateboard is under the desk. I love playing with my toys. Write back soon!
Closing: Best wishes, Tom

2. Follow the previous model and write an informal letter to your friend. In your letter, use prepositions of place to describe the items in your room.

Date: _____
Greeting: Dear _____,
Body: I hope you are well! Today, I will describe the places of different items in my room. The _____ is on the _____, and the _____ are in _____. The _____ is under the _____, and the _____ is on the _____. I love playing with my toys. Write back soon!
Closing: Best wishes, _____

Grade 3 Writing Strategies

In Grade 3, 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 3 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

Five Little Monkeys

Unit	Vocabulary	Grammar	Phonics	Skills
1 Five Little Monkeys page 4	monkey, little monkey, jump, bed, fell off, bump, call, head, doctor	Simple present <i>She is a teacher.</i> <i>She isn't a teacher.</i> <i>Is she a teacher? Yes, she is. / No, she isn't.</i> Prepositions of place: in, on, under <i>The ball is in the box.</i>	Short vowels <i>/a/: cat, hat, fan, van</i> <i>/e/: bed, red, pen, hen</i> <i>/i/: sit, kit, big, fig</i> <i>/o/: dog, log, pot, hot</i> <i>/u/: sun, run, bug, rug</i>	Reading: a poem about little monkeys
				Listening: listening for details about Tiny Tim, the frog
				Speaking: asking and answering questions about the places of objects
				Writing: writing an informal letter

General Outcomes

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

- read and understand a poem about little monkeys and identify key details and the sequence of events.
- use vocabulary related to actions and body parts, such as monkey, jump, bump, call, and doctor in context.
- use the simple present tense to make affirmative, negative, and question forms with am, is, and are.
- use prepositions of place (in, on, under) to describe the location of people and objects.
- identify and pronounce short vowel CVC words (e.g., cat, bed, sun) accurately through blending and decoding.
- listen for specific details in a poem and answer comprehension questions about names, actions, and rhymes.
- ask and answer questions about the location of objects using prepositions of place in complete sentences.
- write an informal letter describing the location of items in a room using appropriate sentence structure and prepositions.

Unit Plan

Unit 1 - Five Little Monkeys	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+ ex.2)	
		Lesson 2	Grammar 3		p.5 (ex.3 + ex.4)	
		Lesson 3	Grammar 4	p.7 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.6 (ex.5 + ex.6)	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:

- Read and recognise decodable text that incorporates the letter-sound correspondences taught.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from a text, describing characters, settings, or events.
- Ask and answer questions that help recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe familiar people, places, things, and events, providing additional detail and support.

➤ Instructional Techniques:

- Begin by engaging students with a related activity or question. For example, ask, “Look at the pictures. What do you think the poem is about?”
- Introduce the reading text and discuss its title. 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 students follow along.
- Discuss the text's structure, such as sentences in a poem, capitalisation, and punctuation marks. This reinforces the basics of text structure and grammar.
- Read the text again with students, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing students to repeat after you. This helps students with pronunciation and comprehension.
- Point out specific elements, such as sentences and punctuation, to highlight their importance in reading.
- After reading the poem, ask students, “What lesson do you learn from this poem, and how can you apply it to your own life?” This encourages deeper thinking and personal connection to the text.

➤ Activity:

- Start by having students read individual sentences or sections of text from their books. This allows them to practice reading fluently on their own.
- Read the text together as a class, allowing students to join in and read aloud with you. This encourages participation and collective reading practice.
- Ask comprehension questions about the text, such as, “Who is in the poem? What happened?” This assesses their understanding of the content.
- Have students open their activity books to the designated page.
- Have students answer questions in full sentences. Write the correct answers on the board, and ensure students copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Encourage students to act out parts of the text or illustrate scenes from it. This fosters creativity and helps them connect more deeply with the material.
- Depending on the lesson, include additional activities, such as colouring pictures related to the text or matching images with text descriptions. These activities provide extra engagement and practice opportunities.

Answer Key

Activity Book, page 2

Q. 1.

- A. Five.
- B. They fell off and bumped their heads.
- C. The doctor.
- D. "No more monkeys jumping on the bed."
- E. Not to jump on the bed.

Q. 2.

- A. 3 B. 1 C. 4 D. 2

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 students to open their students' books to the relevant page.
- Ask all students to point at the picture when they hear the corresponding word.
- Say the words first in order to familiarise students with them.
- Say the words randomly and let students point at the correct pictures.
- Point at the pictures and have students name them aloud.
- Encourage students to use the vocabulary words in sentences, such as "It is a monkey."
- Direct students to answer the exercise in their activity books by writing the correct word next to each picture. Ensure they understand each question before they begin.
- Write the correct answers on the board, and ensure that students copy them accurately in the correct blanks.
- Introduce the fill-in-the-blanks exercise related to vocabulary words. This exercise will reinforce students' understanding of the words in context.
- Encourage students to think critically about sentence structure during this activity.
- Tell them to carefully read each sentence before filling in the blanks.
- Instruct them to choose the correct word to complete each sentence.
- Write the correct answers on the board, and ensure that students copy them accurately in the correct blanks.

Answer Key

Activity Book, page 3

Q. 1.

A. call B. fell off C. bed D. head E. bump F. jump

Q. 2.

A. little monkey B. jump C. bed D. fell off E. bump F. head G. call

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using am, are, is, and prepositions to enhance communication skills.
- Identify and use am, are, is in simple present sentences (affirmatives, negations, and questions).
- Recognise and use prepositions (in, on, and under) in both oral and written forms.
- Construct simple sentences orally using the simple present and prepositions.
- Apply the correct form of am, are, and is in sentences involving prepositions.

➤ Instructional techniques:

- Start by explaining the basic structure of sentences in the simple present tense using am, are, and is.

- Introduce the ready-written dialogue from the book that incorporates both the simple present tense and prepositions.
- Demonstrate the usage of am, are, and is in affirmative, negative, and question forms.
- Introduce prepositions as part of the sentence structure, discussing their role in indicating location.
- Encourage students to listen and repeat sentences using both simple present and prepositions.
- Demonstrate on the board how to structure sentences containing am, are, and is by incorporating prepositions.
- Provide oral practice opportunities for students to form and repeat sentences using the given rules.

➤ **Activity:**

- Have students open their student's books to page 7, Exercise 3. Encourage students to carefully read each sentence and think about the subject before choosing the correct form. Explain that they should use "am" with "I," "is" with singular subjects, and "are" with plural subjects.
- Have students open their student's books to page 7, Exercise 5. Students should first identify the objects' positions by looking at the pictures. Then, guide them to match the correct preposition ("in," "on," or "under") to describe the position in relation to other objects.
- Have students open their activity books to page 4, Exercise 1. Students should attentively read the dialogue, focusing on identifying the topic of discussion. Please remind them to match each dialogue sentence's subject to its verb form ("is," "are," or "am").
- Have students open their activity books to page 4, Exercise 2. Encourage students to look at the structure of simple present sentences, beginning with identifying the subject and verb. Explain that they need to arrange the words in the correct order, starting with the subject, followed by the verb, and ensuring correct grammar.
- Have students open their activity books to page 5, Exercise 3. Instruct students to identify sentences that allow for contractions, such as merging "is" with pronouns like "he," "she," or "it." Guide them to rewrite the sentences using these contractions in an appropriate manner.
- Have students open their activity books to page 5, Exercise 4. Instruct students to carefully read each sentence and identify any grammatical errors, such as incorrect verb forms or incorrect subject-verb agreement. After identifying the errors, students should rewrite the sentences using the correct grammar.
- Have students open their activity books to page 6, Exercise 5. Similar to the earlier activity, direct students to use the provided pictures to determine the correct preposition that describes where the objects are. The position of each object in the picture should match the appropriate preposition.
- Have students open their activity books to page 6, Exercise 6. Ask students to read the paragraph carefully, paying attention to the use of prepositions and the simple present tense. They should choose the correct word choices that best fit the context of the paragraph, ensuring both grammatical and positional accuracy.

Answer Key

Student's Book, page 7

Q. 3

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

Q. 5

A. in B. under C. under D. on

Activity Book, pages 4-6

Q. 1.

A. are / am B. is / is C. are / are D. Is / is E. Is / is F. are / are

Q. 2

A. She is a student. B. They are not happy. C. The cat is under the table.

D. I am not sick. E. My new car is red. F. We are friends.

Q. 3

She's a talented cook. She's always prepared for dinner. Her family is usually hungry. They're excited to try her meals. It's important for her to cook well.

Q. 4.

A. She is a good student. B. They are not here. C. I am excited about the vacation.

D. He is a teacher. E. The dogs are outside. F. We are not tired.

Q. 5 A. on B. in C. in D. under

Q. 6 is / on / are / are / in / is / under / is

Section 4: Phonics

➤ Objectives:

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

- Identify and read CVC (consonant-vowel-consonant) words with short vowel sounds.
- Recognise short vowel sounds (a, e, i, o, u) in three-letter words.
- Provide examples of CVC words with five vowels.
- Write simple CVC words from memory using short vowels.
- Expand vocabulary through phonics activities focused on short vowel CVC words.

➤ Instructional Techniques:

- Begin by engaging students with a stimulating question about CVC words (e.g., "Can you think of a word with three letters that starts with 'b' and has the sound 'a' in the middle?").
- Introduce the concept of CVC words, explaining how each vowel sounds in these words.
- Demonstrate clear examples of CVC words that use each short vowel sound.
- Encourage students to listen carefully and repeat the words in order to comprehend the short vowel sounds.
- Reinforce understanding by practicing reading CVC words aloud, highlighting the role of short vowels in the word formation.

➤ 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 7, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 7, Exercise 2. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 7, Exercise 3. Ask them to unscramble the CVC words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, page 7

Q. 1.

A. van B. kit C. bed D. run

Q. 2

A. fan B. pen C. big D. bug E. bed F. log G. kit H. red I. pot J. van

Q. 3

A. hen B. run C. hat D. cat E. fig F. sit G. dog H. hot I. rug J. sun

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, funny story about a frog named Tiny Tim. Ask them to look carefully at what happens in the bathtub. Encourage them to think about questions like "What does Tiny Tim do?" and "Why can't he talk?"
- 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. Tiny Tim B. bubble C. bathtub D. Tim / swim

Transcript

My Little Frog

I have a little frog. His name is Tiny Tim. I threw him in the bathtub to see if he could swim. He drank up all the water and gobbled up the soap! When he tried to talk, he had a bubble in his throat!

Section 6: Speaking

➤ **Objectives:**

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

- Demonstrate understanding of sentence structures and details.
- Describe the location of objects using relevant prepositions ("in," "on," and "under").
- Engage in a dialogue about where objects are, practicing clear communication.

➤ **Instructional Techniques:**

- Display the relevant picture to the students.
- Model the speaking activity by asking and answering questions about the location of objects in the picture, using the example provided: "Where is the book? It is on the bed."

➤ **Activity:**

- Have students take turns asking and answering questions about the picture's objects' locations using "in," "on," and "under."
- Encourage students to use the provided objects (book, ball, chair, etc.) in their questions and answers.
- Promote peer feedback to help students improve their speaking skills and confidence

Section 7: Writing

➤ **Objectives:**

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

- Write an informal letter that includes a date, greeting, body, and closing.
- Use place prepositions to describe the location of items in a room.
- Incorporate regular present-tense verbs and determiners (e.g., the, a, this, that) in sentences.
- Demonstrate clarity and relevance in descriptions of people, places, and things.
- Enhance written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of place prepositions to describe items in a room.

➤ **Activity:**

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

Section 8: Board Game

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

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

➤ **Activity:**

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

Answer Key

Student's Book, page 11

- Q. 1 Mum called the doctor.
- Q. 2 "No more monkeys jumping on the bed."
- Q. 3 This is a bed.
- Q. 4 "She is a teacher."
- Q. 5 The vase in the picture is on the table.
- Q. 6 "hat"
- Q. 7 "dog"
- Q. 8 It is on the table.
- Q. 9 It is under the bed
- Q. 10 The ball is in the box.

Unit Two

Types of Houses

Unit	Vocabulary	Grammar	Phonics	Skills
2 Types of Houses page 12	cloth, steel, concrete, brick, stone, wood, palace, villa, tent, cottage, skyscraper, apartment	Demonstrative pronouns: this, these, that, those <i>This is my book.</i> Telling the time <i>What's the time?</i>	Long vowels <i>/ai/: rain, train, sail, paint</i> <i>/ee/: see, tree, bee, free</i> <i>/ie/: pie, tie, lie, fries</i> <i>/oa/: boat, road, coat, soap</i> <i>/ue/: blue, true, flue, glue</i>	Reading: a text about types of houses
				Listening: listening for details about ancient Egyptian houses
				Speaking: asking and answering questions about the time
				Writing: writing a postcard

General Outcomes

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

- read and understand an informational text about different types of houses and identify their features and materials.
- use vocabulary related to house types and building materials such as tent, cottage, brick, stone, and apartment in context.
- use demonstrative pronouns (this, that, these, those) accurately to identify and describe objects near and far.
- ask and answer questions about time using phrases like It's quarter to nine and It's half past six.
- identify and pronounce long vowel sounds (e.g., /ai/, /ee/, /ie/, /oa/, /ue/) in familiar words through blending and recognition.
- listen for specific details in a text about ancient Egyptian houses and answer comprehension questions based on factual recall.
- ask and answer questions about daily routines and tell the time using both digital and analogue formats.
- write a postcard to describe a typical day using time expressions and correct sentence structure.

Unit Plan

Unit 2 - Types of Houses	WEEK 5	Lesson 1	Reading 1	p.12 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.12 (ex.3)	p.8 (ex.1)	
		Lesson 3	Reading 3	p.12	p.8 (ex.2)	
		Lesson 4	Vocabulary	p.13	p.9	
		Lesson 5	Grammar 1	p.14 (ex.1 + ex.2)		
	WEEK 6	Lesson 1	Grammar 2	p.15 (ex.3)	p.10 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.11 (ex.3 + ex.4)	
		Lesson 3	Grammar 4	p.15 (ex.4 + ex.5)		
		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:

- Read and recognise a simple passage that incorporates the topic of different types of houses.
- Read aloud in a group, with a partner, or individually.
- Discuss the text's details, describing different types of houses and their materials.
- Ask and answer questions to recall details or facts from the passage.
- Clarify information by asking and answering questions about the text.
- Share their opinions and preferences regarding house types, providing reasons to support their answers.

➤ Instructional Techniques:

- Begin by engaging students with a related question, such as, "Look at the pictures. What do you think the text is about?"
- Introduce the reading text and discuss its title, helping to set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps students follow along.
- Discuss key structural elements of the text, such as sentences and punctuation, reinforcing understanding of grammar and text structure.
- Read the text again with the students, encouraging them to follow along. This reinforces reading fluency.
- Divide the text into smaller segments and allow students to repeat after you, helping with pronunciation and comprehension.
- Point out specific elements in the text, such as words related to house materials (e.g., wood, concrete), to focus on vocabulary building.
- Ask students, "Would you like to live in a house made of wood, brick, or something else? Why?" to encourage personal reflection and connection to the text.

➤ Activity:

- Start by having students refer to the passage in their student book. Ask them to read the relevant sections of the text that relate to the questions. This allows them to practice reading comprehension and focus on key details.
- Read the text aloud together as a class. Encourage students to participate by reading specific sentences aloud with you to promote fluency and active involvement.
- Ask comprehension questions about the text, such as, "What is the main purpose of a house? Can you name two materials used to build houses?" This assesses their understanding and ability to retrieve information from the passage.
- Have students open their activity books to the designated page and answer questions in full sentences. Write the correct answers on the board and ensure students copy them into their notebooks or activity books. This reinforces their understanding and writing skills.
- Use the text to ask questions like "What kinds of houses are made with wood or straw?" or "How are palaces and villas different from apartments?" to check students' grasp of the distinctions in the text.
- Provide true/false statements, such as "A house is always made of bricks" or "Apartments are part of larger buildings," and ask students to write "T" (True) or "F" (False) based on the text. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate different types of houses mentioned in the text or label pictures that match the descriptions from the passage. This adds a creative and visual component to the lesson, enhancing their engagement.

Answer Key**Activity Book, page 8**

Q. 1.

- A. The main purpose of a house is to keep us safe.
- B. Two materials used to build houses are steel and wood.
- C. Houses made with wood or straw are like cottages.
- D. Palaces and villas are separate houses, while apartments are part of larger buildings.
- E. A house is described as a "safe place" because it protects us from different weather conditions.

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 students to open their student books to the relevant page.
- Ask all students to point to the picture when they hear the corresponding word, such as "cottage," "tent," or "villa."
- First, say the vocabulary words in order to familiarise students with them.
- Say the words randomly and let students point to the correct pictures. This reinforces recognition and helps them link the words with images.
- Point at the pictures and have students name them aloud, such as "This is a skyscraper" or "This is an apartment." This encourages participation.
- Encourage students to use the vocabulary words in full sentences. For example, prompt them to say, "This is a tent" or "It is a palace."
- Direct students to answer the exercise in their activity books by writing the correct word next to each picture. Ensure they understand each question before they begin.
- Write the correct answers on the board, and ensure that students copy them accurately in the correct blanks.
- Introduce a fill-in-the-blanks exercise related to vocabulary words like "cottage," "palace," or "apartment." This reinforces understanding of vocabulary in different contexts.
- Encourage students to think about sentence structure as they complete the exercise, ensuring they use each word in the right context.
- Tell students to carefully read each sentence and choose the correct word to fill in the blanks.
- Write the correct answers on the board, making sure students copy them correctly.

Answer Key**Activity Book, page 9**

Q. 1.

- A. steel
- B. brick
- C. concrete
- D. wood
- E. stone
- F. cloth

Q. 2.

- A. cottage
- B. tent
- C. villa
- D. skyscraper
- E. palace
- F. apartment

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using this, that, these, and those to enhance communication skills.
- Identify and use this, that, these, and those to specify singular and plural objects both near and far.
- Construct simple sentences orally using demonstrative pronouns to refer to objects in different locations.
- Read and tell the time using common phrases such as o'clock, half past, quarter past, and quarter to.
- Apply the correct structure for telling time in both written and oral exercises.

➤ Instructional Techniques:

- Start by explaining the usage of demonstrative pronouns: this, that, these, and those, focusing on near and far objects.
- Introduce visual aids, such as pictures of objects and people, to demonstrate how each pronoun is used. Display sentences that use this, that, these, and those on the board and explain their meaning in context.
- Encourage students to repeat after you as you read sentences aloud, emphasising correct pronunciation and usage of demonstrative pronouns.
- Demonstrate on the board how to construct sentences using this, that, these, and those with singular and plural objects.
- Provide oral practice by asking students to describe objects around the classroom using the correct demonstrative pronoun.
- Transition to telling the time by explaining how the short hand shows the hour and the long hand shows the minutes.
- Write examples of time phrases on the board, such as 7 o'clock, quarter past 3, half past 5, and quarter to 10.
- Encourage students to listen and repeat time expressions aloud to reinforce pronunciation.
- Use pictures of clocks showing different times, and ask students to read the time in complete sentences. Provide opportunities for students to practice telling the time both orally and in written exercises using the correct phrases.

➤ Activity:

- Have students open their student's books to page 15, Exercise 3. Encourage students to carefully read each sentence and think about the object and its position before choosing the correct demonstrative pronoun. Explain that they should use "this" for singular objects near them, "that" for singular objects far away, "these" for plural objects near them, and "those" for plural objects far away.
- Have students open their activity books to page 10, Exercise 1. Encourage students to carefully read each sentence and think about the subject before choosing the correct demonstrative pronoun ("this," "that," "these," or "those").
- Have students open their activity books to page 10, Exercise 2. Instruct them to focus on the context of the conversation and select the appropriate demonstrative pronoun based on whether they are referring to singular or plural nouns and their proximity (near or far).
- Have students open their activity books to page 11, Exercise 3. Guide them to identify the subject and verb in the jumbled sentences, explaining that they should start with the subject, followed by the verb, and then complete the sentence using demonstrative pronouns accurately.
- Have students open their activity books to page 11, Exercise 4. Instruct them to read each sentence carefully and find any errors related to the use of demonstrative pronouns and subject-verb agreement. After identifying the mistakes, students should rewrite the sentences correctly.
- Have students open their activity books to page 12, Exercise 5. Explain that they should carefully read each time statement and match it with the correct phrase, reinforcing their understanding of how to express time accurately in English.

Answer Key**Student's Book, page 15**

Q. 3

A. This B. These C. That D. Those

Activity Book, pages 10-12

Q. 1.

A. those B. This C. That D. these

Q. 2

A. this B. that A. this B. those A. that B. this

Q. 3

A. I like this dress. B. Those are my toys. C. I want that balloon. D. This is my pencil.

E. We can watch that movie. F. These cookies are delicious.

Q. 4.

A. These are my favourite toys. B. That is a beautiful painting. C. I want those apples.

D. This is my dog. E. Those are the best games. F. I love these flowers.

Q. 5

A. 2 B.: 1 C. 4 D. 3

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

- Identify and read words with long vowel sounds.
- Recognise long vowel sounds (a, e, i, o, u) in various words.
- Provide examples of words with long vowel sounds.
- Write simple words with long vowels from memory.
- Expand vocabulary through phonics activities focused on long vowel sounds.

➤ Instructional Techniques:

- Begin by engaging students with a stimulating question about long vowel sounds (e.g., "Can you think of a word with a long 'a' sound?").
- Introduce the concept of long vowel sounds, explaining how they are pronounced and often indicated by specific patterns in words.
- Provide clear examples of words that demonstrate long vowel sounds.
- Encourage students to listen carefully and repeat the words to comprehend the long vowel sounds.
- Reinforce understanding by practicing reading the long vowel words aloud, emphasising the sound and the spelling patterns that create these sounds.
- Incorporate activities where students can categorise words based on their long vowel sounds, further solidifying their understanding and recognition of the patterns.

➤ Activity:

- Before starting the activities, review the words with long vowels learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 13, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 13, Exercise 2. Ask them to fill in the missing long vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 13, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key**Activity Book, page 13**

Q. 1.

A. blue B. clue C. true D. glue

Q. 2

A. blue B. train C. see D. boat E. rain F. sail G. free H. fries I. coat J. true

Q. 3

A. glue B. tree C. soap D. road E. lie F. pie G. flue H. bee I. paint J. tie

Section 5: Listening

➤ Objectives:

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

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

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about houses in ancient Egypt. Ask them to look carefully at how the houses were built and what materials were used. Encourage them to think about questions like "What were most houses made of?" and "Why were the walls painted white?" 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. T B. T C. T D. F E. F

Transcript

Ancient Egyptian Houses

Some ancient Egyptian houses were large, others small. They were built with bricks made of mud and straw. The ancient Egyptians invented moulds to make bricks, allowing them to produce many bricks at one time. The sun dried most bricks instead of baking them in an oven. Some large homes were built of stone, but most homes, whether for the rich or the poor, were built of brick. They painted the exterior of their homes white because it helped keep them cooler.

Section 6: Speaking

➤ Objectives:

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

- Demonstrate understanding of sentence structures and details.
- Describe daily routines using relevant time expressions.
- Engage in a dialogue about where objects are, practicing clear communication.

➤ Instructional Techniques:

- Display pictures representing different daily activities, such as having breakfast, going to school, having lunch, finishing school, doing homework, playing outside, having dinner, and going to bed.
- Model the speaking activity by asking and answering questions about daily routines, using the example provided: "What time do you get up?" "I get up at six o'clock."

➤ **Activity:**

- Have students take turns asking and answering questions about their daily routines using the provided pictures. For example:
Student A: "What time do you have breakfast?"
Student B: "I have breakfast at seven o'clock."
- Encourage students to reference the pictures while forming their questions and answers.
- Promote peer feedback to help students improve their speaking skills and build confidence.

Section 7: Writing

➤ **Objectives:**

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

- Write an informal postcard that includes a greeting, body, closing and signature, stamp, and address.
- Use place prepositions to describe the location of items in their daily activities.
- Incorporate regular present-tense verbs and determiners (e.g., the, a, this, that) in sentences.
- Demonstrate clarity and relevance in descriptions of their daily routines.
- Enhance their written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: greeting, body, closing and signature, stamp, and address.
- Explain the writing process, emphasising the use of present-tense verbs and time expressions to describe daily activities.

➤ **Activity:**

- Have students follow the model postcard and write a postcard to a friend, telling them how they spend their day.
- Encourage students to include all parts of the postcard: greeting, body, closing and signature, stamp, and address.
- Allow time for students to illustrate their postcards with drawings that enhance their descriptions.
- Provide an opportunity for students to share their postcards with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

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

➤ **Activity:**

- Divide the class into small groups and provide each group with a board game and tokens.
- As students play, move around the room to offer guidance and check their responses.

- Provide additional prompts if needed to help students form complete and accurate sentences.
- After the game, ask a few students to share their answers with the class to reinforce learning and build confidence.

Answer Key

Student's Book, page 19

Q.1 I like (palaces).

Q.2 This is a villa.

Q.3 This is a cottage.

Q.4 "This is my hat."

Q.5 "Those are my books."

Q.6 "see"

Q.7 "lie"

Q.8 I get up at (six) o'clock.

Q.9 I go to school at (eight) o'clock.

Q.10 I finish school at (two) o'clock.

Unit Three

The Ant and the Grasshopper

Unit	Vocabulary	Grammar	Phonics	Skills
3 The Ant and the Grasshopper page 20	ant, grasshopper, lazy, hard-working, winter, hungry, work, worry, few, plenty, crumbs, leaf	Expressing ability: can <i>We can play football.</i> <i>We can't play football.</i> Asking about ability: can <i>Can you play football?</i> <i>Yes, we can. / No, we can't.</i>	Magic e /a-e/: cake, name, snake, game, flame /i-e/: bike, time, kite, five, smile /o-e/: home, stone, nose, rope, rose /u-e/: fuse, cube, huge, cute, mute	Reading: a story about the ant and the grasshopper
				Listening: listening for details about ants
				Speaking: asking and answering questions about abilities
				Writing: writing a fact file

General Outcomes

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

- read and understand a fable about the ant and the grasshopper and identify the main idea and moral of the story.
- use vocabulary related to work, effort, and seasons, such as ant, grasshopper, crumbs, lazy, and winter, in context.
- use can and can't to express ability in affirmative and negative sentences.
- ask and answer questions about ability using can in present simple questions.
- identify and pronounce long vowel sounds with magic e (e.g., cake, nose, cute) accurately through blending and decoding.
- listen for specific facts about ants and choose correct answers based on details heard.
- ask and answer questions about personal and others' abilities using full sentences.
- write a fact file about an animal, describing what it can and can't do, including details about habitat and diet.

Unit Plan

Unit 3 - The Ant and the Grasshopper	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)		
	WEEK 9	Lesson 1	Grammar 2	p.23 (ex.3)	p.16 (ex.1)	
		Lesson 2	Grammar 3		p.17 (ex.2 + ex.3)	
		Lesson 3	Grammar 4		p.18 (ex.4)	
		Lesson 4	Grammar 5	p.23 (ex.4 + ex.5)		Worksheet
		Lesson 5	Phonics 1	p.24		
	WEEK 10	Lesson 1	Phonics 2	Listening p.25 ex.1 for homework	p.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:

- Read and recognise a simple passage that incorporates the story of the ant and the grasshopper.
- Read aloud in a group, with a partner, or individually.
- Discuss the details of the story, describing the actions of the characters (the ant and the grasshopper).
- Ask and answer questions to recall details or lessons from the story.
- Clarify information by asking and answering questions about the events and moral of the story.
- Express their opinions on the story's moral and how it relates to real-life situations.

➤ Instructional Techniques:

- Engage students by starting with a question, such as, "Look at the pictures. What do you think the story is about?"
- Introduce the text by discussing its title and asking students to predict what might happen based on the pictures and title.
- Model fluent reading by reading the passage aloud, pointing to each word as you go. This helps students follow along.
- Discuss sentence structure and punctuation as you read, reinforcing grammar and text organisation.
- Reread the text with students, encouraging them to read along to build their reading fluency.
- Break the story into smaller parts and allow students to repeat after you, focusing on pronunciation and comprehension.
- Discuss the characters (the ant and the grasshopper) and their actions. Use questions like, "Who worked hard? Who played all day? What happened in the end?"
- Focus on vocabulary by pointing out key words (e.g., "summer," "winter," "food," "hungry"). Discuss what these words mean in the context of the story.
- Encourage reflection by asking, "What lesson do you learn from the story? Why is it important to plan ahead?"

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections related to the questions. This will help them practice reading comprehension and focus on key details from the passage.
- Read the story aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the text.
- Ask comprehension questions based on the story, such as, "What did the grasshopper enjoy doing during the summer? Why was the ant carrying a big leaf back to his nest?" This helps assess their understanding and ability to retrieve details from the story.
- Direct students to their activity books to complete the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce their understanding and writing skills.
- Use the story for more in-depth questioning like, "What did the ant say to the grasshopper?" or "What happened to the grasshopper when winter came?" This encourages students to reflect on the characters' actions and the sequence of events.
- Provide true/false exercises such as, "The grasshopper did not work hard to gather food; he played instead," or "The ant was worried about having enough food during winter." Ask students to write "T" for true or "F" for false based on the story. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate key scenes from the story, such as the ant working or the grasshopper asking for food in the winter. This adds a creative and visual component to the lesson, helping to engage different learning styles.

Answer Key**Activity Book, page 14**

Q. 1.

- A. The grasshopper enjoyed sitting and playing games during the summer.
- B. The ant was carrying a large leaf back to his nest to store food for the winter.
- C. The ant advised the grasshopper to work and store food for the winter.
- D. The grasshopper laughed and told the ant not to tell him what to do.
- E. When winter arrived, the ant had enough food, but the grasshopper could not find any and was very hungry.
- F. The ant felt that he could not share all his food, as he needed it to survive the winter as well.

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 students to open their student books to the relevant page that includes both the story and the vocabulary pictures.
- Ask students to point to the correct picture when they hear the corresponding vocabulary word, such as "grasshopper," "ant," or "hard-working."
- Introduce the vocabulary words by saying them in order. This will help familiarise students with the key terms in the story.
- Say the vocabulary words in random order, and ask students to point to the correct pictures. This reinforces word recognition and helps them connect the words with visual images.
- Point at the pictures and encourage students to name them aloud, such as "This is a grasshopper" or "This is an ant." This promotes active participation and ensures they can associate words with images.
- Encourage students to use full sentences while describing the pictures. For example, prompt them to say, "The grasshopper is lazy" or "The ant is hard-working."
- Direct students to their activity books to complete the exercise by writing the correct word next to each picture (e.g., laugh, hungry, lazy, grasshopper, ant, hard-working). Make sure students understand each term before beginning.
- Write the correct answers on the board, and ensure that students copy them accurately in the correct blanks.
- Introduce a fill-in-the-blanks exercise related to the new vocabulary words, such as "work," "crumbs," or "leaf." This reinforces vocabulary comprehension in different contexts.
- Encourage students to think about sentence structure while completing the fill-in-the-blanks exercise. Remind them to ensure each word is used in the correct context.
- Ask students to read each sentence carefully and choose the appropriate word to complete the blanks.
- Write the correct answers on the board and ensure that all students copy them into their activity books accurately.

Answer Key**Activity Book, page 15**

Q. 1.

A. lazy B. hard-working C. grasshopper D. ant E. hungry F. winter

Q. 2.

A. work B. worry C. plenty D. few E. crumbs F. leaf

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

- Engage in brief dialogues using can and can't to discuss abilities and enhance communication skills.
- Identify and use can and can't to specify what someone is able or unable to do.
- Construct simple sentences orally using can and can't to refer to personal abilities or actions.
- Ask and answer questions about abilities using can and can't in everyday situations.
- Apply the correct structure of can and can't in both written and oral exercises to express ability or inability.

➤ Instructional Techniques:

- Start by explaining the usage of "can" and "can't" to express ability or inability. Focus on affirmative, negative, and question forms.
- Introduce visual aids or simple action-based examples to demonstrate how can and can't are used in sentences. For instance, show pictures of people performing different activities, such as running, swimming, or reading, and use sentences like "She can swim" or "He can't run."
- Display example sentences on the board that use can and can't. Explain the structure in context, emphasising how "can" is used for abilities and "can't" for inability.
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of can and can't in both affirmative and negative forms.
- Demonstrate how to construct sentences using can and can't with different subjects (I, he, she, they, etc.). Write examples such as "We can sing" or "They can't swim" on the board.
- Provide oral practice by asking students to describe what they or others can or can't do using sentences like "I can read" or "She can't cook."
- Introduce asking questions about ability by explaining the question form with can. Write examples on the board, such as "Can you swim?" and show how to respond with "Yes, I can" or "No, I can't."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure.
- Use role-playing or pair work to have students ask and answer questions about each other's abilities. For example, "Can you play the piano?" "Yes, I can" or "No, I can't."
- Provide opportunities for students to practice using can and can't both orally and in written exercises, ensuring they understand the different forms and contexts.

➤ Activity:

- Have students open their student's books to page 23, Exercise 3. Encourage students to carefully read each sentence and think about the ability being described before choosing whether to use can or can't. Explain that they should use can for actions they are able to do and can't for those they are unable to do. Example: "I can ride a bike very fast."
- Have students open their student's books to page 23, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with "can or can't" based on the context of the conversation. This will reinforce their understanding of asking and answering questions about ability. Example: "Can you ride a bike?" "Yes, I can."
- Have students open their activity books to page 16, Exercise 1. Encourage students to carefully read each sentence and choose whether to use "can or can't" based on the subject and action. Example: "She can swim fast."

- Have students open their activity books to page 17, Exercise 2. Guide them to rearrange the jumbled words to form correct sentences using can or can't. Remind them to start with the subject, followed by the verb, and end with the correct statement about ability. Example: "You can play football."
- Have students open their activity books to page 17, Exercise 3. Instruct them to carefully read each sentence and find any errors related to the use of can or can't. After identifying the mistakes, students should rewrite the sentences correctly. Example: "Elephants can jump" → "Elephants can't jump."
- Have students open their activity books to page 18, Exercise 4. Explain that they should match each beginning with the correct ending, then write the full sentences. This exercise will help reinforce their ability to construct sentences about abilities using can and can't. Example: "He can drive a car."

Answer Key

Student's Book, page 23

Q. 3

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

Q. 5

1. Can 2. can 3. can't 4. can 5. Can 6. can 7. can't 8. Can 9. can

Activity Book, pages 16-18

Q. 1.

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

Q. 2

A. You can play football.

B. He can't ride a bike.

C. I can swim.

D. We can sing a song.

E. She can't run fast.

F. They can dance well.

Q. 3

A. Elephants can't jump.

B. Cats can climb trees.

C. Humans can't breathe underwater.

D. Dogs can bark.

E. Fish can swim.

Q. 4. Student's own answers, suggested answers:

B. 1 I can't speak English well.

C. 2 She can't ride a bike.

D. 6 We can swim.

E. 4 They can jump very high.

F. 3 You can't play the guitar.

Section 4: Phonics

➤ Objectives:

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

- Identify and read words with a long vowel sound created by the magic e rule.
- Recognise long vowel sounds (a, i, o, u) in words that follow the magic e pattern.
- Provide examples of words with long vowel sounds where the final e makes the vowel say its name.
- Write simple words using the magic e rule from memory.
- Expand vocabulary through phonics activities focused on magic e words.

➤ Instructional Techniques:

- Begin by engaging students with a stimulating question about long vowel sounds (e.g., "Can you think of a word with a long 'a' sound that has a magic e?").
- Introduce the concept of long vowel sounds created by the magic e, explaining how the final e makes the vowel say its name in words.
- Provide clear examples of words that demonstrate the magic e effect (e.g., cake, name, bike, home).
- Encourage students to listen carefully and repeat the words to comprehend the long vowel sounds produced by the magic e.
- Reinforce understanding by practicing reading the magic e words aloud, emphasising the sound and the spelling patterns that create these sounds.
- Incorporate activities where students can categorise words based on their long vowel sounds and the presence of the magic e, further solidifying their understanding and recognition of the patterns.

➤ Activity:

- Before starting the activities, review the words with long vowels learnt in the lesson, specifically focusing on the magic e rule to reinforce students' understanding.
- Have students open their activity books to page 19, Exercise 1. Ask them to circle the odd words in each set.

- Have students open their activity books to page 19, Exercise 2. Ask them to 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 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, page 19

Q. 1.

A. time B. cute C. game D. home

Q. 2

A. cake B. bike C. home D. fuse E. name F. time G. stone H. cube I. snake J. kite

Q. 3

A. nose B. game C. huge D. five E. rope F. cute G. flame H. smile I. rose J. mute

Section 5: Listening

➤ Objectives:

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

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

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about ants. Ask them to look carefully at the facts and special abilities of ants. Encourage them to think about questions like "How strong is an ant?" and "How do ants hear and breathe?" This will help them focus and understand the video before they complete the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

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

Answer Key

Student's Book, page 25

Q. 2.

A. 12,000 B. 20 C. years D. ground E. lungs

Transcript

Facts about Ants

There are more than 12,000 types of ants all over the world. An ant can lift 20 times its own body weight; if a third grader were as strong as an ant, he or she would be able to pick up a car! Some queen ants can live for many years and have millions of babies. Interestingly, ants don't have ears; they "hear" by feeling vibrations in the ground through their feet. Additionally, ants don't have lungs; oxygen enters their bodies through tiny holes, and carbon dioxide leaves through the same holes.

Section 6: Speaking

➤ Objectives:

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

- Demonstrate understanding of sentence structures and details.
- Describe abilities and activities using relevant verbs.
- Engage in a dialogue about what they can and cannot do, practicing clear communication.

➤ Instructional techniques:

- Display pictures representing different activities, such as swimming, riding a bike, singing a song, playing the piano, playing basketball, drawing animals, riding a horse, cooking, playing chess, and jumping rope.
- Model the speaking activity by asking and answering questions about abilities, using the example provided: "Can you swim?" "Yes, I can swim."

➤ Activity:

- Have students take turns asking and answering questions about their abilities using the provided pictures. For example:
Student A: "Can you ride a bike?"
Student B: "No, I can't."
- Encourage students to reference the pictures while forming their questions and answers.
- Promote peer feedback to help students improve their speaking skills and build confidence.

Section 7: Writing

➤ Objectives:

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

- Write a fact file about their favourite animal that includes the animal's name, habitat, diet, what the animal can do, and what it can't do.
- Use the verbs "can" and "can't" to describe the abilities and limitations of their chosen animal.
- Demonstrate clarity and relevance in their descriptions.
- Enhance their written work with drawings or visual elements that complement the text.

➤ Instructional techniques:

- Display an example fact file on the board, highlighting its parts: animal's name, habitat, diet, what the animal can do, and what the animal can't do.
- Explain how to use "can" and "can't" in sentences to describe the animal's abilities and limitations.

➤ Activity:

- Have students follow the model and write a fact file about their favourite animal, including sections for the animal's name, habitat, diet, what the animal can do, and what it can't do.
- Encourage students to use clear sentences with "can" and "can't" to convey information about their animals.
- Allow time for students to illustrate their fact files with drawings that enhance their descriptions.
- Provide an opportunity for students to share their fact files with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ Objectives:

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

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

➤ **Instructional Techniques:**

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

➤ **Activity:**

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

Answer Key

Student's Book, page 27

Q.1 Plan ahead and work hard for the future.

Q.2 This is a grasshopper.

Q.3 This is a leaf.

Q.4 "I can ride a bike very fast."

Q.5 "I can't draw a picture of a cat."

Q.6 "game"

Q.7 "rose"

Q.8 (Yes, I can.)

Q.9 (No, I can't.)

Q.10 (Yes, I can.)

Unit Four

Jack's New House

Unit	Vocabulary	Grammar	Phonics	Skills
4 Jack's New House page 28	garden, kitchen, set the table, living room, couch, cosy blanket, bedroom, desk, carpet, bookshelf, bathroom, towel	Expressing likes and dislikes <i>I like flowers.</i> <i>I don't like flowers.</i> Asking about likes and dislikes <i>Do you like flowers?</i> <i>Yes, do. / No, don't.</i>	Word endings <i>/el/: towel, camel, tunnel, hotel, vowel</i> <i>/il/: pencil, pupil, fossil, lentils, April</i>	Reading: a text about Jack's new house
				Listening: listening for details about the bird who couldn't sing
				Speaking: asking and answering questions about what fruits and vegetables you like
				Writing: writing an informal letter

General Outcomes

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

- read and understand a descriptive text about Jack's new house and identify specific details about rooms and activities.
- use vocabulary related to household rooms and items, such as garden, kitchen, bookshelf, couch, and towel, in context.
- use like, don't like, likes, and doesn't like to express preferences in affirmative and negative sentences.
- ask and answer questions about likes and dislikes using Do you like...? And does she like...?
- identify and pronounce word endings such as -el and -il (e.g., camel, pencil, hotel) and recognise their spelling patterns.
- listen for specific details in a story about a baby bird and answer comprehension questions using true or false statements.
- ask and answer questions about food preferences using full sentences and appropriate expressions of preference.
- write an informal letter describing food preferences using expressions such as I like, I don't like, and I prefer.

Unit Plan

Unit 4 – Jack's New House	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)		
	WEEK 12	Lesson 1	Grammar 2	p.31 (ex.3)	p.22 (ex.1)	
		Lesson 2	Grammar 3	p.31 (ex.4 + ex.5)	p.22 (ex.2)	
		Lesson 3	Grammar 4		p.23 (ex.3)	
		Lesson 4	Grammar 5		p.24 (ex.4)	Worksheet
		Lesson 5	Phonics 1	p.32		
	WEEK 13	Lesson 1	Phonics 2	Listening p.33 ex.1 for homework	p.24 (ex.1) p.25	
		Lesson 2	Listening	p.33 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.33		
		Lesson 4	Writing	p.34		
		Lesson 5	Board Game & Assessment	p.35		Unit 4 Assessment

Section 1: Reading

➤ Objectives:

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

- Read and recognise a simple passage that incorporates the story of Jack and his new house.
- Read aloud in a group, with a partner, or individually.
- Discuss the details of the story, describing Jack's house, the rooms, and his family's activities.
- Ask and answer questions to recall details or lessons from the story.
- Clarify information by asking and answering questions about Jack's favourite rooms and activities in the house.
- Express their opinions about their own favourite rooms and why they like them.

➤ Instructional Techniques:

- Engage students by starting with a question, such as, "Look at the pictures. What do you think the story is about?"
- Introduce the text by discussing its title and asking students to predict what might happen based on the pictures and title.
- Model fluent reading by reading the passage aloud, pointing to each word as you go. This helps students follow along.
- Discuss sentence structure and punctuation as you read, reinforcing grammar and text organisation.
- Reread the text with students, encouraging them to read along to build their reading fluency.
- Break the story into smaller parts and allow students to repeat after you, focusing on pronunciation and comprehension.
- Discuss the details of Jack's house (the rooms, garden, and family activities). Use questions like, "What is Jack's favourite room? What do they do in the living room?"
- Focus on vocabulary by pointing out key words (e.g., "kitchen," "garden," "bedroom," "living room"). Discuss what these words mean in the context of the story.
- Encourage reflection by asking, "What's your favourite room in your house? What activities do you enjoy doing with your family?"

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections related to the questions about Jack's house. This will help them practice reading comprehension and focus on key details from the passage.
- Read the story aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the text.
- Ask comprehension questions based on the story, such as, "What type of house did Jack's family move to? Why does Jack like the living room?" This helps assess their understanding and ability to retrieve details from the story.
- Direct students to their activity books to complete the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce their understanding and writing skills.
- Use the story for more in-depth questioning like, "Why does Jack like to play outside in the garden?" or "What does Jack like to do in his bedroom?" This encourages students to reflect on the characters' actions and their environment.
- Provide true/false exercises such as, "Jack's family used to live in a small apartment," or "Jack likes to set the table for dinner." Ask students to write "T" for true or "F" for false based on the story. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate key scenes from the story, such as Jack playing in the garden or Jack setting the table for dinner. This adds a creative and visual component to the lesson, helping to engage different learning styles.

Answer Key**Activity Book, page 20**

Q. 1.

- A. They moved to a villa.
- B. She cooks tasty food.
- C. It's where the family watches TV, sleeps on the couch, and reads stories together.
- D. He likes to sleep on his bed, study at his desk, and play with his sister on the carpet.
- E. There are three bathrooms.
- F. He feels happy and safe in his new house.

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 students to open their student books to the relevant page that includes both the story and the vocabulary pictures.
- Ask students to point to the correct picture when they hear the corresponding vocabulary word, such as "garden," "kitchen," or "living room."
- Introduce the vocabulary words by saying them in order. This will help familiarise students with the key terms in the story.
- Say the vocabulary words in random order, and ask students to point to the correct pictures. This reinforces word recognition and helps them connect the words with visual images.
- Point at the pictures and encourage students to name them aloud, such as "This is a kitchen" or "This is a bathroom." This promotes active participation and ensures they can associate words with images.
- Encourage students to use full sentences while describing the pictures. For example, prompt them to say, "The kitchen is where my mom cooks," or "I like to sit on the couch in the living room."
- Direct students to their activity books to complete the exercise by writing the correct word next to each picture (e.g., towel, bathroom, bedroom, carpet, bookshelf, desk). Make sure students understand each term before beginning.
- Write the correct answers on the board, and ensure that students copy them accurately in the correct blanks.
- Introduce a fill-in-the-blanks exercise related to the new vocabulary words, such as "garden," "kitchen," or "cosy blanket." This reinforces vocabulary comprehension in different contexts.
- Encourage students to think about sentence structure while completing the fill-in-the-blanks exercise. Remind them to ensure each word is used in the correct context.
- Ask students to read each sentence carefully and choose the appropriate word to complete the blanks.
- Write the correct answers on the board and ensure that all students copy them into their activity books accurately.

Answer Key**Activity Book, page 21**

Q. 1.

A. bedroom B. desk C. carpet D. bookshelf E. bathroom F. towel

Q. 2.

A. garden B. kitchen C. set D. living room E. couch F. cosy

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

- Engage in brief dialogues using "like," "don't like," "doesn't like," and "prefer" to express preferences and enhance communication skills.
- Identify and use "like," "don't like," "doesn't like," and "prefer" to specify what someone enjoys or prefers over something else.
- Construct simple sentences orally using "like," "don't like," "doesn't like," and "prefer" to refer to personal preferences or dislikes.
- Ask and answer questions about preferences using "Do," "Does," and "prefer" in everyday situations.
- Apply the correct structure of "like," "don't like," "doesn't like," and "prefer" in both written and oral exercises to express preferences and dislikes.

➤ Instructional Techniques:

- Start by explaining the usage of "like," "don't like," "doesn't like," and "prefer" to express preferences, dislikes, or stronger preferences between options. Focus on affirmative, negative, and question forms.
- Introduce visual aids or simple examples to demonstrate how "like," "don't like," "doesn't like," and "prefer" are used in sentences. For instance, show pictures of objects or activities and use sentences like "She likes ice cream," "He doesn't like basketball," or "I prefer tea."
- Display example sentences on the board that use "like," "don't like," "doesn't like," and "prefer." Explain the structure in context, emphasising how "like" and "prefer" are used for preferences and "don't/doesn't like" for dislikes.
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of "like," "don't like," "doesn't like," and "prefer" in both affirmative and negative forms.
- Demonstrate how to construct sentences using "like," "don't like," "doesn't like," and "prefer" with different subjects (I, he, she, they, etc.). Write examples such as "We like pizza," "She doesn't like cats," or "I prefer summer to winter" on the board.
- Provide oral practice by asking students to describe what they or others like, don't like, or prefer using sentences like "I like flowers," "He doesn't like running," or "They prefer football."
- Introduce asking questions about preferences by explaining the question form with "Do," "Does," and "prefer." Write examples on the board, such as "Do you like football?" or "Do you prefer tea or coffee?" and show how to respond with "Yes, I do" or "No, I don't" or "I prefer tea."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure.
- Use role-playing or pair work to have students ask and answer questions about each other's preferences. For example, "Do you like chocolate?" "Yes, I do" or "No, I don't," or "Do you prefer playing football or tennis?" "I prefer football."
- Provide opportunities for students to practice using "like," "don't like," "doesn't like," and "prefer" both orally and in written exercises, ensuring they understand the different forms and contexts.

➤ Activity:

- Have students open their student's books to page 31, Exercise 3. Encourage students to carefully read each sentence and think about the preferences being described before choosing whether to use "like" or "likes." Explain that they should use "like" for plural subjects and "likes" for singular subjects. Example: "I like riding a bike very much."

- Have students open their student's books to page 31, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with "like" or "likes" based on the context of the conversation. This will reinforce their understanding of asking and answering questions about preferences. Example: "Do you like riding a bike?" "
- Have students open their activity books to page 22, Exercise 1. Encourage students to carefully read each sentence and choose whether to use "like", "don't like", "likes" or "doesn't like" based on the subject. Example: "She likes swimming fast."
- Have students open their activity books to page 22, Exercise 2. Guide them to rearrange the jumbled words to form correct sentences or questions using "like", "likes" or "prefer". Remind them to start with the subject, followed by the verb for the sentences. Example: "Sara doesn't like football." Also, remind them to start with the "Do" or "Does", followed by the subject then the base form of the verbs for the questions. Example: "Do you like apples?"
- Have students open their activity books to page 23, Exercise 3. Instruct them to carefully read each sentence and find any errors related to the use of "like" or "likes." After identifying the mistakes, students should rewrite the sentences correctly. Example: "She don't like running in the morning" → "She doesn't like running in the morning."
- Have students open their activity books to page 24, Exercise 4. Instruct them to complete each question with "like" or "likes" and answer using "yes" or "no," incorporating "prefer" when applicable. This exercise will reinforce their understanding of forming questions and expressing preferences.

Answer Key

Student's Book, page 31

Q. 3

A. like B. like C. likes D. likes E. likes F. like G. likes H. like

Q. 5

1. Do 2. do 3. don't 4. likes 5. Does 6. does 7. don't 8. Do 9. do

Activity Book, pages 22-24

Q. 1.

A. like - don't like B. doesn't like - likes C. like D. don't like - prefer E. don't like - like F. likes- doesn't like

Q. 2

A. Do you like apples? B. Sarah doesn't like football. C. They prefer playing games outside.
D. My friends prefer chocolate ice cream. E. Does your sister like swimming? F. John doesn't like pizza.

Q. 3

A. She doesn't like running in the morning. B. They prefer drinking milk. C. Do you prefer pizza or burgers?
D. My brother doesn't prefer swimming. E. My kids don't like candy. F. She doesn't like chocolate cake.

Q. 4. Student's own answers, suggested answers:

A. Do - like / 1. Yes, I do. B. Does - like / 2. Yes, she does.
C. Do - prefer / 3. They prefer watching movies. D. Does - like / 4. Yes, he does.
E. Do - prefer / 5. My parents prefer coffee. F. Do - prefer / 6. I prefer cake.

Section 4: Phonics

➤ Objectives:

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

- Identify and read words with the -el and -il endings.
- Recognise the different vowel sounds in words that contain -el and -il endings.
- Provide examples of words with -el and -il endings, emphasising their pronunciation.
- Write simple words with -el and -il endings from memory.
- Expand vocabulary through phonics activities focused on -el and -il ending words.
- Instructional techniques:
- Begin by engaging students with a stimulating question about words with -el and -il endings (e.g., "Can you think of a word that ends with -el or -il?").
- Introduce the concept of -el and -il endings, explaining how they can change the sound and meaning of words.
- Provide clear examples of words that demonstrate the -el and -il patterns (e.g., towel, camel, tunnel, hotel, pencil, pupil, fossil, lentils, April).

- Encourage students to listen carefully and repeat the words to comprehend the sounds produced by the -el and -il endings.
- Reinforce understanding by practicing reading the words with -el and -il endings aloud, emphasising the sound and the spelling patterns that create these sounds.
- Incorporate activities where students can categorise words based on their -el and -il endings, further solidifying their understanding and recognition of the patterns.

➤ **Activity:**

- Before starting the activities, review the words with -el and -il endings learnt in the lesson, specifically focusing on how these endings influence the sound and meaning of the words to reinforce students' understanding.
- Have students open their activity books to page 24, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 25, Exercise 2. Ask them to 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 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 24-25

Q. 1.

A. April B. vowel C. towel D. pencil

Q. 2

A. towel B. fossil C. pencil D. hotel E. camel F. lentils G. pupil H. vowel I. tunnel J. April

Q. 3

A. pupil B. hotel C. vowel D. lentils E. towel F. camel G. tunnel H. fossil I. April J. pencil

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 baby bird who couldn't sing like the others. Ask them to look carefully at what happens to the baby bird and what he learns. Encourage them to think about questions like "What sounds does the baby bird hear?" and "What does he realise about being different?"
- 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 32, Exercise 1, and listen carefully to the recording. Instruct them to choose the correct answer next to each statement based on what they hear.
- Have students open their students' books to page 33, Exercise 2, and listen carefully to the recording. Instruct them to write T (true) or F (false) next to each statement based on what they hear.

- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, pages 32-33

Q. 2.

A. cheerful B. off-key C. lovely D. lost E. cat F. different

Q. 3.

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

Transcript

The Bird Who Couldn't Sing

Mama Bird greeted the morning with a cheerful song, and all the baby birds sang back—except for the youngest baby bird, who could only sing off-key. He tried and tried, but no lovely melody came out. Days passed, but he still couldn't sing like his brothers and sisters. Then came the day when the birds had to leave the nest for their flying lessons. While flying around, the baby bird lost his way, leaving his brothers and sisters nowhere in sight. He flew over many towns and, along the way, heard many wonderful sounds: a cat purring, a puppy barking, a cow mooing, and a duck quacking. In that moment, the baby bird realised it was okay to sing off-key. He didn't have to sound like everyone else. He thought to himself, "Everyone is different, and that's what makes each of us so very special!"

Section 6: Speaking

➤ Objectives:

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

- Demonstrate understanding of sentence structures and details.
- Describe likes and dislikes using relevant verbs.
- Engage in a dialogue about what they like and dislike, practicing clear communication.

➤ Instructional Techniques:

- Display pictures representing different fruits and vegetables, such as apples, bananas, carrots, broccoli, and oranges.
- Model the speaking activity by asking and answering questions about preferences related to the fruits and vegetables, using the example provided: "Do you like apples?" "Yes, I do. What do you like?"

➤ Activity:

- Have students take turns asking and answering questions about their preferences for fruits and vegetables using the provided pictures. For example:
- Student A: "Do you like bananas?"
- Student B: "No, I don't. I prefer oranges."
- Encourage students to reference the pictures while forming their questions and answers.
- Promote peer feedback to help students improve their speaking skills and build confidence.

Section 7: Writing

➤ Objectives:

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

- Write an informal letter that includes a date, greeting, body, and closing.
- Use "like," "don't like," and "prefer" to express their food preferences.
- Demonstrate clarity and relevance in descriptions of people, places, and things.
- Enhance written work with drawings or visual elements that complement the text.

➤ Instructional techniques:

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of "like," "don't like," and "prefer" when discussing foods.

➤ **Activity:**

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

Section 8: Board Game

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

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

➤ **Activity:**

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

Answer Key

Student's Book, page 35

Q.1 My favourite room is the kitchen.

Q.2 This is a couch.

Q.3 This is a carpet.

Q.4 "He likes riding a horse."

Q.5 "She doesn't like swimming in the pool."

Q.6 "towel"

Q.7 "fossil"

Q.8 (Yes, I do.)

Q.9 I like (bananas).

Q.10 I like (carrots).

Unit Five

The Clever Fox

Unit	Vocabulary	Grammar	Phonics	Skills
5 The Clever Fox page 36	cave, hunt, footprint, clever, inside, outside, surprised, worried, shout, scared, roar, run away	Comparative adjectives: affirmative and negative <i>Jack is taller than Sam. Jack isn't taller than Sam.</i> Comparative adjectives: questions <i>Is Jack taller than Sam? Yes, he is. / No, he isn't.</i>	Word endings <i>/er/:</i> jumper, teacher, baker, player, runner, dancer, singer, driver, painter, gardener <i>/or/:</i> vendor, doctor, actor, editor, predator, governor, sailor, author, inventor, warrior	Reading: a story about the clever fox
				Listening: listening for details about foxes
				Speaking: asking and answering questions about animals
				Writing: writing a descriptive paragraph

General Outcomes

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

- read and understand a fable about a clever fox and identify the lesson learned from the story.
- use vocabulary related to wild animals and feelings, such as cave, footprint, clever, roar, and run away, in context.
- use comparative adjectives in affirmative and negative sentences to compare two people, animals, or objects.
- form and answer comparative questions using structures like Is she taller than him? And who is faster?
- identify and pronounce word endings -er and -or in words like painter, doctor, and sailor through blending and recognition.
- listen for factual information about foxes and choose correct answers from multiple-choice options.
- ask and answer questions comparing animals or objects using comparative adjectives in full sentences.
- write a descriptive paragraph comparing two fruits using appropriate comparative forms and structure.

Unit Plan

Unit 5 - The Clever Fox	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)		
	WEEK 15	Lesson 1	Grammar 2	p.39 (ex.3)	p.28 (ex.1)	
		Lesson 2	Grammar 3		p.28 (ex.2) p.29 (ex.3)	
		Lesson 3	Grammar 4		p.29 (ex.4)	
		Lesson 4	Grammar 5	p.39 (ex.4 + ex.5)		Worksheet
		Lesson 5	Phonics 1	p.40		
	WEEK 16	Lesson 1	Phonics 2	Listening p.41 ex.1 for homework	p.30 (ex.1) p.31	
		Lesson 2	Listening	p.41 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.41		
		Lesson 4	Writing	p.42		
		Lesson 5	Board Game & Assessment	p.43		Unit 5 Assessment

Section 1: Reading

➤ Objectives:

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

- Read and recognise a simple passage that tells the story of Foxy Fox and Lio Lion.
- Read aloud in a group, with a partner, or individually.
- Discuss the details of the story, describing the cave, the characters, and their actions.
- Ask and answer questions to recall details or lessons from the story.
- Clarify information by asking and answering questions about Foxy Fox's clever idea and Lio Lion's reaction.
- Express their opinions about being clever in difficult situations.

➤ Instructional Techniques:

- Engage students by starting with a question, such as, "Look at the pictures. What do you think the story is about?"
- Introduce the text by discussing its title and asking students to predict what might happen based on the pictures and title.
- Model fluent reading by reading the passage aloud, pointing to each word as you go. This helps students follow along.
- Discuss sentence structure and punctuation as you read, reinforcing grammar and text organisation.
- Reread the text with students, encouraging them to read along to build their reading fluency.
- Break the story into smaller parts and allow students to repeat after you, focusing on pronunciation and comprehension.
- Discuss the details of the cave (the large footprints, Foxy Fox's actions, and Lio Lion's response). Use questions like, "What did Foxy Fox find in the cave? How did he trick Lio Lion?"
- Focus on vocabulary by pointing out key words (e.g., "cave," "footprints," "hungry," "roar"). Discuss what these words mean in the context of the story.
- Encourage reflection by asking, "Have you ever been clever in a tough situation? What did you do?"
- Lesson Reflection:
- Ask students, "What lesson do you learn from this story?" Encourage them to share their thoughts and experiences related to cleverness and problem-solving.

➤ Activity:

- Begin by having students refer to the story in their student books. Ask them to read the relevant sections related to the questions about Foxy Fox. This will help them practice reading comprehension and focus on key details from the passage.
- Read the story aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the text.
- Ask comprehension questions based on the story, such as, "Where does Foxy Fox live? What did he find outside his cave?" This helps assess their understanding and ability to retrieve details from the story.
- Direct students to their activity books to complete the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce their understanding and writing skills.
- Use the story for more in-depth questioning like, "Why was Foxy Fox worried? What clever idea did he come up with?" This encourages students to reflect on the characters' actions and their environment.
- Provide true/false exercises such as, "Foxy Fox was not afraid of the footprints," or "Lio Lion thought caves could talk." Ask students to write "T" for true or "F" for false based on the story. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate key scenes from the story, such as Foxy Fox finding the footprints or him calling out to the cave. This adds a creative and visual component to the lesson, helping to engage different learning styles.

Answer Key**Activity Book, page 26**

Q. 1.

- A. Foxy Fox lives in a cave.
- B. He found large footprints outside his cave.
- C. He was worried because a big animal might be inside.
- D. He decided to talk to the cave.
- E. Lio Lion was inside the cave.
- F. Lio Lion was scared but welcomed Foxy Fox.

Q. 2.

- A. F
- B. T
- 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 students to open their student books to the relevant page that includes both the story and the vocabulary pictures.
- Ask students to point to the correct picture when they hear the corresponding vocabulary word, such as "cave," "hunt," or "footprint."
- Introduce the vocabulary words by saying them in order. This will help familiarise students with the key terms in the story.
- Say the vocabulary words in random order and ask students to point to the correct pictures. This reinforces word recognition and helps them connect the words with visual images.
- Point at the pictures and encourage students to name them aloud, such as "This is a cave" or "This is a footprint." This promotes active participation and ensures they can associate words with images.
- Encourage students to use full sentences while describing the pictures. For example, prompt them to say, "The cave is where Foxy Fox lives," or "I see footprints outside." This encourages more complex language use.
- Direct students to their activity books to complete the exercise by writing the correct word next to each picture (e.g., cave, hunt, footprint, clever, inside, outside). Make sure students understand each term before beginning.
- Write the correct answers on the board, and ensure that students copy them accurately in the correct blanks.
- Introduce a fill-in-the-blanks exercise related to the new vocabulary words, such as "surprised," "worried," or "scared." This reinforces vocabulary comprehension in different contexts.
- Encourage students to think about sentence structure while completing the fill-in-the-blanks exercise. Remind them to ensure each word is used in the correct context.
- Ask students to read each sentence carefully and choose the appropriate word to complete the blanks.
- Write the correct answers on the board and ensure that all students copy them into their activity books accurately.

Answer Key**Activity Book, page 27**

Q. 1.

A. cave B. hunt C. footprint D. clever E. surprised F. outside

Q. 2.

A. scared B. shout C. inside D. worried E. roar F. run away

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

- Engage in brief dialogues using comparative adjectives to express differences between two items, enhancing their descriptive communication skills.
- Identify and use comparative adjectives to specify which of two things is greater, taller, larger, etc.
- Construct simple sentences orally using comparative adjectives to compare personal preferences or characteristics between two subjects.
- Ask and answer questions about comparisons using "Is," "Are," "Who" and comparative structures to enquire about differences.
- Apply the correct structure of comparative adjectives in both written and oral exercises to express comparisons and negations effectively.

➤ Instructional Techniques:

- Start by explaining the usage of comparative adjectives to compare two things. Focus on affirmative, negative, and question forms, emphasising how to form comparatives by adding -er or -r and the rules for doubling consonants.
- Introduce visual aids or simple examples to demonstrate how comparative adjectives are used in sentences. For instance, show pictures of two objects or activities and use sentences like "She is taller than her sister," "He doesn't think that movie is better than the other one," or "I prefer this book to that one."
- Display example sentences on the board that use comparative adjectives. Explain the structure in context, emphasising how comparative adjectives are used for comparisons, such as "This car is faster than that one" and "This problem is not easier than that one."
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of comparative adjectives in both affirmative and negative forms.
- Demonstrate how to construct yes/no questions using comparative adjectives by placing the verb before the subject, followed by the comparative adjective and "than." For example, write on the board: "Is Jack taller than Sam?" and explain that the answer can be "Yes, he is" or "No, he isn't."
- Show how to form wh-questions with comparatives by starting with a question word, then the verb, subject, and comparative adjective with "than." For example, write on the board: "Who is taller, Jack or Sam?" and explain that the answer is "Jack is taller than Sam."
- Provide oral practice by asking students to describe comparisons using sentences like "This apple is sweeter than that one," "His brother is taller than him."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of both yes/no and wh-questions.
- Use role-playing or pair work to have students ask and answer questions about comparisons. For example, "Is your bike faster than mine?" "Yes, it is" or "No, it isn't," or "Who runs faster, Sarah or Emily?" "Sarah runs faster than Emily."
- Provide opportunities for students to practice using comparative adjectives both orally and in written exercises, ensuring they understand how to form both yes/no and wh-questions in different contexts.

➤ Activity:

- Have students open their student's books to page 39, Exercise 3. Encourage students to complete each sentence with the correct comparative adjective. Remind them to carefully think about the comparison

being made in each sentence. Explain that they should use the comparative adjective when there is “than” in the sentence. Example: “This bag is lighter than that one.”

- Have students open their student’s books to page 39, Exercise 5. Instruct them to complete the dialogue by filling in the blanks based on the context of the conversation. This will reinforce their understanding of asking and answering questions about comparison. Example: “Who is taller, Tom or Ben?”
- Have students open their activity books to page 28, Exercise 1. Encourage students to carefully read each sentence and choose whether to use the simple adjective or the comparative adjective. Example: “I am taller than my brother.”
- Have students open their activity books to page 28, Exercise 2. Guide them to rearrange the jumbled words to form correct sentences or questions using the comparative adjectives. Remind them to start with the subject, followed by the verb for the sentences. Example: “She is taller than my sister.” Also, remind them to start with the “Who”, followed by verbs to be and the subject for the questions. Example: “Who runs faster, you or your friend?”
- Have students open their activity books to page 29, Exercise 3. Instruct them to carefully read each sentence and find any errors related to the use of the comparative adjectives. After identifying the mistakes, students should rewrite the sentences correctly. Example: “She is fast than her brother.” → “She is faster than her brother.”
- Have students open their activity books to page 29, Exercise 4. Ask them to look at each picture and use the appropriate comparative adjective to describe it, reinforcing their understanding of comparisons. Example: “The elephant is bigger than the mouse.”

Answer Key

Student’s Book, page 39

Q. 3

A. lighter B. taller C. wider D. not cleaner E. shorter F. not bigger

Q. 5

1. Who 2. taller 3. shorter 4. is 5. than 6. slower 7. is

Activity Book, pages 28-29

Q. 1.

A. taller B. not smaller C. fast D. not short E. younger F. strong G. thicker H. not loud

Q. 2

A. She is taller than my sister.

B. Your dog is faster than mine.

C. He is stronger than me.

D. She is not smarter than her friend.

E. Is today colder than yesterday?

F. Who is faster, you or your friend?

Q. 3

A. She is faster than her brother.

B. They are younger than their parents.

C. Do you think apples are sweeter than oranges?

D. My sister is not taller than me.

E. He is stronger than his friend.

F. The cat is not bigger than the dog.

Q. 4.

B. The rabbit is faster than tortoise.

The tortoise is slower than the rabbit.

C. The giraffe is taller than the monkey.

The monkey is shorter than the giraffe.

Section 4: Phonics

➤ Objectives:

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

- Identify and read words with the -er and -or endings.
- Recognise the different vowel sounds in words that contain -er and -or endings.
- Provide examples of words with -er and -or endings, emphasising their pronunciation.
- Write simple words with -er and -or endings from memory.
- Expand vocabulary through phonics activities focused on -er and -or ending words.

➤ Instructional Techniques:

- Begin by engaging students with a stimulating question about words with -er and -or endings (e.g., “Can you think of a word that ends with -er or -or?”).
- Introduce the concept of -er and -or endings, explaining how they can change the sound and meaning of words.

- Provide clear examples of words that demonstrate the -er and -or patterns (e.g., jumper, teacher, baker, player, runner, dancer, singer, driver, painter, gardener, vendor, doctor, actor, editor, predator, governor, sailor, author, inventor, warrior).
- Encourage students to listen carefully and repeat the words to comprehend the sounds produced by the -er and -or endings.
- Reinforce understanding by practicing reading the words with -er and -or endings aloud, emphasising the sound and the spelling patterns that create these sounds.
- Incorporate activities where students can categorise words based on their -er and -or endings, further solidifying their understanding and recognition of the patterns.

➤ **Activity:**

- Before starting the activities, review the words with -er and -or endings learnt in the lesson, specifically focusing on how these endings influence the sound and meaning of the words to reinforce students' understanding.
- Have students open their activity books to page 30, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 31, Exercise 2. Ask them to 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 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 30-31

Q. 1.

A. sailor B. author C. driver D. singer

Q. 2

A. gardener B. warrior C. inventor D. painter E. driver F. author G. sailor H. singer I. dancer J. governor

Q. 3

A. predator B. teacher C. vendor D. actor E. jumper F. runner G. editor H. baker I. player J. doctor

Section 5: Listening

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short informational text about foxes. Ask them to look carefully at what foxes look like, where they live, and what they eat. Encourage them to think about questions like "What do foxes call their homes?" and "What special skill do foxes have?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

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

Answer Key

Student's Book, page 41

Q. 2.

A. dog B. 14 C. towns D. insects E. cub F. hearing

Transcript

Facts about Foxes

The fox is part of the dog family. The fox is slightly larger than a cat. Foxes can live up to 14 years. They can live in towns or in the countryside.

Foxes eat many things, like berries, worms, spiders, and jam sandwiches. They refer to their dens or earths as their homes. They refer to a baby fox as a cub. Foxes hide food to eat later. They have excellent hearing.

Section 6: Speaking

➤ **Objectives:**

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

- Use comparative language to describe differences between animals.
- Formulate questions and answers using comparative structures.
- Engage in dialogues that compare the characteristics of different items.

➤ **Instructional Techniques:**

- Display pictures representing different animals, such as turtles, cheetahs, rabbits, rooster, and mouse.
- Model the speaking activity by asking and answering questions about comparison related to the adjectives that describe these animals, using the example provided: "Which animal is bigger, an elephant or a lion?" "An elephant is bigger than a lion."

➤ **Activity:**

- Have students take turns asking and answering questions comparing the animals using the provided pictures and adjectives. For example:
- Student A: "Which is taller, the monkey's tail or the cat's tail?"
- Student B: "The monkey's tail is taller than the cat's tail"
- Encourage students to reference the pictures while forming their questions and answers.
- Promote peer feedback to help students improve their speaking skills and build confidence.

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.
- Use comparative adjectives to compare two different fruits.
- Demonstrate clarity and relevance in their descriptions.
- Enhance written work with drawings or visual elements 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, emphasising the use of comparative adjectives when discussing the differences and similarities between two fruits.

➤ **Activity:**

- Have students follow the model paragraph and write a descriptive paragraph comparing two fruits.
- Encourage students to include all parts of the paragraph: a clear topic sentence, body sentences that use comparative adjectives, and a concluding sentence.
- Allow time for students to illustrate their paragraphs with drawings that clarify their descriptions.

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 Think clever and stay calm in difficult situations.
Q.2 This is a cave.
Q.3 This is a footprint.
Q.4 "This bag is lighter than that one."
Q.5 "My house is not bigger than my friend's house."
Q.6 "baker"
Q.7 "doctor"
Q.8 No, it isn't. The mouse is smaller than a rooster.
Q.9 Yes, it is. The turtle is slower.
Q.10 An elephant is bigger than a lion.

Unit Six

The Tortoise and the Hare

Unit	Vocabulary	Grammar	Phonics	Skills
6 The Tortoise and the Hare page 44	hare, tortoise, fast, slow, win, laugh, amused, confident, race, nap, stretch, shady	Countable and uncountable nouns <i>have an apple.</i> <i>want some coffee.</i> Expressing desires or preferences: would like <i>would like a sandwich.</i> <i>He wouldn't like any coffee.</i> <i>Would you like some coffee?</i> <i>Yes, please. / No, thank you.</i>	/oi/ and /oy/ spellings <i>/oi/: boil, oil, noise, coin, point</i> <i>/oy/: boy, toy, joy, destroy, employ</i>	Reading: a story about the tortoise and the hare
				Listening: listening for details about the cat and the mice
				Speaking: taking turns playing the roles of a customer and a waiter or waitress
				Writing: writing an informal letter

General Outcomes

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

- read and understand a fable about the tortoise and the hare and identify the lesson about patience and perseverance.
- use vocabulary related to races, speed, and emotions such as tortoise, hare, race, confident, and shady in context.
- use a, an, and some correctly with countable and uncountable nouns in affirmative and negative statements.
- ask and answer questions about desires and preferences using *Would you like...?* and respond appropriately.
- identify and pronounce the diphthongs /oi/ and /oy/ in words like coin, boil, joy, and toy.
- listen for key facts and details in a story about mice and a cat and distinguish between true and false statements.
- ask and answer questions in role-play situations about food and drink choices using full sentences.
- write an informal letter describing a trip they would like to take, using *would like to* to talk about food and drink preferences.

Unit Plan

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

Section 1: Reading

➤ Objectives:

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

- Read and recognise a simple passage about the hare and the tortoise.
- Read aloud in a group, with a partner, or individually.
- Discuss the details of the story, describing the characters, the race, and the lesson learnt.
- Ask and answer questions to recall details or lessons from the story.
- Clarify information by asking and answering questions about the hare's attitude and the tortoise's persistence.
- Express their opinions about their own experiences with patience and perseverance.

➤ Instructional Techniques:

- Engage students by starting with a question, such as, "Look at the pictures. What do you think the story is about?"
- Introduce the text by discussing its title and asking students to predict what might happen based on the pictures and title.
- Model fluent reading by reading the passage aloud, pointing to each word as you go. This helps students follow along.
- Discuss sentence structure and punctuation as you read, reinforcing grammar and text organisation.
- Reread the text with students, encouraging them to read along to build their reading fluency.
- Break the story into smaller parts and allow students to repeat after you, focusing on pronunciation and comprehension.
- Discuss the key events in the story (the hare's boasting, the tortoise's challenge, and the outcome of the race). Use questions like, "What did the hare think of the tortoise? What lesson did the hare learn?"
- Focus on vocabulary by pointing out key words (e.g., "hare," "tortoise," "race," "humble"). Discuss what these words mean in the context of the story.
- Encourage reflection by asking, "Have you ever faced a challenge that required patience? What did you learn from that experience?"

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections related to the questions about the hare and the tortoise. This will help them practice reading comprehension and focus on key details from the passage.
- Read the story aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the text.
- Ask comprehension questions based on the story, such as, "Why did the hare feel proud?" and "What challenge did the tortoise give to the hare?" This helps assess their understanding and ability to retrieve details from the story.
- Direct students to their activity books to complete the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce their understanding and writing skills.
- Use the story for more in-depth questioning like, "How did the hare feel about the tortoise's challenge?" or "What did the hare decide to do under the tree?" This encourages students to reflect on the characters' actions and their environment.
- Provide true/false exercises such as, "The hare accepted the tortoise's challenge with confidence," or "The tortoise stopped several times during the race." Ask students to write "T" for true or "F" for false based on the story. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate key scenes from the story, such as the hare boasting about his speed or the tortoise moving steadily toward the finish line. This adds a creative and visual component to the lesson, helping to engage different learning styles.

Answer Key**Activity Book, page 32**

Q. 1.

- A. The hare felt proud because he was very fast.
- B. The tortoise challenged the hare to a race.
- C. The hare felt amused and confident about the tortoise's challenge.
- D. The hare decided to take a nap under the tree.
- E. The tortoise moved steadily and kept going without stopping.
- F. The animals learnt that perseverance leads to success.

Q. 2.

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

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

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

➤ Instructional Techniques:

- To begin the lesson, 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 students to open their student books to the relevant page that includes both the story and the vocabulary pictures.
- Ask students to point to the correct picture when they hear the corresponding vocabulary word, such as "hare," "tortoise," or "fast."
- Introduce the vocabulary words by saying them in order. This will help familiarise students with the key terms in the story.
- Say the vocabulary words in random order and ask students to point to the correct pictures. This reinforces word recognition and helps them connect the words with visual images.
- Point at the pictures and encourage students to name them aloud, such as "This is a hare" or "This is a tortoise." This promotes active participation and ensures they can associate words with images.
- Encourage students to use full sentences while describing the pictures. For example, prompt them to say, "The tortoise is slow" or "The hare is fast."
- Direct students to their activity books to complete the exercise by writing the correct word next to each picture (e.g., hare, tortoise, fast, slow). Make sure students understand each term before beginning.
- Write the correct answers on the board and ensure that students copy them accurately in the correct blanks.
- Introduce a fill-in-the-blanks exercise related to the new vocabulary words, such as "laugh," "amused," or "nap." This reinforces vocabulary comprehension in different contexts.
- Encourage students to think about sentence structure while completing the fill-in-the-blanks exercise. Remind them to ensure each word is used in the correct context.
- Ask students to read each sentence carefully and choose the appropriate word to complete the blanks.
- Write the correct answers on the board and ensure that all students copy them into their activity books accurately.

Answer Key**Activity Book, page 33**

Q. 1.

A. win B. laugh C. slow D. hare E. fast F. tortoise

Q. 2.

A. amused B. confident C. nap D. stretch E. shady F. race

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

- Identify and differentiate between countable and uncountable nouns.
- Use singular and plural forms of countable nouns correctly.
- Apply the correct articles ("a," "an," "some") with countable and uncountable nouns in both written and spoken contexts.
- Construct affirmative, negative, and interrogative sentences using "would like" to express desires and preferences.
- Engage in dialogues that incorporate countable and uncountable nouns and the phrase "would like" to communicate effectively.

➤ Instructional Techniques:

- Start by explaining the definitions of countable and uncountable nouns. Use examples to illustrate countable nouns (e.g., "book," "apple") and uncountable nouns (e.g., "water," "coffee").
- Display examples on the board that differentiate countable and uncountable nouns, emphasising that countable nouns have both singular and plural forms while uncountable nouns do not.
- Introduce the use of articles with countable nouns: explain that "a" is used before singular countable nouns beginning with a consonant sound (e.g., "a book") and "an" is used before singular countable nouns beginning with a vowel sound (e.g., "an apple").
- Demonstrate how to use "some" with both plural countable nouns (e.g., "some apples") and uncountable nouns (e.g., "some coffee") to refer to unspecified quantities.
- Provide oral practice by asking students to give examples of countable and uncountable nouns, using complete sentences like "I have a book" or "I need some water."
- Introduce the structure of "would like" for expressing desires and preferences. Explain that "would like" is followed by a noun or the base form of a verb. For example, "I would like a sandwich" or "I would like to eat." Write example sentences on the board, such as: "I would like some juice," "He wouldn't like any coffee," or "Would you like a cookie?"
- Encourage students to repeat after you as you read sentences aloud, focusing on pronunciation and sentence structure.
- Use pair work or role-playing exercises to have students ask and answer questions using "would like." For example, "Would you like some fruit?" "Yes, please," or "No, thank you."
- Provide opportunities for students to practice using countable and uncountable nouns in sentences and apply "would like" in both spoken and written exercises.
- Conclude with a review of the key points, asking students to create their own sentences using both countable and uncountable nouns, as well as "would like."

➤ Activity:

- Have students open their student's books to page 49, Exercise 3. Encourage students to carefully read each sentence and think about the quantity being described before choosing whether to use "a," "an," "some," or "any." Explain that they should use "a" before singular countable nouns that begin with a consonant sound, "an" before singular countable nouns that begin with a vowel sound, "some" with plural or uncountable nouns in affirmative sentences, and "any" in negative sentences and questions. Example: "I would like an orange."

- Have students open their student's books to page 49, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with "would like," "any," or the appropriate article ("a," "an," or "some") based on the context of the conversation. This will reinforce their understanding of expressing desires and preferences. Example: "Would you like some pizza?"
- Have students open their activity books to page 36, Exercise 1. Instruct them to write down "C" for countable nouns and "U" for uncountable nouns next to each item listed. Encourage them to think carefully about the nature of each noun before making their selection. Example: "apples" → "C."
- Have students open their activity books to page 36, Exercise 2. Encourage students to carefully read each sentence and choose the correct article: "a," "an," "some," or "any" based on the context of the sentence. Example: "I would like a slice of chocolate cake."
- Have students open their activity books to page 37, Exercise 3. Guide them to rearrange the jumbled words to form correct sentences or questions using "would like," "a," "an," "some," or "any." Remind them to start with the subject, followed by the verb for the sentences. Example: "I would like some rice." Also, remind them to start with the "Would", followed by the subject then the base form of the verbs for the questions. Example: "Would you like some pizza for dinner?"
- Have students open their activity books to page 37, Exercise 4. Instruct them to carefully read each sentence and find any errors related to the use of "would like," "a," "an," "some," or "any." After identifying the mistakes, students should rewrite the sentences correctly. Example: "I would like a milk." → "I would like some milk."
- Have students open their activity books to page 38, Exercise 5. Instruct them to rewrite each sentence or question using "would like." Remind them to maintain the original meaning while making the necessary changes. Example: "I want a sandwich." → "I would like a sandwich."

Answer Key

Student's Book, page 47

Q. 3

A. an B. a C. some D. an E. some F. a

Q. 5

1. Like 2. would 3. some 4. a 5. please 6. Would 7. thank you 8. any 9. some

Activity Book, pages 34-36

Q. 1.

A. C B. U C. U D. U E. C F. U G. C H. U I. U J. C K. U L. U M. C N. U O. U

Q. 2

A. a B. some C. any D. a E. some F. any G. an H. some

Q. 3

A. I would like some rice. B. Would you like an orange? C. She would not like any bread.

D. Would you like some bags? E. I would like a sandwich. F. Would you like some pizza for dinner?

Q. 4.

A. I would like some milk. B. She wants a banana. C. He would like some juice and some water.

D. Would you like an apple? E. There is some rice on the table. F. I would like some butter and some bread.

Q. 5.

B. She wouldn't like any juice. C. They would like an apple. D. He would like a cup of tea.

E. We would like some fruits and vegetables. F. Would you like an ice cream?

Section 4: Phonics

➤ Objectives:

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

- Identify and read words containing the -oi and -oy vowel combinations.
- Recognise the distinct sounds of -oi and -oy in various words.
- Provide examples of words with the -oi and -oy sounds, emphasising their pronunciation.
- Write simple words featuring the -oi and -oy sounds from memory.
- Expand vocabulary through phonics activities centred around -oi and -oy sound words.

➤ Instructional Techniques:

- Begin by engaging students with a stimulating question about words containing the -oi and -oy sounds (e.g., "Can you think of a word that has the -oi or -oy sound?").

- Introduce the concept of -oi and -oy sounds, explaining how these combinations can affect the pronunciation and meaning of words.
- Provide clear examples of words that demonstrate the -oi and -oy sounds (e.g., boil, oil, noise, coin, point, boy, toy, joy, enjoy, employ).
- Encourage students to listen carefully and repeat the words to understand the sounds produced by the -oi and -oy combinations.
- Reinforce understanding by practicing reading words with -oi and -oy sounds aloud, emphasising the pronunciation and the spelling patterns that create these sounds.
- Incorporate activities where students can categorise words based on their -oi and -oy sounds, further solidifying their understanding and recognition of these patterns.

➤ **Activity:**

- Before starting the activities, review the words with -oi and -oy combinations learnt in the lesson, specifically focusing on how these endings influence the sound and meaning of the words to reinforce students' understanding.
- Have students open their activity books to page 36, Exercise 1. Ask them to write the words in the correct box according to the correct combination of "oi" and "oy."
- Have students open their activity books to page 37, Exercise 2. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 37, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 36- 37

Q. 1.

A. employ, enjoy, joy

B. point, coin, noise

Q. 2

A. boil B. boy C. toy D. oil E. noise F. joy G. destroy H. coin I. point J. employ

Q. 3

A. coin B. point C. toy D. oil E. destroy F. joy G. employ H. boy I. noise J. boil

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 fable about a group of mice and their plan to stop a cat. Ask them to look carefully at the problem, the idea suggested, and the difficulty in carrying it out. Encourage them to think about questions like "What is the mice's plan?" and "Why is it hard to 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 48 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 48
Q. 2.
A. F B. F C. T D. F E. T

Transcript

Who Will Bell the Cat?

One night, a group of mice gathered to discuss the trouble their common enemy—the cat—was causing. Many ideas were suggested, but none seemed to solve the problem. Then, a young mouse proposed they tie a bell around the cat's neck so they would hear it coming and avoid its sudden attacks. However, an old, wise mouse asked, "That's a wonderful idea, but who will bell the cat?" The mice quickly realised it's simple to suggest ideas for things that are difficult to actually do.

Section 6: Speaking

➤ **Objectives:**

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

- Demonstrate understanding of sentence structures and details in a restaurant context.
- Describe food preferences using relevant verbs.
- Engage in a dialogue about what they would like to eat and drink, practicing clear communication.

➤ **Instructional Techniques:**

- Review the food menu provided below with the students.
- Model the speaking activity by asking and answering questions about food preferences, using the example provided: "What would you like to eat?" "I would like to have a chicken sandwich and some rice. Would you like any juice with that?" "Yes, please. I would like some orange juice."

➤ **Activity:**

- Have students pair up and take turns playing the roles of customer and server, using the menu as a guide. For example:
- Customer: "What would you like to eat?"
- Server: "I would like to have a chicken sandwich and some rice. Would you like any juice with that?"
- Customer: "Yes, please. I would like some orange juice."
- Encourage students to refer to the menu while forming their questions and answers.
- Promote peer feedback to help students improve their speaking skills and build confidence.

Section 7: Writing

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of "would like" when discussing foods.

➤ **Activity:**

- Have students follow the model letter and write an informal letter to a friend about the food and drinks they would like to try while visiting that place.
- Encourage students to include all parts of the letter: date, greeting, body, and closing.
- Allow time for students to illustrate their letters with drawings that clarify their descriptions.
- Provide an opportunity for students to share their letters with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

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

➤ **Activity:**

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

Answer Key

Student's Book, page 51

- Q.1 Slow and steady wins the race.
Q.2 This is a tortoise.
Q.3 This is a hare.
Q.4 "Last night, I ate an orange."
Q.5 "He brought some bananas to the picnic."
Q.6 "boil"
Q.7 "joy"
Q.8 I would like to have a chicken sandwich and some rice.
Q.9 Yes, please. I would like some orange juice.
Q.10 (No, thank you.)

Unit Seven

The Life Cycle of the Butterfly

Unit	Vocabulary	Grammar	Phonics	Skills
7 The Life Cycle of the Butterfly page 52	nature, life cycle, caterpillar, pupa, butterfly, tiny, lay eggs, round, oval, hatch, wing, flight	Superlative adjectives: affirmative and negative <i>Jack is the tallest student in the class.</i> <i>Jack isn't the tallest student in the class.</i> Superlative adjectives: questions <i>s Jack the tallest student in the class?</i> <i>Yes, he is. / No, he isn't.</i>	/ai/ and /ay/ spellings <i>/ai/: rain, train, chain, pain, snail, pail, brain, paint, sail, stain</i> <i>/ay/: play, stay, say, stray, May, bay, way, clay, hay, tray</i>	Reading: a text about the life cycle of the butterfly
				Listening: listening for details about butterflies
				Speaking: asking and answering questions about classmates
				Writing: writing a descriptive paragraph

General Outcomes

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

- read and understand an informational text about the life cycle of a butterfly and identify the key stages and their purposes.
- use vocabulary related to nature and butterfly development, such as caterpillar, pupa, hatch, wings, and flight, in context.
- use superlative adjectives in affirmative and negative sentences to compare three or more people, animals, or objects.
- form and answer questions using superlative adjectives such as Who is the tallest? And is this the biggest?
- identify and pronounce /ai/ and /ay/ vowel sounds in words like train, snail, say, and May through blending and decoding.
- listen for detailed factual information about butterfly migration and complete comprehension tasks accurately.
- ask and answer questions about classmates using superlative adjectives in short interviews or oral exchanges.
- write a descriptive paragraph comparing three animals using superlative adjectives to describe size, traits, and behaviour.

Unit Plan

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

Section 1: Reading

➤ Objectives:

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

- Identify and recognise the life cycle of a butterfly and its four main stages.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Describe each stage of the butterfly's life cycle in simple terms.
- Answer and ask questions to recall details about the life stages of a butterfly.
- Discuss and reflect on the concept of transformation and growth in nature.

➤ Instructional Techniques:

- Engage students with a question: Start by asking, "Look at the picture. What do you think the text is about?" This activates prior knowledge and sparks curiosity.
- Introduce the text by discussing the title and encouraging students to make predictions about the butterfly's life stages based on the images.
- Model fluent reading: Read the passage aloud while students follow along, emphasising the progression through the life cycle stages (egg, caterpillar, pupa, butterfly) to help them grasp the structure.
- Break down the stages: Reread each stage of the life cycle (egg, caterpillar, pupa, butterfly) separately. After each section, ask questions like, "What happens when the egg hatches?" or "Why does the caterpillar need to eat a lot?"
- Focus on vocabulary: Highlight key terms like "egg," "caterpillar," "pupa," and "transformation." Discuss what these words mean in this context, and have students practice pronouncing them.
- Incorporate visuals: Show images of each life stage if possible, and ask students to describe what they see or what happens in each picture.
- Encourage reflection: Ask students questions like, "Can you think of other animals that go through changes as they grow?" What is the significance of the butterfly's life cycle in nature?

➤ Activity:

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections related to the questions about the butterfly's life cycle. This will help them practice reading comprehension and focus on key details from the passage.
- Read the passage aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the text.
- Ask comprehension questions based on the passage, such as, "Why does the mother butterfly carefully choose a plant for her eggs?" and "What transformation takes place inside the pupa?" This helps assess their understanding and ability to retrieve details from the text.
- Direct students to their activity books to complete the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce their understanding and writing skills.
- Use the text for more in-depth questioning, like, "Why do caterpillars need to eat a lot?" or "How does the butterfly prepare for flight after emerging from the pupa?" This encourages students to reflect on each stage in the butterfly's life cycle and its importance.
- Provide true/false exercises such as, "The mother butterfly picks a plant that will be good food for the caterpillars," or "Caterpillars only eat a little before they form a pupa." Ask students to write "T" for true or "F" for false based on the passage. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate each stage of the butterfly's life cycle, such as the egg on a leaf, the caterpillar eating leaves, the pupa, and the adult butterfly emerging. This adds a creative and visual component to the lesson, helping to engage different learning styles.

Answer Key**Activity Book, page 38**

Q. 1.

- A. The mother butterfly carefully chooses a plant so her young will have the right food when they hatch.
- B. After the eggs hatch, small caterpillars emerge and begin eating the leaves they were born on.
- C. Caterpillars need to eat a lot so they can grow and prepare for the next stage.
- D. Inside the pupa, the caterpillar's body transforms completely into an adult butterfly.
- E. After emerging from the pupa, the adult butterfly stretches its wings, which harden and dry, preparing it for flight.
- F. The butterfly's life cycle shows the beauty of change and growth in nature.

Q. 2.

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

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

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

➤ Instructional Techniques:

- To begin the lesson, 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 students to open their student books to the relevant page that includes both the story and the vocabulary pictures.
- Ask students to point to the correct picture when they hear the corresponding vocabulary word, such as "tiny," "butterfly," or "nature."
- Introduce the vocabulary words by saying them in order. This will help familiarise students with the key terms in the story.
- Say the vocabulary words in random order and ask students to point to the correct pictures. This reinforces word recognition and helps them connect the words with visual images.
- Point at the pictures and encourage students to name them aloud, such as "This is a caterpillar" or "This is a pupa." This promotes active participation and ensures they can associate words with images.
- Encourage students to use full sentences while describing the pictures. For example, prompt them to say, "The caterpillar is tiny" or "This is a butterfly."
- Direct students to their activity books to complete the exercise by writing the correct word next to each picture (e.g., tiny, butterfly, nature, caterpillar, pupa, life cycle). Make sure students understand each term before beginning.
- Write the correct answers on the board and ensure that students copy them accurately in the correct blanks.
- Introduce a fill-in-the-blanks exercise using the new vocabulary words, such as "wings," "hatch," "round," "oval," "lay," and "flight." This reinforces vocabulary comprehension in different contexts.
- Encourage students to think about sentence structure while completing the fill-in-the-blanks exercise. Remind them to ensure each word is used in the correct context.
- Ask students to read each sentence carefully and choose the appropriate word to complete the blanks.
- Write the correct answers on the board and ensure that all students copy them into their activity books accurately.

Answer Key**Activity Book, page 39**

Q. 1.

A. nature B. life cycle C. caterpillar D. pupa E. butterfly F. tiny

Q. 2.

A. lay B. round / oval C. hatch D. wings E. flight

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

- Engage in brief dialogues using superlative adjectives to describe the highest degree of a quality among three or more items, enhancing their descriptive communication skills.
- Identify and use superlative adjectives to specify which of three or more things is the greatest, tallest, largest, etc.
- Construct simple sentences orally using superlative adjectives to describe personal preferences or characteristics among multiple subjects.
- Ask and answer questions using "Is," "Are," "Who," and superlative structures to enquire about the most outstanding characteristics.
- Apply the correct structure of superlative adjectives in both written and oral exercises to express the highest degree of comparison effectively.

➤ Instructional Techniques:

- Start by explaining the usage of superlative adjectives to describe the highest degree of a quality among three or more things. Focus on affirmative, negative, and question forms, emphasising how to form superlatives by adding -est or using "most" and the rules for doubling consonants.
- Introduce visual aids or simple examples to demonstrate how superlative adjectives are used in sentences. For instance, show pictures of multiple objects or activities and use sentences like "She is the tallest in her class," "This movie is not the best I've seen," or "Out of all the books, I think this one is the most interesting."
- Display example sentences on the board that use superlative adjectives. Explain the structure in context, emphasising how superlative adjectives indicate the highest degree of a characteristic, such as "This car is the fastest" and "This problem is the easiest."
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of superlative adjectives in both affirmative and negative forms.
- Demonstrate how to construct yes/no questions using superlative adjectives by placing the verb before the subject, followed by the superlative adjective. For example, write on the board: "Is Jack the tallest in his family?" and explain that the answer can be "Yes, he is" or "No, he isn't."
- Show how to form wh-questions with superlatives by starting with a question word, then the verb, subject, and superlative adjective. For example, write on the board: "Who is the tallest in the class?" and explain that the answer is "Jack is the tallest."
- Provide oral practice by asking students to describe superlative characteristics using sentences like "This apple is the sweetest," "She is the oldest sibling."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of both yes/no and wh-questions.
- Use role-playing or pair work to have students ask and answer questions about superlatives. For example, "Is this the fastest car?" "Yes, it is" or "No, it isn't," or "Who is the tallest, Sarah, Emily, or John?" "Sarah is the tallest."
- Provide opportunities for students to practice using superlative adjectives both orally and in written exercises, ensuring they understand how to form both yes/no and wh-questions in different contexts.

➤ **Activity:**

- Have students open their student's books to page 55, Exercise 3. Guide them to complete each sentence with the correct superlative adjective. Remind them to carefully consider the quality being described as the highest degree in each sentence. Explain that they should use the superlative adjective when comparing one thing against all others. Example: "This is the biggest dog in the park."
- Have students open their student's books to page 55, Exercise 5. Instruct them to complete the dialogue by filling in the blanks based on the context of the conversation. This will reinforce their understanding of asking and answering questions about the superlative form. Example: "Who is the tallest person in our group?"
- Have students open their activity books to page 40, Exercise 1. Instruct them to carefully read each sentence and choose whether to use the simple adjective or the superlative adjective. Remind students that the superlative form is used to describe something within a group. Example: "She is the smartest student in the class."
- Have students open their activity books to page 40, Exercise 2. Guide them to rearrange the jumbled words to form correct sentences or questions using the superlative adjectives. Remind them to start with the subject, followed by the verb for the sentences. Example: "John is the tallest in my class. "Also, remind them to start with the "Who", followed by verbs to be and the subject for the questions. Example: "Is your brother the shortest in your family?"
- Have students open their activity books to page 41, Exercise 3. Instruct them to carefully read each sentence and identify any errors related to the use of superlative adjectives. After identifying the mistakes, students should rewrite the sentences correctly. Example: "This is the bigest cake I've ever seen." → "This is the biggest cake I've ever seen."
- Have students open their activity books to page 41, Exercise 4. Ask them to look at each picture and use the appropriate superlative adjective to describe it, reinforcing their understanding of superlatives. Example: "The elephant is the biggest animal in the picture."

Answer Key

Student's Book, page 55

Q. 3

A. biggest B. fastest C. smallest D. greatest E. longest F. brightest

Q. 5

1. Who 2. tallest 3. the shortest 4. is 5. the fastest 6. slowest 7. is

Activity Book, pages 40-41

Q. 1.

A. smart B. biggest C. long D. highest E. cold F. saddest

Q. 2

A. This is the biggest house.

B. John is the tallest student.

C. The fastest car is blue.

D. He is the strongest player.

E. Is your brother the shortest?

F. This is the brightest star.

Q. 3

A. This is the biggest car in the parking lot.

B. He is the fastest runner on the team.

C. That was the saddest movie I've ever seen.

D. She is the brightest girl in the class.

E. January is the coldest month of the year.

F. The house is very small.

Q. 4.

B. The tortoise is the slowest animal.

The hare is the fastest animal.

C. The elephant is the largest animal.

The mouse is the smallest animal.

Section 4: Phonics

➤ **Objectives:**

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

- Identify and read words containing the -ai and -ay vowel combinations.
- Recognise the distinct sounds of -ai and -ay in various words.
- Provide examples of words with the -ai and -ay sounds, emphasising their pronunciation.
- Write simple words featuring the -ai and -ay sounds from memory.
- Expand vocabulary through phonics activities centred around -ai and -ay sound words.

➤ **Instructional Techniques:**

- Begin by engaging students with a stimulating question about words containing the -ai and -ay sounds (e.g., "Can you think of a word that has the -ai or -ay sound?").
- Introduce the concept of -ai and -ay sounds, explaining how these combinations can affect the pronunciation and meaning of words.
- Provide clear examples of words that demonstrate the -ai and -ay sounds (e.g., rain, train, chain, pain, snail, pail, brain, paint, sail, stain, play, stay, say, stray, May, bay, way, clay, hay, tray).
- Encourage students to listen carefully and repeat the words to understand the sounds produced by the -ai and -ay combinations.
- Reinforce understanding by practicing reading words with -ai and -ay sounds aloud, emphasising the pronunciation and the spelling patterns that create these sounds.
- Incorporate activities where students can categorise words based on their -ai and -ay sounds, further solidifying their understanding and recognition of these patterns.

➤ **Activity:**

- Before starting the activities, review the words with -oi and -oy combinations learnt in the lesson, specifically focusing on how these endings influence the sound and meaning of the words to reinforce students' understanding.
- Have students open their activity books to page 42, Exercise 1. Have students open their activity books to page 7, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 43, Exercise 2. Ask them to 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 43, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 42- 43

Q. 1.

A. way B. brain C. paint D. clay

Q. 2

A. rain B. play C. stay D. train E. chain F. say G. stray H. pain I. snail J. May

Q. 3

A. sail B. bay C. pail D. tray E. stain F. way G. clay H. paint I. hay J. brain

Section 5: Listening

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short informational text about butterflies. Ask them to look carefully at how butterflies live, what they eat, and their special abilities. Encourage them to think about questions like "Where do butterflies lay their eggs?" and "What is special about monarch butterflies?" 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, Exercise 2, and listen carefully to the recording. Instruct them to fill in the blanks based on what they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 57

Q. 2.

A. insects B. eggs C. nectar D. migration E. 4,000

Transcript

Facts about Butterflies

Butterflies are insects that have four wings. They attach their eggs to leaves using special glue. Depending on the type of butterfly, they can live as adults for anywhere from a week to a year. Most butterflies feed on nectar from flowers and have taste receptors on their feet. Monarch butterflies are famous for their long migration. Every year, they travel over 4,000 km. Female monarchs lay eggs, and a new generation will return, completing the cycle.

Section 6: Speaking

➤ **Objectives:**

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

- Use superlative language to describe distinguishing features between their classmates.
- Formulate questions and answers using superlative structures.
- Engage in dialogues that compare the characteristics of different classmates.

➤ **Instructional Techniques:**

- Display pictures representing different features.
- Model the speaking activity by asking and answering questions about superlatives related to the adjectives that describe these classmates, using the example provided: "Who is the smartest student in the class?" "Sali is the smartest student in the class." "Who has the brightest smile?" "Sue has the brightest smile."

➤ **Activity:**

- Have students take turns asking and answering questions comparing their classmates using the provided pictures and adjectives. For example:
Student A: "Who has the longest hair?"
Student B: "Mia has the longest hair."
- Encourage students to reference the pictures while forming their questions and answers.
- Promote peer feedback to help students improve their speaking skills and build confidence.

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.
- Use superlative adjectives to compare three different animals.
- Demonstrate clarity and relevance in their descriptions.
- Enhance written work with drawings or visual elements 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, emphasising the use of superlative adjectives when discussing the distinguishing features of three animals.

➤ **Activity:**

- Have students follow the model paragraph and write a descriptive paragraph comparing three animals.
- Encourage students to include all parts of the paragraph: a clear topic sentence, body sentences that use superlative adjectives, and a concluding sentence.
- Allow time for students to illustrate their paragraphs with drawings that clarify their descriptions.
- Provide an opportunity for students to share their paragraphs with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

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

➤ **Activity:**

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

Answer Key

Student's Book, page 59

- Q.1 A butterfly needs food, plants for eggs, and suitable conditions.
Q.2 This is a caterpillar.
Q.3 This is a pupa.
Q.4 "This is the biggest animal in the park."
Q.5 "I saw the brightest star in the sky tonight."
Q.6 "rain"
Q.7 "say"
Q.8 (Suzi) is the smartest student in the class.
Q.9 (Jack) is the kindest student in the class.
Q.10 (Emma) has the longest hair.

Unit Eight

The Lion and the Mouse

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

General Outcomes

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

- read and understand a fable about the lion and the mouse and identify the moral about kindness and helping others.
- use vocabulary related to animals, actions, and emotions, such as jungle, mighty, tremble, trap, and bite, in context.
- use the present continuous tense in affirmative and negative sentences to describe actions happening now.
- form and answer questions in the present continuous tense using appropriate keywords such as now, at the moment, and currently.
- identify and pronounce word endings such as -nd and -nt in words like land, friend, and plant through blending and spelling.
- listen for key facts about lions and complete factual comprehension tasks with accuracy.
- ask and answer questions about current activities using the present continuous tense in everyday contexts.
- write a postcard describing what they and their family are doing during a vacation, using present continuous tense.

Unit Plan

Unit 8 - The Lion and the Mouse	WEEK 23	Lesson 1	Reading 1	p.60 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.60 (ex.3)	p.44 (ex.1)	
		Lesson 3	Reading 3	p.60	p.44 (ex.2)	
		Lesson 4	Vocabulary	p.61	p.45	
		Lesson 5	Grammar 1	p.62 (ex.1 + ex.2)		
	WEEK 24	Lesson 1	Grammar 2	p.63 (ex.3)	p.46 (ex.1)	
		Lesson 2	Grammar 3	p.63 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.46 (ex.2) p.47 (ex.3)	
		Lesson 4	Grammar 5		p.47 (ex.4) p.48 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.64		
	WEEK 25	Lesson 1	Phonics 2	Listening p.65 ex.1 for homework	p.48 (ex.1) 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:

- Identify and recognise the main events and characters in the story of the lion and the mouse.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Describe the relationship between the lion and the mouse and the lesson learnt from their encounter.
- Answer and ask questions to recall details about the story.
- Discuss and reflect on the themes of kindness and the importance of helping others, regardless of size.

➤ Instructional Techniques:

- Engage students with a question: Start by asking, “Look at the picture. What do you think the story is about?” This activates prior knowledge and sparks curiosity.
- Introduce the text: Discuss the title and encourage students to make predictions about the story based on the images.
- Model fluent reading: Read the passage aloud while students follow along, emphasising the progression of events (the lion’s anger, the mouse’s plea, and the eventual rescue).
- Break down the story: Reread key parts of the story. After each section, ask questions like, “How does the lion react when the mouse runs over his paw?” or “What does the mouse do to help the lion?”
- Focus on vocabulary: Highlight key terms like “trap,” “help,” “respect,” and “difference.” Discuss what these words mean in this context and have students practice pronouncing them.
- Incorporate visuals: Show images of the lion, the mouse, and the trap if possible, and ask students to describe what they see or what happens in each picture.
- Encourage reflection: Ask students questions like, “What is the main lesson of the story?” or “Can you think of other animals that help each other in stories?” Discuss the significance of kindness and the impact of even small creatures.

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections related to the questions about the lion and the mouse. This will help them practice reading comprehension and focus on key details from the passage.
- Read the passage aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the text.
- Ask comprehension questions based on the passage, such as, “Why was the lion angry when he woke up?” and “What did the mouse do to help the lion?” This helps assess their understanding and ability to retrieve details from the text.
- Direct students to their activity books to complete the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce their understanding and writing skills.
- Use the text for more in-depth questioning, like, “Why did the lion let the mouse go?” or “How did the lion feel after the mouse helped him?” This encourages students to reflect on the themes of the story and the relationship between the lion and the mouse.
- Provide true/false exercises such as, “The mouse was scared and asked the lion to spare his life,” or “The lion never got caught in a net.” Ask students to write “T” for true or “F” for false based on the passage. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate key moments from the story, such as the lion waking up, the mouse pleading for his life, the lion getting trapped, and the mouse helping the lion. This adds a creative and visual component to the lesson, helping to engage different learning styles.

Answer Key**Activity Book, page 44**

Q. 1.

- A. The lion was angry because the mouse ran over his paw and disturbed his sleep.
- B. The lion let the mouse go because the mouse pleaded for mercy and promised he could help the lion one day.
- C. The lion got trapped in a hunter's net while he was walking through the jungle.
- D. The mouse used his sharp teeth to bite through the ropes of the net, freeing the lion.
- E. After the mouse helped him, the lion felt respect and gratitude toward his new friend.
- F. This story teaches us that even small friends can make a big difference and that kindness is valuable, no matter the size of the helper.

Q. 2.

- A. T
- B. F
- 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 students to open their student books to the relevant page that includes both the story and the vocabulary pictures.
- Ask students to point to the correct picture when they hear the corresponding vocabulary word, such as "little," "paw," or "enormous."
- Introduce the vocabulary words by saying them in order. This will help familiarise students with the key terms in the story.
- Say the vocabulary words in random order and ask students to point to the correct pictures. This reinforces word recognition and helps them connect the words with visual images.
- Point at the pictures and encourage students to name them aloud, such as "This is a little puppy" or "This is a paw." This promotes active participation and ensures they can associate words with images.
- Encourage students to use full sentences while describing the pictures. For example, prompt them to say, "The little puppy is playing" or "This paw belongs to a dog."
- Direct students to their activity books to complete the exercise by writing the correct word next to each picture (e.g., jungle, bask, enormous, little, paw, crush). Make sure students understand each term before beginning.
- Write the correct answers on the board and ensure that students copy them accurately in the correct blanks.
- Introduce a fill-in-the-blanks exercise using the new vocabulary words. Encourage students to think about sentence structure while completing the fill-in-the-blanks exercise. Remind them to ensure each word is used in the correct context.
- Ask students to read each sentence carefully and choose the appropriate word to complete the blanks.
- Write the correct answers on the board and ensure that all students copy them into their activity books accurately.

Answer Key**Activity Book, page 45**

Q. 1.

A. jungle B. bask C. enormous D. little E. paw F. crush

Q. 2.

A. tremble B. plead C. mighty D. trap E. sharp F. bite

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

- Engage in brief dialogues using the present continuous tense to describe actions that are currently happening, enhancing their communication skills.
- Identify and use the present continuous tense to specify ongoing actions among subjects.
- Construct simple sentences orally using the present continuous tense to describe activities in progress.
- Ask and answer questions using "Is," "Are," "What," and present continuous structures to enquire about current actions.
- Apply the correct structure of present continuous tense in both written and oral exercises to express ongoing actions effectively.

➤ Instructional Techniques:

- Start by explaining the usage of the present continuous tense to describe actions that are currently happening. Focus on affirmative, negative, and question forms, emphasising the structure: subject + verb "to be" + verb + -ing.
- Introduce visual aids or simple examples to demonstrate how the present continuous tense is used in sentences. For instance, show pictures of activities and use sentences like "She is studying for her math test," "They are playing outside," or "He is not (isn't) eating lunch right now."
- Display example sentences on the board that use the present continuous tense. Explain the structure in context, emphasising how it indicates actions in progress, such as "I am reading a book" and "They are not (aren't) watching TV."
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of present continuous sentences in both affirmative and negative forms.
- Demonstrate how to construct yes/no questions using the present continuous tense by placing the verb "to be" before the subject, followed by the verb in -ing form. For example, write on the board: "Is Jack studying for the exam?" and explain that the answer can be "Yes, he is" or "No, he isn't."
- Show how to form wh-questions in the present continuous tense by starting with a question word, then the verb "to be," the subject, and the -ing form of the main verb. For example, write on the board: "What is she doing?" and explain that the answer is "She is studying."
- Provide oral practice by asking students to describe current actions using sentences like "This puppy is playing" or "They are running in the park."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of both yes/no and wh-questions.
- Use role-playing or pair work to have students ask and answer questions about ongoing actions. For example, "Are they playing football?" "Yes, they are" or "No, they aren't," or "Who is studying, Sarah or Emily?" "Sarah is studying."
- Provide opportunities for students to practice using the present continuous tense both orally and in written exercises, ensuring they understand how to form both yes/no and wh-questions in different contexts.

➤ **Activity:**

- Have students open their student books to page 63, Exercise 3. Guide them to complete each sentence with the correct form of the verb in present continuous. Remind them to focus on the ongoing action being described in each sentence. Explain that they should use the present continuous to indicate actions that are currently happening. Example: "She is playing the guitar in her room right now."
- Have students open their student books to page 63, Exercise 5. Instruct them to complete the dialogue by filling in the blanks based on the context of the conversation. This will reinforce their understanding of forming questions and answers in the present continuous tense. Example: "What are you doing right now?"
- Have students open their activity books to page 46, Exercise 1. Instruct them to carefully read each sentence and choose the correct form of the verb in present continuous. Remind students that this form is used to describe actions that are happening right now. Example: "I am working on my science project right now."
- Have students open their activity books to page 46, Exercise 2. Guide them to rearrange the jumbled words to form correct sentences or questions using the present continuous tense. Remind them to start with the subject, followed by the verb. Example: "I am not eating lunch now." Also, remind them to start questions with "Why," followed by the subject and verb. Example: "Why is the dog barking right now?"
- Have students open their activity books to page 47, Exercise 3. Instruct them to carefully read each sentence and identify any errors related to the use of present continuous tense. After identifying the mistakes, students should rewrite the sentences correctly. Example: "He play football in the park right now." → "He is playing football in the park right now."
- Have students open their activity books to page 47, Exercise 4. Ask them to look at each picture and describe what each character is doing using the present continuous tense, reinforcing their understanding. Example: "She is reading a book."
- Have students open their activity books to page 48, Exercise 5. Instruct them to edit each verb according to the spelling rules for adding -ing. Remind them to pay attention to the specific spelling changes needed for each verb. Example: "make" → "making."

Answer Key

Student's Book, page 63

Q. 3

A. is playing B. are watching C. am studying D. are walking E. is not listening F. are planning

Q. 5

1. are 2. moment 3. reading 4. am 5. Is 6. playing 7. this 8. He is 9. am

Activity Book, pages 46-48

Q. 1.

A. am working B. reads C. are cooking D. are not listening E. are preparing F. runs
G. are playing

Q. 2

A. I am not eating lunch now. B. She is practising the piano currently.
C. What are you doing right now? D. He is riding a bike at the moment.
E. They are playing football now. F. Why is the dog barking right now?

Q. 3

A. He is playing football in the park right now. B. I am studying for my test at the moment.
C. They are making dinner currently in the kitchen. D. You are not listening to the teacher
E. She is dancing gracefully at the party. F. They are swimming in the pool now.

Q. 4.

B. They are cooking. C. He is painting. D. They are playing football.

Q. 5

A. making B. running C. playing D. dying E. sitting F. swimming

Section 4: Phonics

➤ **Objectives:**

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

- Identify and read words containing the -nd and -nt endings.
- Recognise the distinct sounds of -nd and -nt in various words.
- Provide examples of words with the -nd and -nt endings, emphasising their pronunciation.

- Write simple words featuring the -nd and -nt endings from memory.
- Expand vocabulary through phonics activities centred around -nd and -nt sound words.

➤ Instructional Techniques:

- Begin by engaging students with a stimulating question about words containing the -nd and -nt endings (e.g., "Can you think of a word that has the -nd or -nt ending?").
- Introduce the concept of -nd and -nt endings, explaining how these combinations can affect the pronunciation and meaning of words.
- Provide clear examples of words that demonstrate the -nd and -nt endings (e.g., hand, band, land, sand, stand, bend, blend, send, friend, spend, ant, plant, hunt, front, point, faint, mint, silent, print, tent).
- Encourage students to listen carefully and repeat the words to understand the sounds produced by the -nd and -nt endings.
- Reinforce understanding by practicing reading words with -nd and -nt endings aloud, emphasising the pronunciation and the spelling patterns that create these sounds.
- Incorporate activities where students can categorise words based on their -nd and -nt endings, further solidifying their understanding and recognition of these patterns.

➤ Activity:

- Before starting the activities, review the words with -nd and -nt endings learnt in the lesson, specifically focusing on how these endings influence the sound and meaning of the words to reinforce students' understanding.
- Have students open their activity books to page 48, Exercise 1. Have students open their activity books to page 7, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 49, Exercise 2. Ask them to 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 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 48- 49

Q. 1.

A. mint B. blend C. send D. silent

Q. 2

A. spend B. tent C. print D. friend E. send F. silent G. mint H. blend I. bend J. faint

Q. 3

A. front B. plant C. band D. sand E. hunt F. land G. hand H. stand I. point J. ant

Section 5: Listening

➤ Objectives:

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

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

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about lions. Ask them to look carefully at how lions live, communicate, and share roles within a pride. Encourage them to think about questions like "What is a pride?" and "How do male and female lions contribute differently?"
- 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, Exercise 2, and listen carefully to the recording. Instruct them to fill in the blanks based on what they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 65

Q. 2.

A. prides B. thirty C. three D. females E. roaring F. cubs

Transcript

Facts About Lions

The lion is the second-largest cat in the world and lives in groups called prides, which typically consist of around thirty lions. A pride usually includes up to three males, about a dozen related females, and their young. Members of the pride communicate with each other by roaring, with both males and females emitting a powerful roar that reaches a distance of up to 8 kilometres. Male and female lions take on very different roles within the pride. Male lions primarily spend their time guarding their territory and cubs, maintaining their boundaries by roaring, marking them with urine, and chasing off intruders. In contrast, female lions are the primary hunters of the group.

Section 6: Speaking

➤ **Objectives:**

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

- Use the present continuous tense to describe what is happening in each picture.
- Formulate questions and answers in the present continuous structure.
- Engage in dialogues about the activities of different characters.

➤ **Instructional Techniques:**

- Display pictures representing different activities, such as friends playing basketball.
- Model the speaking activity by asking and answering questions using the present continuous tense. Use the provided example: "Is he playing football?" "No, he isn't." "What is he doing?" "He is flying a kite."

➤ **Activity:**

- Have students take turns asking and answering questions about what their classmates are doing, using the provided pictures and verbs. For example:
- Student A: "What is she doing?"
- Student B: "She is reading a book."
- Encourage students to reference the pictures while forming their questions and answers.
- Promote peer feedback to help students improve their speaking skills and build confidence.

Section 7: Writing

➤ **Objectives:**

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

- Write an informal postcard that includes a greeting, body, closing, signature, stamp, and address.
- Use the present continuous tense to describe how they and their family are spending their vacation right now.
- Incorporate regular present-tense verbs in sentences.

- Demonstrate clarity and relevance in descriptions of their family's vacation activities.
- Enhance their written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display an example postcard on the board, highlighting its parts: greeting, body, closing, signature, stamp, and address.
- Explain the writing process, emphasising the use of the present continuous tense to describe current vacation activities.

➤ **Activity:**

- Have students follow the model postcard and write a postcard to a friend, sharing how they and their family are spending their vacation right now.
- Encourage students to include all parts of the postcard: greeting, body, closing, signature, stamp, and address.
- Allow time for students to illustrate their postcards with drawings that enhance their descriptions of vacation activities.
- Provide an opportunity for students to share their postcards with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

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

➤ **Activity:**

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

Answer Key

Student's Book, page 67

- Q.1 Even the smallest creatures can make a big difference.
 Q.2 This is a jungle.
 Q.3 This is a trap.
 Q.4 "They are playing the guitar in their room right now."
 Q.5 "He isn't studying now; he's reading."
 Q.6 "sand"
 Q.7 "bend"
 Q.8 No, they aren't. They are playing tennis.
 Q.9 He is flying a kite.
 Q.10 She is painting.

Unit Nine

Birds

Unit	Vocabulary	Grammar	Phonics	Skills
9 Birds page 68	hollow, bone, flap, falcon, light, penguin, ostrich, hummingbird, insect, parrot, lovebird, canary	Simple past: affirmative and negative <i>She was tired.</i> <i>She wasn't tired.</i> Simple past: questions and keywords <i>Was she tired yesterday?</i> <i>Yes, she was. / No, she wasn't.</i>	Word endings <i>/all/: ball, call, fall, hall, tall, wall, small, stall, mall, waterfall</i> <i>/ell/: bell, cell, fell, tell, well, shell, smell, spell, yell, sell</i>	Reading: a text about birds
				Listening: listening for details about birds
				Speaking: asking and answering questions about favourite things
				Writing: writing a descriptive paragraph

General Outcomes

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

- read and understand a text about birds, identifying key facts about different species, their features, and their behaviours.
- recognise and use vocabulary related to birds and their characteristics, such as 'hollow', 'flap', 'falcon', 'hummingbird', and 'parrot', in oral and written contexts.
- use the simple past tense in affirmative and negative forms to describe past events or states.
- form and answer yes/no and wh- questions using the simple past tense with correct structure and time expressions.
- identify and pronounce words with the /all/ and /ell/ endings, practising spelling and pronunciation through repetition and phonics exercises.
- listen for specific information about birds, focusing on details about bird types, habits, and descriptions.
- ask and answer questions about favourite birds or animals using simple past tense and target vocabulary.
- write a descriptive paragraph about a bird, using correct grammar, vocabulary, and paragraph structure.

Unit Plan

Unit 9 - Birds	WEEK 26	Lesson 1	Reading 1	p.68 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.68 (ex.3)	p.50 (ex.1)	
		Lesson 3	Reading 3	p.68	p.50 (ex.2)	
		Lesson 4	Vocabulary	p.69	p.51	
		Lesson 5	Grammar 1	p.70 (ex.1 + ex.2)		
	WEEK 27	Lesson 1	Grammar 2	p.70 (ex.3)	p.52 (ex.1)	
		Lesson 2	Grammar 3	p.71 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.52 (ex.2) p.53 (ex.3)	
		Lesson 4	Grammar 5		p.54 (ex.1) p.54 (ex.4)	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:

- Identify and recognise key characteristics and behaviours of various birds.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Describe the differences between flying and non-flying birds and their adaptations for survival.
- Answer and ask questions to recall details about the text.
- Discuss and reflect on the importance of birds in our ecosystem and as pets.

➤ Instructional Techniques:

- **Engage Students with a Question:** Start by asking, “Look at the picture. What do you think the text is about?” This activates prior knowledge and sparks curiosity about birds.
- **Introduce the Text:** Discuss the title and encourage students to make predictions about the content based on the images of birds.
- **Model Fluent Reading:** Read the passage aloud while students follow along, emphasising the key points about birds, such as their features, behaviours, and adaptations.
- **Break Down the Text:** Reread key parts of the text. After each section, ask questions like, “What are some characteristics of birds?” or “Can all birds fly? Why or why not?”
- **Focus on Vocabulary:** Highlight key terms like “feathers,” “hollow bones,” “adaptation,” and “diet.” Discuss what these words mean in this context and have students practice pronouncing them.
- **Incorporate Visuals:** Show images of various birds, including flying birds like falcons and non-flying birds like penguins and ostriches. Ask students to describe what they see and the characteristics that help each bird survive.
- **Encourage Reflection:** Ask students questions like, “What is your favourite bird, and why?” or “How do birds help the environment?” Discuss the significance of birds in our lives and their diverse roles in nature.

➤ Activity:

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections about birds to help them practice reading comprehension and focus on key details.
- Read the passage aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the text.
- Ask comprehension questions based on the passage, such as, “What are some characteristics that all birds share?” and “Can all birds fly? Give an example of a bird that cannot.” This helps assess their understanding and ability to retrieve details from the text.
- Direct students to their activity books to complete the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce their understanding and writing skills.
- Use the text for more in-depth questioning, like, “How do birds fly?” or “What are some of the different diets of birds mentioned in the text?” This encourages students to reflect on the information presented and understand the diversity among bird species.
- Provide true/false exercises such as, “All birds have feathers, wings, and hollow bones.” or “Penguins are birds that can fly.” Ask students to write “T” for true or “F” for false based on the passage. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate key points from the text, such as birds flying, a penguin swimming, and an ostrich running. This adds a creative and visual component to the lesson, helping to engage different learning styles.

Answer Key**Activity Book, page 50**

- A. Birds have feathers, wings, and hollow bones.
- B. Birds fly by flapping their wings and using air pressure to create lift.
- C. Not all birds can fly; for example, penguins cannot fly.
- D. Some birds eat plants, some eat insects, and others hunt for fish and snakes.
- E. Popular pet birds include parrots, lovebirds, and canaries.
- F. Hummingbirds are among the smallest birds, while ostriches are among the largest.

Q. 2.

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

Section 2: Vocabulary

➤ Objectives:

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

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

➤ Instructional Techniques:

- To begin the lesson, 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 students to open their student books to the relevant page that includes both the text and the vocabulary pictures related to birds.
- Ask students to point to the correct picture when they hear the corresponding vocabulary word, such as "hollow," "flap," or "falcon."
- Introduce the vocabulary words by saying them in order. This will help familiarise students with the key terms related to birds.
- Say the vocabulary words in random order and ask students to point to the correct pictures. This reinforces word recognition and helps them connect the words with visual images.
- Point at the pictures and encourage students to name them aloud, such as "This is a falcon" or "This is a penguin." This promotes active participation and ensures they can associate words with images.
- Encourage students to use full sentences while describing the pictures. For example, prompt them to say, "The falcon can fly very fast" or "This penguin cannot fly."
- Direct students to their activity books to complete the exercise by writing the correct word next to each picture (e.g., hollow, bone, flap, falcon, light, penguin). Make sure students understand each term before beginning.
- Write the correct answers on the board and ensure that students copy them accurately in the correct blanks.
- Introduce a fill-in-the-blanks exercise using the new vocabulary words. Encourage students to think about sentence structure while completing the sentences. Remind them to ensure each word is used in the correct context.
- Ask students to read each sentence carefully and choose the appropriate word to complete the blanks.
- Write the correct answers on the board and ensure that all students copy them into their activity books accurately.

Answer Key**Activity Book, page 51**

Q. 1.

A. canary B. lovebird C. hummingbird D. falcon E. light F. penguin

Q. 2.

A. ostrich B. parrot C. insect D. hollow E. flap F. bone

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

- Engage in brief dialogues using the simple past tense to describe states or conditions that existed in the past, enhancing their communication skills.
- Identify and use the simple past tense of the verb "to be" to specify past conditions among subjects.
- Construct simple sentences orally using the simple past tense to describe experiences or situations in the past.
- Ask and answer questions using "Was," "Were," "What," and simple past structures to enquire about past states or conditions.
- Apply the correct structure of the simple past tense in both written and oral exercises to express past actions effectively.

➤ Instructional Techniques:

- Start by explaining the usage of the simple past tense to describe states or conditions that existed in the past. Focus on affirmative and negative forms, emphasising the structure: subject + verb "to be."
- Introduce visual aids or simple examples to demonstrate how the simple past tense is used in sentences. For instance, show pictures depicting past activities and use sentences like "She was tired," "They were happy," or "He was not (wasn't) at home."
- Display example sentences on the board that use the simple past tense. Explain the structure in context, emphasising how it indicates states or conditions that existed in the past.
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of simple past sentences in both affirmative and negative forms.
- Demonstrate how to construct yes/no questions using the simple past tense by placing the verb "to be" before the subject. For example, write on the board: "Was she happy?" and explain that the answer can be "Yes, she was" or "No, she wasn't."
- Show how to form wh-questions in the simple past tense by starting with a question word, then the verb "to be," and the subject. For example, write on the board: "What was she doing?" and explain that the answer can be structured accordingly.
- Provide oral practice by asking students to describe past actions or states using sentences like "I was at the park" or "They were not at school."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of both yes/no and wh-questions.
- Use role-playing or pair work to have students ask and answer questions about past states or conditions. For example, "Was he tired yesterday?" "Yes, he was" or "No, he wasn't," or "What were they doing last week?" "They were playing football."
- Provide opportunities for students to practice using the simple past tense both orally and in written exercises, ensuring they understand how to form both yes/no and wh-questions in different contexts.

➤ Activity:

- Have students open their student books to page 70, Exercise 3. Guide them to complete each sentence with the correct form of the verb "to be." Remind them to focus on the state or condition being

described in each sentence. Explain that they should use the simple past tense to indicate states that existed in the past. Example: "She was very happy at the party last night."

- Have students open their student books to page 71, Exercise 5. Instruct them to complete the dialogue by filling in the blanks based on the context of the conversation. This will reinforce their understanding of forming questions and answers in the simple past tense. Example: "How was your birthday party last week?"
- Have students open their activity books to page 52, Exercise 1. Instruct them to carefully read each sentence and choose the correct form of the verb "to be" in the simple past tense. Remind students that this form is used to describe states or conditions that existed in the past. Example: "The weather wasn't nice yesterday."
- Have students open their activity books to page 52, Exercise 2. Guide them to rearrange the jumbled words to form correct sentences or questions using the simple past tense. Remind them to start with the subject, followed by the verb. Example: "Where were you at the party yesterday?"
- Have students open their activity books to page 53, Exercise 3. Instruct them to carefully read each sentence and identify any errors related to the use of the simple past tense. After identifying the mistakes, students should rewrite the sentences correctly. Example: "He is at school yesterday." → "He was at school yesterday."
- Have students open their activity books to page 54, Exercise 4. Explain that they will match each sentence half in column A with the best ending in column B. Remind them to think about the context of each sentence when making their matches. Example: "I was at the store when it started to rain."

Answer Key

Student's Book, pages 70- 71

Q. 3

A. was B. weren't C. was D. were E. wasn't F. were

Q. 5

1. How 2. was 3. was 4. Were 5. they 6. she 7. wasn't 8. was 9. were

Activity Book, pages 52-54

Q. 1.

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

Q. 2

A. Where were you yesterday?

B. She was not happy after the test.

C. The children were at the park.

D. Why were they late?

E. My parents were at home last night.

F. We were not at the concert last Friday.

G. Who was with you yesterday?

Q. 3

A. He was at school yesterday.

B. They were not happy with the results.

C. I was excited to see the movie last week.

D. We were at the beach last weekend.

E. She was very tired after the trip.

F. The students were in the library during the test.

G. I was not there when you were calling me.

Q. 4.

A. 4 B. 1 C. 3 D. 2 E. 6 F. 5

Section 4: Phonics

➤ Objectives:

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

- Identify and read words containing the -all and -ell endings.
- Recognise the distinct sounds of -all and -ell in various words.
- Provide examples of words with the -all and -ell endings, emphasising their pronunciation.
- Write simple words featuring the -all and -ell endings from memory.
- Expand vocabulary through phonics activities centred around -all and -ell sound words.

➤ Instructional Techniques:

- Begin by asking students a stimulating question about words containing the -all and -ell endings (e.g., "Can you think of a word that has the -all or -ell ending?").
- Introduce the concept of -all and -ell endings, explaining how these combinations can affect the pronunciation and meaning of words.

- Provide clear examples of words that demonstrate the -all and -ell endings (e.g., ball, call, fall, hall, tall, wall, small, stall, mall, waterfall, bell, cell, fell, tell, well, shell, smell, spell, yell, sell).
- Encourage students to listen carefully and repeat the words to understand the sounds produced by the -all and -ell endings.
- Reinforce understanding by practicing reading words with -all and -ell endings aloud, emphasising the pronunciation and the spelling patterns that create these sounds.
- Incorporate activities where students can categorise words based on their -all and -ell endings, further solidifying their understanding and recognition of these patterns.

➤ **Activity:**

- Before starting the activities, review the words with -all and -ell endings learnt in the lesson, specifically focusing on how these endings influence the sound and meaning of the words to reinforce students' understanding.
- Have students open their activity books to page 54, Exercise 1. Have students open their activity books to page 7, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 55, Exercise 2. Ask them to 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 55, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, pages 54- 55

Q. 1.

A. smell B. stall C. small D. spell

Q. 2

A. ball B. bell C. call D. cell E. fall F. fell G. tell H. hall I. waterfall J. well

Q. 3

A. mall B. shell C. tall D. smell E. small F. sell G. spell H. stall I. wall J. yell

Section 5: Listening

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short informational text about birds. Ask them to look carefully at the special abilities and unusual facts about different bird species. Encourage them to think about questions like "Which bird can fly backwards?" and "What is special about a kiwi's egg?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

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

Answer Key

Student's Book, page 73

Q. 2.

A. 43 B. blue C. backwards D. 20 E. flight

Transcript

Facts About Birds

Birds have some incredible traits! For example, ostriches can run up to 43 miles per hour and grow as tall as 9 feet. Interestingly, blue birds can't actually see the colour blue. Hummingbirds are the only birds that can fly backwards, though they can't walk. Condors have such thick eggshells that it can take a chick a full week to break out. Kiwi eggs are also remarkable, weighing as much as 20% of the mother's body weight. A pelican's bill can hold up to three gallons of water, and vultures sometimes eat so much they can't even take flight!

Section 6: Speaking

➤ **Objectives:**

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

- Use the simple past tense with the verb "to be" to ask about their favourite things.
- Formulate questions and answers in the simple past structure.
- Engage in dialogues about their favourite activities from the previous month.

➤ **Instructional Techniques:**

- Display pictures representing different activities, such as movies.
- Model the speaking activity by asking and answering questions using the simple past tense. Use the provided example: "What was your favourite song last month?" "It was 'Summer Vibes.'" "Were you happy with it?" "Yes, I was!"

➤ **Activity:**

- Have students take turns asking and answering questions about their favourite things using the simple past tense and the verb "to be." For example:
- Student A: "What was your favourite meal last month?"
- Student B: "It was pizza."
- Encourage students to reference the pictures while forming their questions and answers.
- Promote peer feedback to help students improve their speaking skills and build confidence.

Section 7: Writing

➤ **Objectives:**

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

- Write a descriptive paragraph about their experiences from last month using the simple past tense with the verb "to be."
- Use simple past to describe past events.
- Demonstrate clarity and relevance in their descriptions.
- Enhance written work with drawings or visual elements 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, emphasising the use of the simple past tense with the verb "to be" to discuss experiences from the previous month.

➤ **Activity:**

- Have students follow the model paragraph and write a descriptive paragraph about their experiences from last month using the simple past tense.
- Encourage them to start with a clear topic sentence, include body sentences that describe their experiences, and finish with a concluding sentence.
- Allow time for students to illustrate their paragraphs with drawings that clarify their descriptions.
- Provide an opportunity for students to share their paragraphs with a partner or in small groups, encouraging peer feedback.

Section 8: Board Game

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

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

➤ **Activity:**

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

Answer Key

Student's Book, page 75

- Q.1 My favourite bird is the (penguin).
 Q.2 This is a hummingbird.
 Q.3 This is a parrot.
 Q.4 "They were very happy at the festival last night."
 Q.5 "He wasn't at school yesterday."
 Q.6 "tall"
 Q.7 "fell"
 Q.8 It was volleyball.
 Q.9 It was popcorn.
 Q.10 (Yes, I was.)

Unit Ten

The Cows and the Tigers

Unit	Vocabulary	Grammar	Phonics	Skills
10 The Cows and the Tigers page 76	cow, tiger, forest, meadow, graze, fierce, predator, argument, grass, sneak up, conceal, bush	Quantifying food and drink items <i>A loaf of bread</i> <i>A bottle of water</i> Asking about quantity: how many and how much <i>How many bananas are there? There are five bananas.</i> <i>How much bread is there? There are two slices of bread.</i>	Short and long /oo/ Short /oo/: book, look, cook, foot, good, hook, took, wood, wool, crook Long /oo/: moon, root, spoon, cool, pool, fool, school, balloon, bloom, tool	Reading: a story about the cows and the tigers
				Listening: listening for details about cows
				Speaking: asking and answering questions about the quantity of countable and uncountable items
				Writing: writing a food recipe

General Outcomes

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

- read and understand a fable about the cows and the tigers and identify the moral lesson about unity and friendship.
- use vocabulary related to animals, actions, and food containers, such as cow, tiger, meadow, sneak up, loaf, and carton, in context.
- use quantifiers and food-related countable and uncountable nouns with correct articles (e.g. a loaf of bread, some milk) in affirmative and negative sentences.
- ask and answer questions using how much and how many accurately with food and drink items.
- identify and pronounce short and long /oo/ vowel sounds such as 'book', 'pool', and 'school' through blending and decoding.
- listen for factual information about cows, and complete true/false and fill-in-the-blank activities with appropriate vocabulary.
- ask and answer questions about food quantities and preferences using countable and uncountable forms appropriately.
- write a simple fruit salad recipe using correct quantifiers and structures for both countable and uncountable ingredients.

Unit Plan

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

Section 1: Reading

➤ Objectives:

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

- Identify and recognise key elements and themes in the story about the cows and the tiger.
- Read aloud individually, with a partner, or in groups, practicing fluency.
- Describe the friendship and teamwork of the cows and the dangers they face from predators.
- Answer and ask questions to recall details about the story.
- Discuss the moral of the story and reflect on the importance of friendship and collaboration.

➤ Instructional Techniques:

- Engage Students with a Question: Start by asking, “Look at the pictures. What do you think the story is about?” This activates prior knowledge and sparks curiosity about the story.
- Introduce the Text: Discuss the title and encourage students to make predictions about the content based on the images of the cows and their environment.
- Model Fluent Reading: Read the passage aloud while students follow along, emphasising the key points about the cows’ friendship, their adventures, and the challenges they face.
- Break Down the Text: Reread key parts of the text. After each section, ask questions like, “What did the cows learn from their experiences?” or “Why is it important to stick together?”
- Focus on Vocabulary: Highlight key terms like “grazing,” “predator,” “friendship,” and “teamwork.” Discuss what these words mean in this context and have students practice pronouncing them.
- Incorporate Visuals: Show images of the cows in the meadow and the tigers in the forest. Ask students to describe what they see and the actions of the characters in the story.
- Encourage Reflection: Ask students questions like, “What lesson do you think the cows learnt?” or “How can friends support each other in difficult times?” Discuss the significance of friendship and working together.

➤ Activity:

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections about the cows to practice reading comprehension and focus on key details.
- Read the story aloud together as a class. Encourage students to participate by reading specific sentences aloud with you. This promotes reading fluency and active engagement with the text.
- Ask comprehension questions based on the story, such as, “Who were the main characters in the story?” and “What did the cows enjoy doing together?” This helps assess their understanding and ability to recall details from the text.
- Direct students to their activity books to answer the provided questions in full sentences. Write the correct answers on the board and have students copy them into their notebooks or activity books to reinforce understanding and writing skills.
- Use the story for more in-depth questioning, like, “What event led the tigers to see an opportunity to catch the cows?” or “What lesson did the cows learn by the end of the story?” This encourages students to think critically and reflect on the information presented.
- Provide true/false exercises, such as, “The cows loved to play and share stories together.” or “The tigers were friendly animals that protected the cows.” Ask students to write “T” for true or “F” for false based on the story. This checks their detailed understanding of the material.
- Depending on the lesson, encourage students to illustrate key points from the story, such as the cows grazing together, the tigers hiding in the grass, and the cows learning their lesson. This adds a creative and visual component to the lesson, engaging different learning styles.

Answer Key**Activity Book, page 56**

Q. 1.

A. Bella, Daisy, Rosie, and Clover.

B. They enjoy grazing on soft, green grass, chatting, playing, and sharing stories and laughter.

C. The cows have a small argument and decide to graze in different areas of the meadow.

D. The story teaches the importance of sticking together and how friendship makes people stronger and safer against threats.

E. By sticking together, they formed a strong friendship that made it difficult for any predator to get near.

F. The tigers conceal themselves in the bushes and stalk through the tall grass to sneak up on the cows.

Q. 2.

A. T

B. F

C. T

D. T

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

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

➤ Instructional Techniques:

- To begin the lesson, 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 students to open their student books to the relevant page that includes both the story and the vocabulary pictures related to the cows, tigers, and the forest setting.
- Ask students to point to the correct picture when they hear the corresponding vocabulary word, such as "cow," "meadow," or "fierce."
- Introduce the vocabulary words by saying them in order. This will help familiarise students with the key terms related to the story.
- Say the vocabulary words in random order and ask students to point to the correct pictures. This reinforces word recognition and helps them connect the words with visual images.
- Point at the pictures and encourage students to name them aloud, such as "This is a cow" or "This is a tiger." This promotes active participation and ensures they can associate words with images.
- Encourage students to use full sentences while describing the pictures. For example, prompt them to say, "The cows graze in the meadow" or "The tiger is fierce."
- Direct students to their activity books to complete the exercise by writing the correct word next to each picture (e.g., cow, tiger, forest, meadow, graze, fierce). Ensure students understand each term before beginning.
- Write the correct answers on the board and have students copy them accurately in the correct blanks.
- Introduce a fill-in-the-blanks exercise using the new vocabulary words. Encourage students to think about sentence structure while completing the sentences. Remind them to use each word in the correct context.
- Ask students to read each sentence carefully and choose the appropriate word to complete the blanks.
- Write the correct answers on the board and ensure all students copy them accurately into their activity books.

Answer Key

Activity Book, page 57

Q. 1.

A. cow B. tiger C. forest D. meadow E. graze F. fierce

Q. 2.

A. predator B. argument C. grass D. sneak up E. conceal F. bush

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using quantifiers to describe food and drink items, enhancing their communication skills.
- Identify and use "a" followed by a unit of measurement or container to specify the amount of an item.
- Construct simple sentences orally using quantifiers to describe amounts of food and drink items.
- Ask and answer questions using "how many" and "how much" to enquire about the quantity of items.
- Apply the correct structure of quantifiers in both written and oral exercises to express amounts effectively.

➤ Instructional Techniques:

- Start by explaining the use of quantifiers to describe the amount of food and drink items, focusing on the structure: "a" + unit of measurement or container (e.g., "a loaf of bread").
- Introduce visual aids or simple examples to demonstrate how quantifiers are used in sentences. For instance, show pictures depicting food items and use sentences like "I need a cup of coffee," "There is a bottle of water," or "She bought a bar of chocolate."
- Display example sentences on the board that use quantifiers. Explain the structure in context, emphasising how it helps describe amounts.
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of sentences with quantifiers.
- Demonstrate how to construct yes/no questions using quantifiers by placing the quantifier phrase before the noun. For example, write on the board: "Is there a loaf of bread?" and explain that the answer can be "Yes, there is" or "No, there isn't."
- Show how to form questions with "how many" and "how much" by starting with the question word, followed by the verb "is" or "are." For example, write on the board: "How many bottles of water are there?" or "How much bread is there?" and explain the answers.
- Provide oral practice by asking students to describe items using sentences like "There is a carton of milk" or "I need a packet of biscuits."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of "how many" and "how much" questions.
- Use role-playing or pair work to have students ask and answer questions about quantities. For example, "How many cans of Coke are there?" "There are two cans" or "How much milk is in the fridge?" "There is one carton."
- Provide opportunities for students to practice using quantifiers in both oral and written exercises, ensuring they understand how to form questions with "how many" and "how much" in different contexts.

➤ Activity:

- Have students open their student books to page 79, Exercise 3. Guide them to circle the correct answers by choosing the appropriate quantifier for each item in the sentence. Remind them to focus on matching the quantifier to the type of food or drink being described. Example: "We need to buy a loaf of bread for breakfast."
- Have students open their student books to page 79, Exercise 5. Instruct them to complete the dialogue by filling in the blanks with the correct quantifiers and forms based on the context. This exercise will

reinforce their understanding of using quantifiers to indicate quantities in questions and answers.

Example: "Mom, how many cookies are left in the jar?" "There are three cookies left."

- Have students open their activity books to page 58, Exercise 1. Instruct them to carefully read each sentence and circle the correct quantifier that matches the type of food or item mentioned. Remind students that this exercise helps reinforce the proper use of quantifiers for food and other items. Example: "Mom bought a head of lettuce for the salad."
- Have students open their activity books to page 58, Exercise 2. Guide them through the exercise where they will complete each sentence with either "how many" or "how much" based on the type of noun (countable or uncountable) in the sentence. Remind them that "how many" is used with countable nouns, while "how much" is used with uncountable nouns. Walk through an example with the class to ensure understanding. Example: "How many cookies are in the jar?" vs. "How much milk is in the fridge?"
- Have students open their activity books to page 59, Exercise 3. Guide them to rearrange the jumbled words to form correct sentences or questions using quantifiers and the proper sentence structure. Remind them to start with the subject, followed by the verb. Example: "How many cookies are there in the jar?"
- Have students open their activity books to page 60, Exercise 4. Instruct them to carefully read each sentence and identify any errors related to quantifiers or sentence structure. After identifying the mistakes, students should rewrite the sentences correctly. Example: "How much cookies are in the jar?" → "How many cookies are in the jar?"
- Have students open their activity books to page 60, Exercise 5. Explain that they will create questions using the phrases "How many" or "How much" based on the provided sentences. Remind them to consider whether the noun in each sentence is countable or uncountable to choose the correct phrase. For example, they can transform "There are ten eggs in the carton" into "How many eggs are in the carton?"

Answer Key

Student's Book, page 79

Q. 3

A. loaf B. cup C. jar D. bottle E. packet F. can

Q. 5

1. many 2. are 3. much 4. carton 5. are 6. slices 7. much 8. jar

Activity Book, pages 58-60

Q. 1.

A. head B. bar C. bag D. tube E. cup F. bar

Q. 2

A. How many B. How much C. How many D. How much

E. How many F. How much G. How many H. How much

Q. 3

A. How many cookies are there in the jar?

B. There is one bottle of milk.

C. How many cartons of milk are there?

D. There are five apples in the bowl.

E. How much jam is there?

F. He gave me a bar of chocolate.

Q. 4.

A. How many cookies are in the jar?

B. There are two bottles of water in the fridge.

C. How much milk is in the carton?

D. There is a head of lettuce on the table.

E. I bought a can of Cock.

F. How many sandwiches are left?

G. There is a jar of jam in the kitchen.

Q. 5

A. How many eggs are in the carton?

B. How many bananas are on the counter?

C. How much rice is in the pantry?

D. How much jam is on the table?

Section 4: Phonics

➤ Objectives:

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

- Identify and read words containing the -oo- sound.
- Recognise the distinct sounds of short (-oo-) and long (-oo-) in various words.
- Provide examples of words with short and long -oo- sounds, emphasising their pronunciation.
- Write simple words featuring short and long -oo- sounds from memory.
- Expand vocabulary through phonics activities centred around -oo- sound words.

➤ **Instructional Techniques:**

- Begin by asking students a stimulating question about words containing the -oo- sound (e.g., "Can you think of a word that has the -oo- sound?").
- Introduce the concept of short and long -oo- sounds, explaining how these combinations can affect pronunciation and meaning.
- Provide clear examples of words that demonstrate short and long -oo- sounds:
- Short -oo- words: book, cook, foot, hook, took, crook
- Long -oo- words: good, moon, spoon, cool, pool, fool, school, balloon, bloom, tool
- Encourage students to listen carefully and repeat the words to understand the sounds produced by the short and long -oo- variations.
- Reinforce understanding by practicing reading words with short and long -oo- sounds aloud, emphasising the pronunciation and the spelling patterns that create these sounds.
- Incorporate activities where students can categorise words based on their short or long -oo- sounds, further solidifying their understanding and recognition of these patterns.

➤ **Activity:**

- Before starting the activities, review the words with short and long -oo- sounds learnt in the lesson, specifically focusing on how these endings influence the sound and meaning of the words to reinforce students' understanding.
- Have students open their activity books to page 61, Exercise 1. Have students open their activity books to page 7, Exercise 1. Ask them to circle the odd words in each set.
- Have students open their activity books to page 61, Exercise 2. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 61, Exercise 3. Ask them to unscramble the words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, page 61

Q. 1.

A. school B. took C. wood D. balloon

Q. 2

A. hook B. moon C. cook D. took E. wood F. spoon G. cool H. wool I. crook J. pool

Q. 3

A. book B. look C. balloon D. foot E. food F. root G. school H. tool I. good J. bloom

Section 5: Listening

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short informational text about cows. Ask them to look carefully at the special characteristics and habits of cows. Encourage them to think about questions like "What can cows smell from far away?" and "How much time do cows spend chewing each day?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.

- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 81, Exercise 2, and listen carefully to the recording. Instruct them to fill in the blanks based on what they hear.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

Answer Key

Student's Book, page 81

Q. 2.

A. agriculture B. bulls C. meat D. smell E. chewing F. standing

Transcript

Fascinating Facts about Cows

Cows are fascinating animals that play a vital role in agriculture. All cows are female, with males referred to as bulls. Unlike other animals, cows don't eat meat—ever. They possess an acute sense of smell and can detect odours from up to six miles away. Social creatures by nature, cows dislike being alone and prefer the company of others. Interestingly, they have no upper front teeth and possess a total of 32 teeth. Cows spend a significant portion of their day chewing, sometimes for up to eight hours, and they lie down for about 10 hours daily. Remarkably, cows can even sleep while standing.

Section 6: Speaking

➤ **Objectives:**

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

- Use "how many" and "how much" to ask about the quantity of countable and uncountable items.
- Formulate questions and answers regarding the quantities of various items.
- Engage in dialogues about the quantities of items they have or need.

➤ **Instructional Techniques:**

- Display pictures representing different items, such as a loaf of bread, a bottle of water, and a jar of jam.
- Model the speaking activity by asking and answering questions using "how many" and "how much." Use the provided examples: "How much chocolate is there?" "There are five bars of chocolate."

➤ **Activity:**

- Have students take turns asking and answering questions about the quantities of different items using "how many" and "how much." For example:
- Student A: "How many bags of chips are there?"
- Student B: "There are three bags of chips."
- Encourage students to reference the pictures while forming their questions and answers.
- Promote peer feedback to help students improve their speaking skills and build confidence.

Section 7: Writing

➤ **Objectives:**

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

- Write a simple recipe for their favourite fruit salad using appropriate containers for uncountable nouns and countable nouns.
- Structure their recipe clearly with the following components: title, ingredient list, instructions, serving size, and preparation time.
- Demonstrate clarity and relevance in their writing by using specific measurements and cooking actions.

➤ **Instructional Techniques:**

- Display an example recipe on the board, highlighting its structure: title, ingredient list, instructions, serving size, and preparation time.
- Explain the writing process, emphasising the use of countable and uncountable nouns in their recipes. Provide examples such as "a cup of sugar" for uncountable nouns and "three apples" for countable nouns.

➤ **Activity:**

- Have students follow the model recipe format to write a simple recipe for their favourite fruit salad.
- Encourage them to include a clear title, a list of ingredients with appropriate measurements, detailed instructions, serving size, and preparation time.
- Allow time for students to illustrate their recipes with drawings of the dish or ingredients to enhance their writing.
- Provide an opportunity for students to share their recipes with a partner or in small groups, encouraging peer feedback on clarity and organisation.

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 Unity and teamwork make us stronger and safer.
- Q.2 This is a meadow.
- Q.3 This is a bush.
- Q.4 "I have a loaf of bread for breakfast."
- Q.5 "There is a jar of jam in the kitchen."
- Q.6 "look"
- Q.7 "fool"
- Q.8 There are five bottles of milk.
- Q.9 There is one loaf of bread.
- Q.10 There are three cups of coffee.

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

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

New English Leaders Series

Teacher's Guide 3

The National Library of Jordan Documentation & National Archives

Deposit No.: 2020/10/4097

ISBN: 9789923340639

First published in 2025

Yasmeen Dardas

Maya Antoun

No Copying or File Sharing

This publication is protected by international copyright laws.

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

Acknowledgments

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

Cover Design: Naseem M. Imtair

Book Design & Layout: Laila Qashta

Design Assistant: Tala Abu Al Hajj

Illustrations: Saleh Abu Fakheidah

Dar Ghad Al-Ajyal for Publishing & Distributing

P.O. Box 1995, Amman 1194, Jordan

www.ajyall.com

Email: info@ajyall.com

Tel: +962 6 515 7 555

Fax: +962 6 515 7 550

Mob. +9627 77 080009