

# New English Leaders

Book 5  
Teacher's Guide



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# Scope and Sequence

Unit	Vocabulary	Grammar	Skills
<b>1</b> <b>Through the Storm</b> page 4	storm, lighthouse, sailor, deck, shipwreck, rescue, courage, wave, guidance, violent	<b>Present continuous: expressing future arrangements</b> <i>I'm meeting my friends tonight.</i> <i>I'm not meeting my friends tonight.</i> <i>Are you meeting your friends tonight?</i> <i>Yes, I am. / No, I am not.</i> <b>Present continuous: current actions vs. future arrangements</b> <i>They're cooking pasta right now.</i> <i>They're cooking pasta tomorrow.</i>	<b>Reading:</b> a story about the storm <b>Listening:</b> listening for details about the Earth <b>Speaking:</b> asking and answering questions about partner's summer holiday arrangements <b>Writing:</b> writing an informal letter
<b>2</b> <b>The Crow and the Pitcher</b> page 12	dehydrated, blazing, desperate, relief, frustrated, pebble, determination, ingenious, scattered, refresh	<b>Present perfect: affirmative, negative, and keywords</b> <i>She has lived in this town for two years.</i> <i>I have lived here since 2015.</i> <i>She hasn't lived in this town for two years.</i> <b>Present perfect: questions</b> <i>Has she lived in this town for two years?</i> <i>Yes, she has. / No, she hasn't.</i> <i>How long has she lived in this town? For two years.</i>	<b>Reading:</b> a story about the crow and the pitcher <b>Listening:</b> listening for details about a shaky day at the mall <b>Speaking:</b> asking and answering questions about hobbies or sports activities <b>Writing:</b> writing a descriptive essay
<b>3</b> <b>Every Act Counts</b> page 20	unused, belongings, charity, reflect, history, perseverance, revere, opportunity, dedication, achievements	<b>Have got and has got</b> <i>She has got a pet cat.</i> <i>She has not (hasn't) got any pet cat.</i> <i>Has she got a pet cat? Yes, she has. / No, she hasn't.</i> <b>Quantity: how many and how much</b> <i>How many apples have you got? I have got a lot of/some/many/five apples.</i> <i>How much sugar have you got? I have got a lot of/some/a little sugar.</i>	<b>Reading:</b> a text about hard work <b>Listening:</b> listening for details about life on a big farm <b>Speaking:</b> asking and answering questions about the food and drinks in the fridge <b>Writing:</b> writing a descriptive essay
<b>4</b> <b>Continents and Oceans</b> page 28	unique, continents, surface, vital, vast, marine, geography, climate, regulate, balance	<b>Comparative and superlative adjectives</b> <i>taller-tallest</i> <i>hotter-hottest</i> <i>easier-easiest</i> <i>more beautiful- most beautiful</i> <i>better-best</i> <i>worse-worst</i> <b>Using "as...as" for comparisons</b> <i>The dog ran as fast as the cat.</i> <i>She is not as tall as her brother.</i>	<b>Reading:</b> a text about continents and oceans <b>Listening:</b> listening for details about amazing animal abilities <b>Speaking:</b> asking and answering questions about animals <b>Writing:</b> writing a fact file
<b>5</b> <b>Firefighters</b> page 36	demanding, obstacles, equipment, teamwork, training, fit, emergency, risk, beneficial, trust	<b>Expressing obligation: have to, has to, and had to</b> <i>I have to submit the report by 5 p.m. today.</i> <i>She has to attend the team meeting this afternoon.</i> <i>I had to submit the report by 5 p.m. yesterday.</i> <b>Expressing lack of obligation: don't have to, doesn't have to, and didn't have to</b> <i>I don't have to submit the report today.</i> <i>She doesn't have to attend the team meeting this afternoon.</i> <i>I didn't have to submit the report yesterday.</i>	<b>Reading:</b> a text about firefighters <b>Listening:</b> listening for details about jobs and responsibilities <b>Speaking:</b> asking and answering questions about chores <b>Writing:</b> writing an informal email

Unit	Vocabulary	Grammar	Skills
<b>6</b> <b>Weather and Climate</b> page 44	weather, climate, period, season, desert, thunderstorm, umbrella, rainstorm, expect, typical	<b>Present perfect: already, just, before, and yet</b> <i>I have already eaten lunch.</i> <i>She has just finished her homework.</i> <i>We have been to that restaurant before.</i> <i>I haven't finished my work yet.</i> <i>Have you finished your homework yet?</i> <b>Present perfect vs. simple past</b> <i>She has just finished her homework.</i> <i>She finished her homework two hours ago.</i>	<b>Reading:</b> a text about weather and climate <b>Listening:</b> listening for details about the importance of a balanced diet <b>Speaking:</b> asking and answering questions about skills <b>Writing:</b> writing an informal letter
<b>7</b> <b>The Power of Technology</b> page 52	offline, glitch, backup, reconnect, adjust, unplugged, upload, alert, scroll, access	<b>Passive voice: simple present</b> <i>The teacher explains the lesson. → The lesson is explained by the teacher.</i> <b>Passive voice: simple present: negative and questions</b> <i>The lesson is not (not) explained by the teacher.</i> <i>Is the lesson explained by the teacher?</i> <i>Yes, it is. / No, it is not.</i>	<b>Reading:</b> a story about the power of technology <b>Listening:</b> listening for details about a day at the city zoo <b>Speaking:</b> asking and answering questions about the frequency of personal habits or routines <b>Writing:</b> writing an informal email
<b>8</b> <b>The Life of Marie Curie</b> page 60	scientist, atom, radioactivity, discovery, experiment, determined, research, legacy, pioneer, honour	<b>Past simple and past continuous</b> <i>She visited her friend yesterday.</i> <i>She was reading a book yesterday at 7 p.m.</i> <b>Linking past simple and past continuous using "when"</b> <i>I was studying for my test when my friend called me.</i> <i>When he saw an accident, he was driving to work.</i>	<b>Reading:</b> a text about the life of Marie Curie <b>Listening:</b> listening for details about a day at the beach <b>Speaking:</b> asking and answering questions about what they were doing yesterday <b>Writing:</b> writing a descriptive essay
<b>9</b> <b>Global Warming</b> page 68	global warming, greenhouse gases, emissions, deforestation, ecosystem, mitigate, sustainable, drought, extinction, hurricanes	<b>If clause: type zero</b> <i>If the sun sets, it gets dark.</i> <i>The plants die if you don't water them.</i> <b>If clause: type one</b> <i>If we leave now, we will catch the bus.</i> <i>We will go to the beach if the sun shines.</i>	<b>Reading:</b> a text about global warming <b>Listening:</b> listening for details about a day in Sarah's life <b>Speaking:</b> asking and answering questions about everyday situations <b>Writing:</b> writing an informal letter
<b>10</b> <b>Thomas Edison</b> page 76	curiosity, entrepreneur, tireless, inspire, perseverance, innovation, transform, motivation, wizard, determination	<b>Indefinite pronouns</b> <i>Someone/somebody called you this morning.</i> <i>I didn't see anything unusual.</i> <i>Everything is ready for the party.</i> <i>I have nowhere to stay tonight.</i> <b>Question tags: verbs "to be"</b> <i>She is at home, isn't she?</i> <i>She was at home, wasn't she?</i> <i>She isn't at home, is she?</i> <i>She wasn't at home, was she?</i>	<b>Reading:</b> a text about Thomas Edison <b>Listening:</b> listening for details about the water cycle <b>Speaking:</b> asking and answering questions about family members <b>Writing:</b> writing an informal email

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

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

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

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

Pupils read short statements and decide if they are true or false, checking their understanding of key details in the text.

Pupils use clues from the text to make inferences, encouraging deeper thinking beyond the literal meaning.

Pupils explain the main idea or message, helping them connect the text to values and broader lessons.

Pupils identify what a pronoun or word refers to, supporting their understanding of cohesion within the text.

Pupils locate and copy a sentence or phrase from the text, practising how to find evidence to support answers.

Pupils identify examples of parts of speech in the text, linking grammar learning to real reading contexts.

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

Pupils read a series of sentences about the text and number them in the correct order. This task helps them understand story sequence, cause-and-effect relationships, and the logical flow of events.

**Unit 1** **Through the Storm**

**Reading**

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

2. Listen and read.

Long ago, there was a small ship named The Seafarer, sailing across the vast, blue ocean. The sea was calm, and the sailors enjoyed the peaceful rhythm of the waves. The captain, a wise old man named Captain Reed, stood on the deck, watching the horizon.

But on the day we are on, the sky began to change. Dark clouds gathered, and the wind grew stronger. A storm was coming. Captain Reed said firmly. The sailors sprang into action, pulling ropes and tying down everything on the ship.


The storm soon arrived, roaring like a fierce beast. Waves on tall as mountains crashed against The Seafarer. Lightning lit up the dark sky, and the ship rocked from side to side. "Hold on tight!" shouted Captain Reed.

Amidst the chaos, a cry rang out. "Man overboard!" A young sailor named Jack fell into the raging sea. Without hesitation, another sailor, Tom, held a rope around his waist and dove into the icy water. The waves were fierce, but Tom swam with all his strength and pulled Jack back to safety.

The storm continued to rage, but then a faint light appeared in the distance. "A lighthouse!" Captain Reed exclaimed. The lighthouse stood tall on the rocky shore, its light cutting through the darkness. Guided by the beam, Captain Reed steered the ship away from the dangerous rocks. When they finally reached calm waters, the sailors cheered and hugged each other, still trembling from the cold. Spotted at Tom and said, "You saved my life. Thank you!"

The next morning, as the sun rose over the calm sea, Captain Reed gathered the crew. "We owe our lives to the lighthouse and to the bravery of our sailors," he said. "Let us always remember that teamwork and courage can guide us through any storm."

3. What lesson do you learn from this story?



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

A. Captain Reed noticed the storm before it arrived. ☐

B. Jack was the sailor who saved Tom during the storm. ☐

C. The lighthouse helped guide the ship to safety. ☐

D. The storm caused the sailors to panic and give up. ☐

E. The crew cheered when they reached calm waters. ☐

5. Based on the information about the lighthouse, what can you infer about its role during storms?

6. What does the author imply about teamwork during difficult times?

7. What does the underlined word "he" in the text refer to?

8. Find a sentence that explains how Captain Reed guided the ship to safety during the storm.

9. Read the text again and find out:

A. A noun: \_\_\_\_\_

B. An adjective: \_\_\_\_\_

C. A preposition: \_\_\_\_\_

D. An adverb: \_\_\_\_\_

E. A verb: \_\_\_\_\_

F. A subject pronoun: \_\_\_\_\_

**Unit 1** **Through the Storm**

**Reading**

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

A. What did Captain Reed notice when the storm was approaching?

B. How did the storm affect the ship and the sailors?

C. Why did Captain Reed tell the sailors to prepare for the storm?

D. How did the lighthouse help the sailors during the storm?

E. What did the crew do when they reached calm waters?

F. What did Captain Reed say about teamwork after the storm?

2. Number the events in the correct order.

A. The storm hit, and the ship rocked violently. ☐

B. Tom dove into the sea and rescued Jack. ☐

C. The sailors cheered and hugged each other after reaching calm waters. ☐

D. Jack fell overboard during the storm. ☐

E. Captain Reed noticed the storm and warned the crew. ☐

F. The ship was guided to safety by the lighthouse. ☐

## Grade 5 Reading Strategies

In Grade 5, reading includes short stories or repetitive texts supported by clear visuals and audio. Strategies focus on building fluency, rhythm, and comprehension through a balance of listening, reading aloud, and guided discussion. The approach is structured around three main phases:

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

## Lesson Two: Vocabulary

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

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

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

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

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

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

**Vocabulary**

1. Listen and repeat.

- **storm** (noun): a violent weather event with wind, rain, and lightning
- **lighthouse** (noun): a tower with a light to guide ships
- **sailor** (noun): a person who works on a ship
- **deck** (noun): the flat surface of a ship
- **shipwreck** (noun): the remains of a destroyed ship
- **rescue** (verb): to save someone from danger
- **courage** (noun): bravery in facing danger
- **wave** (noun): a large mass of water in the sea
- **guidance** (noun): help or direction
- **valiant** (adjective): strong and fearless

2. Complete the sentences.

A. The \_\_\_\_\_ was so large that it splashed onto the dock.

B. We sat on the \_\_\_\_\_ of the ship, enjoying the view.

C. The \_\_\_\_\_ was found on the rocky shore.

D. The \_\_\_\_\_ caused damage to many houses.

E. The \_\_\_\_\_ helps guide the ships safely to shore.

F. Firefighters \_\_\_\_\_ the family from the burning house.

G. The soldier showed great \_\_\_\_\_ during the battle.

H. The \_\_\_\_\_ storm knocked down several trees in the yard.

I. The \_\_\_\_\_ worked hard to repair the ship's sails.

J. She asked for \_\_\_\_\_ before making her decision.

**Vocabulary**

1. Write the correct word next to each definition.

	shipwreck	courage	storm	guidance	lighthouse
A. _____ (noun): a violent weather event with wind, rain, and lightning					
B. _____ (noun): a tower with a light to guide ships					
C. _____ (noun): the remains of a destroyed ship					
D. _____ (noun): bravery in facing danger					
E. _____ (noun): help or direction					

2. Complete the dialogue.

	courage	storm	lighthouse	shipwreck	rescue
A: Did you hear about the (1) _____ that happened yesterday?					
B: Yes, it was terrifying! A (2) _____ was found near the shore.					
A: Oh no! How did they manage to survive?					
B: They needed a quick (3) _____ to save everyone on board.					
A: I hope they were able to get help.					
B: Yes, a (4) _____ guided them to safety.					
A: That's a relief! It must have taken a lot of (5) _____ to stay calm during such a dangerous situation.					

3. Arrange the letters and write the correct words.

A. The word that means a person who works on a ship is \_\_\_\_\_ (ailors)

B. The word that means the flat surface of a ship is \_\_\_\_\_ (ckde)

C. The word that means to save someone from danger is \_\_\_\_\_ (scuree)

D. The word that means a large mass of water in the sea is \_\_\_\_\_ (vewa)

E. The word that means strong and fearless is \_\_\_\_\_ (entvial)



## Grade 5 Vocabulary Strategies

In Grade 5, vocabulary is introduced through listening, repetition, and contextual practice. The following strategies support word recognition, pronunciation, spelling, and understanding through engaging and meaningful activities:

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

## Lesson Three: Grammar

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

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

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

The 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.

They, Mike! What are you doing this weekend?

I'm visiting my family at the beach. We're leaving on Saturday.

That sounds fun! Are you staying there for a long time?

No, we're coming back on Sunday evening. What about you?

I'm having a party at my house on Friday. I'm inviting some friends over.

Wow, that sounds great! Is it a big party?

Not really. We're just having dinner and watching movies.

I'll be there! I'm looking forward to it.

2. Learn.

**Present Continuous: Expressing Future Arrangements**  
Use the present continuous to talk about future activities that are planned, arranged, or scheduled.  
In affirmative sentences, use the subject followed by the correct form of the verb "to be" (am, is, are) and then the base form of the main verb with the "-ing" ending.

I	am	verb (base form + ing)
You/They/We/Plural nouns	are	verb (base form + ing)
She/He/It/Singular nouns	is	verb (base form + ing)

For example, "I'm meeting my friends tonight."  
To make a sentence negative, add "not" after the correct form of the verb "to be."  
For example, "I'm not meeting my friends tonight."  
To ask about someone's future plans, begin with the correct form of the verb "to be," followed by the subject and the verb in the present continuous form.

Am	I	verb (base form + ing)
Are	You/They/We/Plural nouns	verb (base form + ing)
Is	She/He/It/Singular nouns	verb (base form + ing)

For example, "Are you meeting your friends tonight?" "Yes, I am." / "No, I am not."

3. Complete each sentence with the correct form of the verb.

- They \_\_\_\_\_ (travel) to Japan next week.
- I \_\_\_\_\_ (study) for my math test this afternoon.
- She \_\_\_\_\_ (meet) her friends at the cafe tomorrow.
- We \_\_\_\_\_ (have) dinner at 7 p.m. tonight.
- He \_\_\_\_\_ (take) the bus to work this week.
- You \_\_\_\_\_ (attend) the conference next month.
- I \_\_\_\_\_ (visit) my grandmother this weekend.
- They \_\_\_\_\_ (play) football at the park this afternoon.
- My parents \_\_\_\_\_ (arrive) on Thursday evening.
- He \_\_\_\_\_ (leave) for London on Monday.

4. Learn.

**Present Continuous: Current Actions vs. Future Arrangements**  
In English, the present continuous can be used for both current actions and future plans. However, the context or keywords help us differentiate between the two.

**Present Continuous for Current Actions**  
When the action is happening right now or around the present time, it's considered a current action.  
For example, "They're cooking pasta right now."

**Present Continuous for Future Arrangements**  
When discussing an action that has already been arranged or scheduled for the future, we use the present continuous. We plan the action, not just let it happen in the present moment.  
For example, "They're cooking pasta tomorrow."

Some common keywords indicate future actions and plans. These include the terms "tonight," "tomorrow," "this weekend," "next month," and "on Tuesday."

5. Read the following sentences. Write "current action" if the sentence refers to something happening now, or "future arrangement" if it refers to something planned for the future.

- I'm meeting my friends tomorrow.
- She's reading a book right now.
- We're having dinner at 7 p.m. tonight.
- They're playing football at the moment.
- He's flying to Paris next week.

F. Last Tuesday, we watched a football match.  
 G. Two weeks ago, he started a new project at work.  
 H. Yesterday, I cleaned the house.  
 I. Last year, we celebrated my birthday in Paris.  
 J. Last holiday, I spent time with my cousins.

3. Rearrange the words to form correct sentences or questions.  
 A. a test / on Monday, / us / is giving / The teacher  
 B. visiting / next weekend, / My parents / me  
 C. next Monday, / The shop / isn't / opening  
 D. tomorrow night, / I'm / working / not / la  
 E. for dinner / joining us / on Friday? / Is / sh  
 F. to Spain / they / flying / next week? / Are

**Grammar**

1. Complete the sentences or questions with the correct form of the present continuous verb for future arrangements.

A. I \_\_\_\_\_ (meet) my friends at 5 p.m. tomorrow.  
 B. We \_\_\_\_\_ (have) a family dinner next Sunday.  
 C. \_\_\_\_\_ she \_\_\_\_\_ (attend) the meeting on Friday?  
 D. He \_\_\_\_\_ (leave) for his vacation next week.  
 E. They \_\_\_\_\_ (arrive) at the airport at 9:00 a.m.  
 F. \_\_\_\_\_ I \_\_\_\_\_ (wear) formal clothes to the party?  
 G. You \_\_\_\_\_ (visit) the museum tomorrow afternoon.  
 H. \_\_\_\_\_ your parents \_\_\_\_\_ (pick) you up after school?  
 I. We \_\_\_\_\_ (celebrate) your birthday this weekend.  
 J. He \_\_\_\_\_ (study) for his exams this evening.

2. Rewrite the sentences using the present continuous for future arrangements. Follow the example.

A. Last weekend, I visited my parents.  
 ...Next weekend, I'm visiting my parents.  
 B. Last Friday, we had a meeting at work.  
 ...  
 C. Yesterday, she went to the mall.  
 ...  
 D. Last month, they travelled to Italy.  
 ...  
 E. Last summer, I took a trip to the mountains.  
 ...

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

A. I'm meet my cousin for lunch tomorrow.  
 B. We're attending a concert next Friday evening.  
 C. We're staying not at the hotel next weekend.  
 D. She isn't meet her friends at the café tomorrow.  
 E. Are we are watching the movie together this evening?

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

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

**Unit 1**

**Through the Storm**

**Worksheet**

1. Circle the correct answers.

A. The emails (is sent / are sent) by the manager every morning.  
 B. The reports (is printed / are printed) every week by the assistant.  
 C. A new song (is composed / are composed) by the musician for the album.  
 D. The homework (is submitted / are submitted) by the students every Friday.  
 E. The pictures (is hung / are hung) on the wall by the decorator.  
 F. The tickets (is sold / are sold) at the counter before the concert.  
 G. The papers (is organised / are organised) by the secretary every Monday.  
 H. The email (is replied / are replied) by the team leader within 24 hours.  
 I. The packages (is delivered / are delivered) by the courier every afternoon.  
 J. The documents (is signed / are signed) by the manager before being processed.

2. Rewrite the following sentences in the passive voice, using the simple present tense.

A. The receptionist answers the emails every day.  
 B. The teacher checks the homework after class.  
 C. The staff folds the clothes in the store.  
 D. The librarian arranges the books on the shelves.  
 E. The chef serves the meals at 12 p.m.  
 F. The cleaning crew sweeps the floors every morning.

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

The office are cleaned every evening by the janitor. The documents are organised with the staff and is stored in a safe place. The mail is deliver to the reception daily. Meetings are helded every Monday morning, and the reports is discussed during these meetings. The company policies is updated regularly, and all employees are inform about the changes. The office equipment is maintained with the technicians to ensure everything is working smoothly.

## Grade 5 Grammar Strategies

Grammar in Grade 5 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 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 answer simple factual questions, helping them focus on listening for key information.

**Listening**

1. Watch the video.

2. Listen to the recording and answer the following questions:

A. Is the Earth the fifth planet from the Sun?  
B. Where does the Earth move around?

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

A. The Earth is the third planet from the Sun.  
B. Life exists on more than one planet in our solar system.  
C. Water covers about 70% of the Earth's surface.  
D. The Earth has only one climate, which is cold.  
E. It takes the Earth one year to complete its trip around the Sun.  
F. The atmosphere around Earth helps protect us from harmful rays.  
G. Land and water make up 50% of the Earth's surface.  
H. The Earth is a special planet, and we need to take care of it.

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

### Grade 5 Listening Strategies

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

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

## Lesson Six: Speaking

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

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

**Speaking**

1. Use the present continuous to ask about your partner's summer holiday arrangements. Follow the examples.

What are you doing this summer?  
Are you staying with them for a few days?

I'm visiting my grandparents in Paris.  
Yes, I'm staying with them until next week.

A. visiting relatives  
B. having a beach day  
C. taking a road trip  
D. going on a camping trip  
E. going swimming at the pool  
F. joining a sports team  
G. attending a summer festival  
H. having a family barbecue

Model questions and answers guide pupils in speaking with confidence.

Pictures help pupils say full structures with correct grammar.

### Grade 5 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.

**Writing**

1. Listen and read.

**Date** → September 10, 2025

**Greeting** → Dear Sarah,

**Opening Sentence** → I hope you're doing great and enjoying the summer!

**Body** → I'm having a very exciting summer, and I want to tell you all about it!

Next week, I'm visiting my aunt and uncle at their beach house. I'm staying there for a week. Every day, I'm going to the beach, and I'm swimming in the ocean. In the afternoons, I'm playing beach volleyball and making sandcastles. On Friday, we're having a barbecue with my cousins.

After that, I'm visiting my friend Lucy at her summer camp. I'm spending the day hiking and making crafts with her. Later, I'm visiting my grandparents in the countryside. I'm exploring the forest and having a picnic by the lake.

**Questions to engage the friend** → What are you doing this summer? Are you going anywhere special or having any fun plans?

**Concluding Sentence** → I can't wait to hear about your summer!

**Closing** → Take care,  
Emily

**Writing**

1. Follow the student's book model and write an informal letter to your friend. In your letter, use the present continuous to write about summer holiday arrangements.

**Date** → \_\_\_\_\_

**Greeting** → Dear \_\_\_\_\_,

**Opening Sentence** → I hope you're doing great and enjoying the summer!

**Body** → I'm having a very exciting summer, and I want to tell you all about it!

Next week, I'm visiting \_\_\_\_\_.

I'm staying there for \_\_\_\_\_.

Every day, I'm \_\_\_\_\_ and I'm \_\_\_\_\_.

In the afternoons, I'm \_\_\_\_\_.

On Friday, we're \_\_\_\_\_.

After that, I'm \_\_\_\_\_.

I'm spending the day \_\_\_\_\_.

Later, I'm visiting \_\_\_\_\_.

I'm \_\_\_\_\_.

**Questions to engage the friend** → What are you doing this summer? Are you \_\_\_\_\_?

**Concluding Sentence** → I can't wait to hear about your summer!

**Closing** → Take care,

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

### Grade 5 Writing Strategies

In Grade 5, 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:

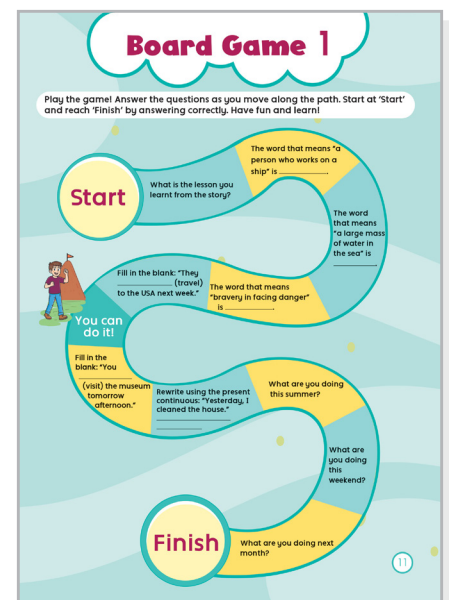
- **Start with grammar:** Begin writing instruction by introducing simple sentence construction that aligns with the unit's grammar focus.
- **Model first:** Present a short, clear model text for pupils to read or listen to before they write.
- **Guide the task:** Use sentence frames, visual cues, and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

## Lesson Eight: Board Game

### Grade 5 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

## Through the Storm

Unit	Vocabulary	Grammar	Skills
<b>1</b>  <b>Through the Storm</b>  <b>page 4</b>	storm, lighthouse, sailor, deck, shipwreck, rescue, courage, wave, guidance, violent	<b>Present continuous: expressing future arrangements</b> <i>I'm meeting my friends tonight.</i> <i>I'm not meeting my friends tonight.</i> <i>Are you meeting your friends tonight?</i> <i>Yes, I am. / No, I am not.</i>  <b>Present continuous: current actions vs. future arrangements</b> <i>They're cooking pasta right now.</i> <i>They're cooking pasta tomorrow.</i>	<b>Reading:</b> a story about the storm
			<b>Listening:</b> listening for details about the Earth
			<b>Speaking:</b> asking and answering questions about partner's summer holiday arrangements
			<b>Writing:</b> writing an informal letter

### General Outcomes

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

- read and understand a story about a storm and a sea rescue, identifying key events and character actions.
- recognise and use vocabulary related to storms and sea life, such as 'storm', 'shipwreck', 'lighthouse', 'rescue', and 'wave', in spoken and written contexts.
- use the present continuous tense to talk about actions happening now and future arrangements.
- form affirmative, negative, and interrogative sentences using the present continuous tense accurately.
- identify and pronounce verbs in the present continuous form with correct endings and intonation patterns.
- listen for specific information about events in a storm story and complete related tasks.
- ask and answer questions about holiday arrangements using the present continuous tense.
- write an informal letter describing planned summer activities using the present continuous tense.

### Unit Plan

Unit 1 - Through the Storm	WEEK 2	Lesson 1	Reading 1	p.4 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.4 (ex.3) p.5 (ex.4)		
		Lesson 3	Reading 3		p.2 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.5 (ex. 5-9)		
		Lesson 5	Vocabulary	p.6	p.3	
	WEEK 3	Lesson 1	Grammar 1	p.7 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.8 (ex.3)	p.4 (ex.1)	
		Lesson 3	Grammar 3		p.4 (ex.2) p.5 (ex.3)	
		Lesson 4	Grammar 4		p.6 (ex.4)	
		Lesson 5	Grammar 5	p.8 (ex.4 + ex.5)	p.6 (ex.5)	Worksheet
	WEEK 4	Lesson 1	Listening	p.9 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.9		
		Lesson 3	Writing	p.10		
		Lesson 4	Writing		p.7	
		Lesson 5	Board Game & Assessment	p.11		Unit 1 Assessment

## Section 1: Reading

### ➤ Objectives:

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

- Recognise and understand the main ideas and key events in the text about the sailors' journey through the storm.
- Read aloud individually, with a partner, or in groups to practice fluency and comprehension.
- Answer and ask questions to recall details about the storm, the rescue of Jack, and the importance of teamwork and the lighthouse.
- Reflect on the themes of bravery, teamwork, and perseverance in challenging situations.
- Discuss the significance of the lighthouse in guiding the sailors to safety and how teamwork played a crucial role in saving lives.

### ➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures related to the text (e.g., a ship in the storm, a lighthouse, sailors in action). Ask, "What do you think this story will be about?" Encourage students to make predictions about how the sailors will overcome the storm and what role the lighthouse will play.
- Introduce the text: Present the title and opening question: "What makes teamwork and courage important during tough times?" Prompt students to share any prior knowledge or experiences related to storms, ships, or teamwork.
- Model fluent reading: Read the text aloud as students follow along. Emphasise key phrases such as "Man overboard!" and "A lighthouse!" to capture the excitement of the story. Use clear and expressive tones to model proper fluency, especially during action scenes.
- Break down the text: Reread key sections and ask questions such as, "How does the lighthouse help the sailors?" and "What did Tom do to rescue Jack?" Guide students to understand how the actions of the sailors reflect bravery and teamwork.
- Focus on vocabulary: Highlight key words such as "storm," "sailor," "lighthouse," "rescue," and "teamwork." Discuss their meanings and encourage students to use these words in their reflections and discussions.
- Incorporate visuals: Show images from the story, such as a ship battling a storm, a lighthouse standing tall, and sailors helping each other. Ask students to describe what they see using phrases such as "The lighthouse's light guided the ship" and "Tom saved Jack by jumping into the stormy sea."
- Encourage reflection: Conclude by asking, "What lesson do we learn from the story about teamwork and courage?" Facilitate a discussion about how the sailors' courage and collaboration helped them navigate through the storm. Encourage students to think about times when they showed bravery and worked with others to solve a problem.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 5, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the text. Encourage them to underline or highlight key parts of the text that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, guide students to rewrite them to make them true.
- Have students open their student books to page 5, Exercise 5. Guide them to reflect on the role of the lighthouse during storms. Ask, "What can you infer about the role of the lighthouse in guiding ships during storms?" Encourage students to provide examples from the text to support their answers, such as how the lighthouse's light helps ships find their way through dangerous waters.
- Have students open their student books to page 5, Exercise 6. Discuss what the author implies about teamwork during difficult times. Ask students to think about how the sailors worked together to overcome the challenges of the storm. Prompt them with questions like, "How did teamwork help the



sailors?" "Why is teamwork important in difficult situations?" Have students write a brief answer using evidence from the text to support their ideas.

- Have students open their student books to page 5, Exercise 7. Direct them to find the sentence in the text that contains the underlined word "he." Ask students to identify what the word refers to by looking at the context of the sentence. Explain how pronouns often refer back to a noun mentioned earlier in the text. Allow students to share their answers and discuss their reasoning.
- Have students open their student books to page 5, Exercise 8. Instruct them to scan the text for a sentence that explains how Captain Reed guided the ship to safety during the storm. Prompt them with questions like, "How did Captain Reed guide the ship through the storm?" Once they identify the sentence, have them copy it and explain its meaning.
- Have students open their student books to page 5, Exercise 9. Ask them to reread the text and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and subject pronoun. Encourage students to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.

## • Part 2

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss how Captain Reed noticed the storm approaching, how the storm affected the ship and sailors, and the role of teamwork in overcoming the challenges during the storm.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, "Captain Reed noticed the storm and warned the crew!" or "The sailors cheered when they reached calm waters." This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text's themes and details. For instance, ask, "What did Captain Reed notice when the storm was approaching?" "How did the storm affect the ship and the sailors?" "Why did Captain Reed tell the sailors to prepare for the storm?" "How did the lighthouse help the sailors during the storm?" "What did the crew do when they reached calm waters?" and "What did Captain Reed say about teamwork after the storm?"
- Have students open their activity books to page 2, Exercise 1. Direct them to complete written questions based on the text. Students will write answers to questions such as, "What did Captain Reed notice when the storm was approaching?" and "How did the lighthouse help the sailors during the storm?" Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 2, Exercise 2. Ask students to read the six events and number them in the order they happened in the story. Encourage them to reread the text to find clues about the correct sequence. Once they finish, review the answers as a class and discuss how each event leads to the next to ensure understanding of the storyline.

### Answer Key

#### Student's Book, page 5

Q. 4.

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

Q. 5.

The lighthouse helps guide ships away from dangerous rocks and toward safety, even in the darkest and stormiest conditions.

Q. 6.

The author implies that teamwork and courage are essential for overcoming challenges and ensuring everyone's safety.

Q. 7.

It refers to Captain Reed.

Q. 8.

"Guided by the beam, Captain Reed steered the ship away from the dangerous rocks."

Q. 9.

A. storm      B. calm      C. across      D. firmly      E. guided      F. he

**Answer Key****Activity Book, page 2**

Q. 1.

- A. He noticed that the sky began to change, dark clouds gathered, and the wind grew stronger.
- B. The storm made the ship rock from side to side, waves crashed against it, and the sailors had to pull ropes and tie things down. One sailor even fell overboard.
- C. Because he could see the storm was coming and wanted to keep everyone safe.
- D. The light from the lighthouse helped guide the ship away from dangerous rocks and toward safety.
- E. They cheered, hugged each other, and one sailor thanked another for saving his life.
- F. He said, "Let us always remember that teamwork and courage can guide us through any storm."

Q. 2.

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

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

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

**➤ Instructional Techniques:**

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

**➤ Activity:**

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

**Answer Key****Student's Book, page 6**

Q. 2.

A. wave   B. deck   C. shipwreck   D. storm   E. lighthouse  
F. rescued   G. courage   H. violent   I. sailor   J. guidance

**Activity Book, page 3**

Q. 1.

A. storm   B. lighthouse   C. shipwreck   D. courage   E. guidance

Q. 2.

1. storm   2. shipwreck   3. rescue   4. lighthouse   5. courage

Q. 3.

A. sailor   B. deck   C. rescue   D. wave   E. violent

**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 planned or scheduled future activities, enhancing their communication skills.
- Identify and use the present continuous tense to specify future arrangements or plans.
- Construct simple sentences orally using the present continuous tense to describe future activities.
- Ask and answer questions using "Am," "Is," "Are," and present continuous structures to enquire about future plans.
- Apply the correct structure of the present continuous tense in both written and oral exercises to effectively express future arrangements.

**➤ Instructional Techniques:**

- Start by explaining the usage of the present continuous tense to talk about future arrangements or planned activities. Focus on affirmative, negative, and question forms, emphasising the structure: subject + correct form of the verb "to be" (am, is, are) + verb + -ing.
- Introduce visual aids or examples to demonstrate how the present continuous tense is used for future arrangements. For instance, show a weekly planner and use sentences like "I'm visiting my grandparents tomorrow," "We're going to the beach on Saturday," or "She's not meeting her friends tonight."
- Display example sentences on the board that use the present continuous tense for future arrangements. Explain the structure in context, emphasising the difference between present actions and future plans, such as "They're playing football now" vs. "They're playing football tomorrow."
- 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 correct form of "to be" before the subject, followed by the verb in -ing form. For example, write on the board: "Are you meeting your teacher tomorrow?" and explain that the answer can be "Yes, I am" or "No, I'm not."
- 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 on Friday?" and explain that the answer is "She's attending a concert."
- Provide oral practice by asking students to describe their future plans using sentences like "I'm visiting my cousin this weekend" or "They're travelling to the city next week."
- 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 future plans. For example, "Are they attending the meeting on Monday?" "Yes, they are" or "No, they aren't," or "Who is joining the party tomorrow?" "Emily is joining."
- Provide opportunities for students to practice using the present continuous tense both orally and in written exercises, ensuring they understand how to form affirmative, negative, yes/no, and wh-questions in different contexts related to future arrangements.

- **Activity:**

- Have students open their student books to page 8, Exercise 3. Guide them to complete each sentence with the correct form of the verb in present continuous. Remind them that the present continuous is used to describe future arrangements or planned activities. Explain that they should use the present continuous to indicate actions that have been scheduled or arranged to happen in the future. Example: "I am studying for my math test this afternoon."
- Have students open their student books to page 8, Exercise 5. Instruct them to read each sentence and determine whether it refers to a "current action" or a "future arrangement." Encourage students to pay attention to the context of the sentence and the time indicators such as "tomorrow," "right now," and "next week." This will help them distinguish between actions happening at the present moment and planned actions for the future. Example: "I'm meeting my friends tomorrow" would be a "future arrangement" because it's a planned event.
- Have students open their activity books to page 4, Exercise 1. Instruct them to carefully read each sentence and fill in the blanks with the correct form of the verb in the present continuous tense to indicate future arrangements. Remind students that the present continuous is used for actions that are planned or scheduled for the future. For example, "I am meeting my friends at 5 p.m. tomorrow" indicates a planned future event. Encourage students to pay attention to time indicators such as "tomorrow," "next week," and "this weekend" to help them choose the correct form.
- Have students open their activity books to page 4, Exercise 2. Guide them to rewrite each sentence using the present continuous tense to indicate future arrangements. Explain that the present continuous is used for planned events in the future. For example, "Next weekend, I'm visiting my parents" indicates a future arrangement. Remind them to use the correct form of the verb "to be" (am, is, are) followed by the verb in -ing form to express future actions. Encourage students to pay attention to how time expressions such as "next," "tomorrow," and "this" help indicate future plans.
- Have students open their activity books to page 5, Exercise 3. Guide them to rearrange the jumbled words to form correct sentences or questions using the present continuous tense for future arrangements. Remind students to start with the subject, followed by the verb "to be" (am, is, are), and the main verb in the -ing form. For example, "My parents are visiting me next weekend." When forming questions, remind them to start with the auxiliary verb (am, is, are), followed by the subject and the verb in the -ing form. For example: "Are they flying to Spain next week?"
- Have students open their activity books to page 6, Exercise 4. Instruct them to carefully read each sentence and identify any errors related to the use of the present continuous tense for future arrangements. After identifying the mistakes, students should rewrite the sentences correctly. For example: "I'm meet my cousin for lunch tomorrow." → "I'm meeting my cousin for lunch tomorrow."
- Remind them to check for mistakes with the auxiliary verb ("am," "is," "are") and the main verb in the -ing form, and ensure they are using the correct word order in questions.
- Have students open their activity books to page 6, Exercise 5. Instruct them to read each sentence carefully and decide whether the present continuous expresses an activity happening now or a planned future arrangement. Remind them to look at the context and the time reference in each sentence to determine whether the action is occurring at the moment or is scheduled for the future. For example, "It's eight o'clock, Meg. Are you getting ready for school?" → "Now."

**Answer Key**

**Student's Book, page 8**

Q. 3.

- A. are travelling   B. am studying   C. is meeting   D. are having   E. is taking  
F. are attending   G. am visiting   H. are playing   I. are arriving   J. is leaving

Q. 5.

- A. future arrangement   B. current action   C. future arrangement   D. current action   E. future arrangement

### Answer Key

#### Activity Book, pages 4-6

Q. 1.

- A. am meeting    B. are having    C. Is, attending    D. is leaving    E. are arriving  
F. Am, wearing    G. are visiting    H. Are, picking    I. are celebrating    J. is studying

Q. 2.

- B. Next Friday, we're having a meeting at work.    C. Tomorrow, she's going to the mall.  
D. Next month, they're travelling to Italy.    E. This summer, I'm taking a trip to the mountains.  
F. Next Tuesday, we're watching a football match.    G. In two weeks, he's starting a new project at work.  
H. Tomorrow, I'm cleaning the house.    I. This year, we are celebrating my birthday in Paris.

Q. 3.

- A. The teacher is giving us a test on Monday.    B. My parents are visiting me next weekend.  
C. The shop isn't opening early next Monday.    D. I'm not working late tomorrow night.  
E. Is she joining us for dinner on Friday?    F. Are they flying to Spain next week?

Q. 4.

- A. I'm meeting my cousin for lunch tomorrow.    B. We're attending a concert next Friday evening.  
C. We're not staying at the hotel next weekend.    D. She isn't meeting her friends at the café tomorrow.  
E. Are we watching the movie together this evening?    F. Are your parents picking you up after school tomorrow?

Q. 5.

- A. Now    B. Future    C. Now    D. Now    E. Future    F. Now    G. Future

## Section 4: Listening

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about mice. Ask them to look carefully at where mice live, what they eat, and their special features. Encourage them to think about questions like "How do mice use their whiskers?" and "What makes the house mouse different from other mice?"
- 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. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information they hear.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

**Answer Key**  
**Student's Book, page 9**

Q. 2.

A. No, the Earth is the third planet from the Sun.

B. The Earth moves around the Sun.

Q. 3.

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

**Transcript**

**Our Planet Earth**

Earth is an exceptional planet. It is the third planet from the Sun in our solar system. It moves around the Sun. Unlike the other planets, Earth is the only one known to support life. It has different climates, from hot deserts to cold polar regions. About 70% of Earth's surface is covered by water, and the rest is made up of land. The Earth moves around the Sun, and it takes one year to complete a full trip. Different gases make up the atmosphere around Earth. The atmosphere helps protect us from harmful rays coming from the Sun. It also keeps the planet warm enough for us to live. Because Earth is so unique, we all need to take care of it—by keeping it clean, saving water, and protecting nature.

## Section 5: Speaking

### ➤ Objectives:

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

- Use the present continuous tense to ask and answer questions about their summer holiday arrangements.
- Formulate questions and responses using the present continuous tense for future plans.
- Engage in dialogues to talk about summer activities they are planning.

### ➤ Instructional Techniques:

- Display a list of summer holiday activities on the board (e.g., going on a camping trip, having a beach day, taking a road trip, going to summer camp, visiting relatives, going swimming at the pool, going to a concert, joining a sports team, attending a summer festival, having a family barbecue).
- Model how to ask and answer questions using the present continuous tense. For example:
- “What are you doing this summer?”
- “I’m visiting my grandparents in Paris.”
- “Are you staying with them for a few days?”
- “Yes, I’m staying with them until next week.”
- Provide explanations of how the present continuous tense is used to describe future plans. Example: “I’m going to a concert next month.”
- Emphasise the structure of the present continuous tense for future arrangements: [Subject + am/are/is + verb-ing].

### ➤ Activity:

- Have students take turns asking and answering questions about their summer holiday plans using the present continuous tense. For example:  
Student A: “What are you doing this summer?”  
Student B: “I’m going on a camping trip.”  
Student A: “Are you going alone?”  
Student B: “No, I’m going with my friends.”
- Encourage students to use the present continuous tense with various summer activities to share their plans.
- Promote peer feedback to help students refine their speaking skills and build confidence in using the present continuous tense in conversation.

## Section 6: Writing

### ➤ Objectives:

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

- Write an informal letter that includes all parts: date, greeting, opening sentence, body, questions to engage the friend, closing sentence, and closing.



- Use the present continuous tense to describe their summer holiday arrangements.
- Demonstrate clarity and relevance in describing their plans and activities.
- Enhance their letter with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, opening sentence, body, questions to engage the friend, closing sentence, and closing.
- Explain the writing process, emphasising the use of the present continuous tense to describe ongoing and planned summer activities.
- Provide a sample letter (e.g., the one about Emily's summer holiday) to show students how to organise their letter and use the present continuous tense.
- Review the structure of an informal letter and how to ask questions to engage the reader, making the letter more conversational.
- Remind students to use appropriate transitions between activities and make their writing clear and cohesive.

➤ **Activity:**

- Start by reviewing the example letter with the students. Point out how the letter is structured (date, greeting, opening sentence, body, questions to engage the friend, closing sentence, closing).
- Discuss how Emily uses the present continuous tense to describe her planned activities, e.g., "Next week, I'm visiting my aunt and uncle at their beach house" and "In the afternoons, I'm playing beach volleyball."
- Model how to ask questions about a friend's summer plans using the present continuous tense, e.g., "What are you doing this summer?" "Are you going anywhere special?"
- Have the students repeat the structure and sentence patterns aloud as a class for practice.
- Have students follow the model letter in the student's book to write their own informal letter to a friend, describing their summer holiday arrangements using the present continuous tense.
- Encourage students to include all parts of the letter: date, greeting, opening sentence, body, questions to engage their friend, closing sentence, and closing.
- Prompt students to describe their planned summer activities in detail, such as "Next week, I'm going on a camping trip" or "I'm visiting my grandparents in the countryside."
- Allow students time to illustrate their letters with drawings that complement their descriptions of activities or places they plan to visit.
- After writing, give students the opportunity to share their letters with a partner or in small groups. Encourage them to give feedback on each other's letters, focusing on structure, clarity, and correct use of the present continuous tense.

## Section 7: 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 Teamwork and courage help overcome challenges, and that hope and guidance can lead to safety.

Q.2 "sailor"

Q.3 "wave"

Q.4 "courage"

Q.5 "They are travelling (travel) to USA next week."

Q.6 "You are visiting (visit) the museum tomorrow afternoon."

Q.7 "Tomorrow, I am cleaning the house."

Q.8 (I'm going to summer camp.)

Q.9 (I'm going to a concert.)

Q.10 (I'm having a family barbecue.)

## Unit Two

### The Crow and the Pitcher

Unit	Vocabulary	Grammar	Skills
<b>2</b>  <b>The Crow and the Pitcher</b>  <b>page 12</b>	dehydrated, blazing, desperate, relief, frustrated, pebble, determination, ingenious, scattered, refresh	<b>Present perfect: affirmative, negative, and keywords</b> <i>She has lived in this town for two years.</i> <i>I have lived here since 2015.</i> <i>She hasn't lived in this town for two years.</i>  <b>Present perfect: questions</b> <i>Has she lived in this town for two years?</i> <i>Yes, she has. / No, she hasn't.</i> <i>How long has she lived in this town?</i> <i>For two years.</i>	<b>Reading:</b> a story about the crow and the pitcher
			<b>Listening:</b> listening for details about a shaky day at the mall
			<b>Speaking:</b> asking and answering questions about hobbies or sports activities
			<b>Writing:</b> writing a descriptive essay

### General Outcomes

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

- recognise and use words related to thirst, heat, effort, and problem-solving, such as 'dehydrated', 'blazing', 'desperate', 'relief', 'frustrated', 'pebble', 'determination', 'ingenious', 'scattered', and 'refresh'.
- use the present perfect tense in affirmative, negative, and question forms to describe experiences and actions continuing to the present.
- identify and apply time expressions with "for" and "since" accurately in present perfect sentences.
- read and understand a story about the crow and the pitcher, focusing on sequence of events and problem-solving.
- listen for details about a difficult day and identify key actions and emotions.
- ask and answer questions about hobbies or sports activities using the present perfect tense and appropriate time expressions.
- write a descriptive essay about personal hobbies or sports activities using the present perfect tense and including how long they have been practised.

### Unit Plan

Unit 2 - The Crow and the Pitcher	WEEK 5	Lesson 1	Reading 1	p.12 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.12 (ex.3) p.13 (ex.4)		
		Lesson 3	Reading 3		p.8 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.13 (ex. 5-9)		
		Lesson 5	Vocabulary	p.14	p.9	
	WEEK 6	Lesson 1	Grammar 1	p.15 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.16 (ex.3)	p.10 (ex.1 + ex.2)	
		Lesson 3	Grammar 3	p.16 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.11 (ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.12 (ex.5 + ex.6)	Worksheet
	WEEK 7	Lesson 1	Listening	p.17 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.17		
		Lesson 3	Writing	p.18		
		Lesson 4	Writing		p.13	
		Lesson 5	Board Game & Assessment	p.19		Unit 2 Assessment

## Section 1: Reading

### ➤ Objectives:

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

- Identify and recognise the key events and actions in the story of The Crow and the Pitcher.
- Read aloud individually, with a partner, or in groups to practise fluency.
- Retell the story of the crow's clever thinking and determination to solve his problem.
- Answer and ask questions to recall details about the crow's actions and the challenges he faced.
- Reflect on the lesson of patience and ingenuity, as taught through the story of The Crow and the Pitcher.

### ➤ Instructional Techniques:

- Engage students with a question: Start by showing pictures of a crow, a pitcher, and small pebbles. Ask, "What do you think the story is about?" This encourages students to predict the content of the story and think about problem-solving and perseverance.
- Introduce the text: Present the title and opening question: "What do you think the crow will do to get the water?" Prompt students to share any prior knowledge about crows and discuss any previous experiences with thirst or problem-solving.
- Model fluent reading: Read the text aloud while students follow along. Emphasise key moments such as "The crow's heart leapt with hope" and "He dropped pebble after pebble into the pitcher." Model fluency, focusing on punctuation and how it changes the meaning of sentences.
- Break down the text: Reread key sections. After each section, ask questions like, "How did the crow feel when he first saw the pitcher?" "What was the crow's first idea to get the water?" "How did the crow solve the problem in the end?" These questions guide students to focus on the crow's determination and resourcefulness.
- Focus on vocabulary: Highlight key words and phrases related to the story (e.g., dehydrated, pitcher, pebble, ingenious, thirsty). Explain their meanings and encourage students to use these words when discussing the story.
- Incorporate visuals: Use pictures from the story, like the crow looking at the pitcher, dropping pebbles into it, and drinking the water. Ask students to describe what they see using words from the text (e.g., "The crow is looking at the pitcher," "The crow is picking up a pebble").
- Encourage reflection: Conclude by asking, "What lesson did you learn from the story?" Facilitate a discussion about the importance of patience and clever thinking when facing challenges and how perseverance can lead to success.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 13, Exercise 4. Ask students to carefully read the story and decide whether each statement is true or false based on the text. Encourage them to underline or highlight key parts of the story that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, help students rewrite them to make them true.
- Have students open their student books to page 13, Exercise 5. Guide students to reflect on the crow's actions throughout the story. Ask, "What can you infer about the crow's character? What do his actions show about him?" Encourage students to provide examples from the text to support their answers. For example, they might mention how the crow didn't give up when the water was too low and kept trying until he succeeded.
- Have students open their student books to page 13, Exercise 6. Discuss how the crow reacted to the challenges he faced while trying to drink the water. Ask students to think about his attitude and persistence. Prompt them with questions like, "Did the crow give up, or did he keep trying?" "What does this tell us about his character?" Have students write a brief answer, using evidence from the story to support their thoughts.

- Have students open their student books to page 13, Exercise 7. Direct students to find the sentence in the story that contains the underlined word “his.” Ask them to identify the character it refers to by looking at the context of the sentence. Explain how pronouns often refer back to a noun mentioned earlier. Allow students to share their answers and discuss their reasoning.
- Have students open their student books to page 13, Exercise 8. Instruct students to scan the story for a sentence that shows the crow was hopeful. Prompt them with questions like, “What did the crow think about his situation? Was there a moment when he showed hope?” Once they identify the sentence, have them copy it and explain its meaning.
- Have students open their student books to page 13, Exercise 9. Ask students to reread the story and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and subject pronoun. Encourage them to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.

## • Part 2

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss how the crow felt when he couldn’t reach the water, what the crow thought when he saw the small pebbles on the ground, and how he managed to raise the water level in the pitcher.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, “The crow was flying over the countryside in search of water!” or “The crow dropped pebbles into the pitcher to raise the water level.” This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text’s themes and details. For instance, ask, “How did the crow feel when he couldn’t reach the water in the pitcher?” “What did the crow think of when he saw the small pebbles on the ground?” “How did the crow manage to raise the water level in the pitcher?” “Why did the crow keep working on dropping pebbles into the pitcher?” “How did the crow feel after he drank the water?” and “What lesson did the crow learn by the end of the story?”
- Have students open their activity books to page 8, Exercise 1. Direct them to complete written questions based on the text. Students will write answers to questions such as, “How did the crow feel when he couldn’t reach the water in the pitcher?” and “How did the crow feel after he drank the water?” Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 8, Exercise 2. Ask students to read the six events and number them in the order they happened in the story. Encourage them to reread the text to find clues about the correct sequence. Once they finish, review the answers as a class and discuss how each event leads to the next to ensure understanding of the storyline.

### Answer Key

#### Student’s Book, page 13

Q. 4.

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

Q. 5.

The crow is determined, clever, and persistent. He did not give up when faced with a challenge.

Q. 6.

The author implies that the crow is resourceful and patient. He doesn’t give up easily and thinks of creative solutions.

Q. 7.

It refers to the crow.

Q. 8.

“The crow’s heart leapt with hope.”

Q. 9.

A. crow    B. thirsty    C. near    D. quickly    E. dropped    F. he

#### Answer Key

#### Activity Book, page 8

Q. 1.

- A. The crow felt frustrated and desperate when he couldn't reach the water in the pitcher.
- B. The crow thought of using the pebbles to raise the water level.
- C. The crow dropped pebbles one by one into the pitcher, which raised the water level.
- D. The crow kept working on dropping pebbles into the pitcher because he was determined to drink the water and survive.
- E. The crow felt refreshed and full of energy after drinking the water.
- F. The crow learnt that patience and ingenuity can help solve even difficult problems.

Q. 2.

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

## Section 2: Vocabulary

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

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

### ➤ Activity:

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



**Answer Key****Student's Book, page 14**

Q. 2.

A. dehydrated B. desperate C. relief D. blazing E. frustrated  
F. ingenious G. pebble H. determination I. scattered J. refresh

**Activity Book, page 9**

Q. 1.

A. dehydrated B. blazing C. desperate D. relief E. frustrated

Q. 2.

1. dehydrated 2. blazing 3. frustrated 4. refresh 5. determination

Q. 3.

A. pebble B. determination C. ingenious D. scattered E. refresh

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

- Engage in brief dialogues using the present perfect tense to describe actions or experiences that happened at an unspecified time in the past and are relevant to the present.
- Identify and use the present perfect tense to describe past actions with a focus on duration (using "for" and "since").
- Construct simple sentences orally using the present perfect tense to talk about actions or experiences that started in the past and continue to the present.
- Ask and answer questions using "have," "has," and the present perfect tense to enquire about past experiences or actions and their duration.
- Apply the correct structure of the present perfect tense in both written and oral exercises to express actions that happened at an unspecified time but are relevant now.

**➤ Instructional Techniques:**

- Start by explaining the usage of the present perfect tense to talk about actions or experiences that happened at an unspecified time in the past and are relevant to the present. Focus on affirmative, negative, and question forms, emphasising the structure: subject + have/has + past participle. For example: "She has lived here for five years." "I have visited that place since last summer."
- Introduce visual aids or examples to demonstrate how the present perfect tense is used to describe past experiences and actions. For instance, show a timeline to demonstrate the use of "for" (e.g., "I have worked here for two years.") and "since" (e.g., "She has studied French since 2018.").
- Display example sentences on the board that use the present perfect tense. Explain the structure in context, highlighting the difference between actions that have happened and their relevance to the present. For example, "I have seen that movie" vs. "I saw that movie yesterday."
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of present perfect sentences in both affirmative and negative forms. For example: "I have lived here for five years." vs. "I have not (haven't) lived here for five years."
- Demonstrate how to construct yes/no questions using the present perfect tense by placing "have" or "has" before the subject, followed by the past participle of the verb. For example, write on the board: "Have you visited the museum?" and explain that the answer can be "Yes, I have" or "No, I haven't."
- Show how to form wh-questions in the present perfect tense by starting with a question word (e.g., "How long?"), then using "have" or "has," followed by the subject and the past participle of the main verb. For example, write on the board: "How long have you lived here?" and explain that the answer might be "I have lived here for two years."
- Provide oral practice by asking students to describe their experiences using the present perfect tense. For example, "I have been to the beach" or "They have seen that movie."
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of both yes/no and wh-questions in the present perfect tense.

- Use role-playing or pair work to have students ask and answer questions about past experiences or actions. For example, "Have you ever been to Paris?" "Yes, I have." or "How long have they known each other?" "They have known each other since childhood."
- Provide opportunities for students to practice using the present perfect tense both orally and in written exercises, ensuring they understand how to form affirmative, negative, yes/no, and wh-questions in different contexts related to past experiences or actions.

➤ **Activity:**

- Have students open their student books to page 16, Exercise 3. Guide them to complete each sentence with the correct form of the present perfect tense. Remind them that the present perfect tense is used to describe actions or experiences that started in the past and continue to the present, or to talk about experiences at an unspecified time. Explain that they should use the present perfect to indicate actions that have been happening over a period of time or have relevance to the present. Example: "I have lived in this city for five years."
- Have students open their student books to page 16, Exercise 5. Instruct them to complete the dialogue with the correct form of the present perfect tense. Encourage students to pay attention to the context of the dialogue and the time indicators, such as "for three years," "since last summer," and "for two years now." This will help them practice distinguishing between actions that started in the past and continue in the present or are relevant to the present.
- Have students open their activity books to page 10, Exercise 1. Instruct them to carefully read each sentence and fill in the blanks with "for" or "since" to indicate the correct duration or point in time. Remind students that "for" is used to describe a period of time, while "since" is used to refer to a specific point in time. For example, "I have lived in this town for five years" indicates a duration, while "She has known Jane since she was a child" points to a specific moment in time. Encourage students to focus on time indicators to help them choose the correct word.
- Have students open their activity books to page 10, Exercise 2. Guide them to rewrite each sentence using the present perfect tense to indicate the correct form of the verb. Explain that the present perfect tense is used for actions that started in the past and continue into the present or for experiences at an unspecified time. For example, "I have lived in this city since 2015" indicates an action that started in the past and continues. Remind students to use the correct form of the verb "have" or "has," followed by the past participle of the verb. Encourage students to focus on time expressions such as "since," "for," and the specific time indicators like "last week" or "two months" to help them form the correct sentences.
- Have students open their activity books to page 11, Exercise 3. Guide them to complete each sentence with the correct form of the present perfect tense. Explain that the present perfect tense is used to describe actions that started in the past and have relevance to the present. For example, "I have lived in Tokyo for five years" indicates an action that started in the past and continues to the present. Remind students to use the correct form of the verb "have" or "has," followed by the past participle of the verb. Encourage them to pay attention to time expressions such as "since" and "for" and how they help show the connection between past actions and the present.
- Have students open their activity books to page 11, Exercise 4. Guide them to rearrange the jumbled words to form correct sentences or questions using the present perfect tense. Remind students to pay attention to the structure: start with the subject, followed by the correct form of the verb "have" (have/has), and the main verb in the past participle form. For example, "She has lived in Russia since 2018." When forming questions, remind them to start with the auxiliary verb "have" or "has," followed by the subject and the main verb in the past participle form. For example: "Have you seen her since Monday?"
- Have students open their activity books to page 12, Exercise 5. Instruct them to carefully read each sentence and identify any errors related to the use of the present perfect tense. After identifying the mistakes, students should rewrite the sentences correctly. For example: "I have worked at an electronics company for three years." → "I has worked at an electronics company for three years." Remind them to

check for mistakes in the use of "have/has" and the past participles of the verb. Additionally, ensure students are using "for" and "since" correctly when indicating duration.

- Have students open their activity books to page 12, Exercise 6. Instruct them to read each sentence carefully and rewrite it in the present perfect tense, using "for" or "since" to indicate the duration of the action. Remind them to identify the point in time when the action began and choose the correct time expression ("for" for a period of time, "since" for a specific starting point). For example: "She started learning Spanish in 2020." → "She has learnt Spanish since 2020."

#### Answer Key

##### Student's Book, page 16

Q. 3.

- A. have lived    B. has known    C. have worked    D. have waited    E. has studied  
F. have read    G. has played    H. have had    I. have been

Q. 5.

1. long    2. played    3. since    4. since    5. How long    6. known    7. for    8. have

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

Q. 1.

- A. for    B. since    C. since    D. for    E. since    F. for    G. since    H. since    I. for    J. for

Q. 2.

- A. have lived    B. has not finished    C. have worked    D. have not seen    E. has studied  
F. have not read    G. have been    H. have played    I. has not played    J. have lived

Q. 3.

- A. have, lived    B. has known    C. have, worked    D. have studied    E. have, waited  
F. have played    G. have, had    H. has not seen    I. have, been    J. have not visited

Q. 4.

- A. She has lived in Russia since 2018.    B. We have known each other for ten years.  
C. I have not seen her since last Monday.    D. We haven't lived in this house for long.  
E. Have they studied for the exam?    F. How long have you known him?

Q. 5.

- A. I have worked at an electronics company for three years.    B. Tina has studied Japanese for six months.  
C. They haven't visited their grandparents for a year.    D. He hasn't read that novel since last summer.  
E. Have you worked at this job for a long time?    F. How long have they played the guitar?

Q. 6.

- B. They have lived in New York for eight years.  
C. He has owned this car since March.  
D. She has become a teacher since 2015.

## Section 4: 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 Jamal and Layla's trip to the mall. Ask them to look carefully at what the characters are shopping for and how they react to the sudden earthquake. Encourage them to think about questions like "What shoes did Jamal and Layla want to buy?" and "What did they do when the ground started shaking?"
- 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 listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information they hear.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

**Answer Key**

**Student's Book, page 17**

Q. 2.

- A. Because it was the only day they both had free time.
- B. They visited four different stores to find the perfect pairs.

Q. 3.

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

**Transcript**

**A Shaky Day at the Mall**

On Saturday, Jamal and Layla went to the mall together because it was the only day they both had free time. Jamal needed new basketball shoes, and Layla needed shoes for track. They visited four different stores to find the perfect pairs. Jamal tried on a pair of basketball shoes, and they fit perfectly, so he bought them right away. Layla, however, tried on six pairs before she found the right fit.

As they were leaving the store, they suddenly felt the ground shaking beneath them. "Oh no!" Layla exclaimed. "I think it's an earthquake! We need to get to a safe, open area." They quickly ran outside to an open plaza and stayed there until the shaking stopped. It was a scary moment, but they were glad they acted quickly and stayed safe.

## Section 5: Speaking

➤ **Objectives:**

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

- Use the present perfect tense to ask and answer questions about hobbies or sports activities.
- Formulate questions and responses using the present perfect tense to talk about experiences with hobbies or sports.
- Engage in dialogues to discuss hobbies or sports they have tried or are currently involved in.

➤ **Instructional Techniques:**

- Display a list of hobbies and sports activities on the board (e.g., basketball, football, painting, cycling, swimming, playing the guitar, running, photography, tennis, dancing).
- Model how to ask and answer questions using the present perfect tense. For example:
- "Have you ever tried a new sport or hobby?"
- "Yes, I have tried basketball."
- "How long have you played basketball?"
- "I have played basketball for two years."
- Provide explanations of how the present perfect tense is used to describe experiences and duration of activities. Example: "I have been playing the guitar for three years."
- Emphasise the structure of the present perfect tense: [Subject + have/has + past participle].

➤ **Activity:**

- Have students take turns asking and answering questions about their hobbies or sports activities using the present perfect tense. For example:
- Student A: "Have you ever tried football?"
- Student B: "Yes, I have tried football."
- Student A: "How long have you been playing football?"
- Student B: "I have played football for one year."
- Encourage students to use the present perfect tense with various hobbies and sports to share their experiences.
- Promote peer feedback to help students refine their speaking skills and build confidence in using the present perfect tense in conversation.

## Section 6: Writing

### ➤ Objectives:

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

- Write a descriptive essay that includes all required parts: title, introductory paragraph, body paragraphs, and closing paragraph.
- Use the present perfect tense to describe hobbies or sports activities they have practiced and how long they have been doing them.
- Include specific details about their experiences and any special moments related to these activities.
- Organise their essay clearly and logically, using appropriate transitions and maintaining coherence.

### ➤ Instructional Techniques:

- Display an example descriptive essay on the board, highlighting its structure: title, introductory paragraph, body paragraphs, and closing paragraph.
- Explain the writing process, emphasising the use of the present perfect tense to describe hobbies or sports activities.
- Provide a sample essay (e.g., about a student's experiences with swimming or running), showing how to organise the content and use the present perfect tense.
- Review the structure of a descriptive essay and explain how to introduce the topic, describe experiences in the body paragraphs, and conclude the essay.
- Remind students to focus on including specific details and personal experiences in their writing.

### ➤ Activity:

- Start by reviewing the example descriptive essay with the students. Point out how the essay is structured (title, introductory paragraph, body paragraphs, closing paragraph).
- Discuss how the present perfect tense is used to describe hobbies or sports activities, e.g., "I have played basketball for two years" and "I have been swimming every summer since I was young."
- Model how to ask questions about a friend's hobbies or sports activities using the present perfect tense, e.g., "How long have you played football?" "Have you tried any new hobbies recently?"
- Have the students repeat the structure and sentence patterns aloud as a class for practice.
- Have students follow the model essay in the student's book to write their own descriptive essay, using the present perfect tense to describe hobbies or sports activities they have practiced and how long they have been doing them.
- Encourage students to include all parts of the essay: title, introductory paragraph, body paragraphs, and closing paragraph.
- Prompt students to describe their experiences in detail, such as "I have played tennis for five years" or "I have tried painting and loved it."
- Allow students time to revise their essays and make improvements based on feedback from peers.
- After writing, give students the opportunity to share their essays with a partner or in small groups. Encourage them to provide feedback on each other's essays, focusing on structure, clarity, and correct use of the present perfect tense.

## Section 7: 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 Patience and clever thinking can help solve difficult problems.

Q.2 "pebble"

Q.3 "refresh"

Q.4 "dehydrated"

Q.5 "She has studied (study) Japanese for three months."

Q.6 "She has known (know) her since childhood."

Q.7 "He hasn't read that novel since last year."

Q.8 (Yes, I have tried cycling.)

Q.9 (I have played football for five years.)

Q.10 (I have practised photography since last year.)



## Unit Three

### Every Act Counts

Unit	Vocabulary	Grammar	Skills
<b>3</b>  <b>Every Act Counts</b>  <b>page 20</b>	unused, belongings, charity, reflect, history, perseverance, revere, opportunity, dedication, achievements	<b>Have got and has got</b> <i>She has got a pet cat.</i> <i>She has not (hasn't) got any pet cat.</i> <i>Has she got a pet cat?</i> <i>Yes, she has. / No, she hasn't.</i>  <b>Quantity: how many and how much</b> <i>How many apples have you got? I have got a lot of/some/many/five apples.</i> <i>How much sugar have you got? I have got a lot of/some/a little sugar.</i>	<b>Reading:</b> a text about hard work
			<b>Listening:</b> listening for details about life on a big farm
			<b>Speaking:</b> asking and answering questions about the food and drinks in the fridge
			<b>Writing:</b> writing a descriptive essay

### General Outcomes

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

- read and understand a story about perseverance and dedication, focusing on the actions and values shown by Walter and how they reflect personal effort and responsibility.
- recognise and apply vocabulary related to hard work and community values, such as “unused”, “belongings”, “dedication”, and “opportunity”, through matching and speaking tasks.
- use “have got” and “has got” accurately in affirmative, negative, and question forms to describe possession and availability of items in realistic contexts.
- differentiate between “how many” and “how much” and use them appropriately when asking and answering questions about countable and uncountable nouns.
- listen for and identify specific information about daily life on a farm, including foods, chores, and routines, using contextual clues and visual support.
- ask and answer questions about food, drinks, and belongings using “have got” in interactive dialogues, role-plays, and real-life classroom situations.
- write a structured descriptive paragraph about what is in a fridge, using correct vocabulary and grammar to describe quantities and categories of food.

### Unit Plan

Unit 3 - Every Act Counts	WEEK 8	Lesson 1	Reading 1	p.20 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.20 (ex.3) p.21 (ex.4)		
		Lesson 3	Reading 3		p.14 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.21 (ex. 5-9)		
		Lesson 5	Vocabulary	p.22	p. 15	
	WEEK 9	Lesson 1	Grammar 1	p.23 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.24 (ex.3)	p.16 (ex.1 + ex.2)	
		Lesson 3	Grammar 3	p.24 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.17 ( ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.18 (ex.5 + ex.6)	Worksheet
	WEEK 10	Lesson 1	Listening	p.25 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.25		
		Lesson 3	Writing	p.26		
		Lesson 4	Writing		p. 19	
		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:**

- By the end of this lesson, students will be able to recognise and understand the main ideas and key events in the text about donating and perseverance.
- They will read aloud individually, with a partner, or in groups to practice fluency and comprehension.
- Students will retell the story of Walter's determination and how he overcame challenges to create a better life.
- They will answer and ask questions to recall details about donating, reflecting on personal belongings, and Walter's actions.
- Students will reflect on the importance of determination, kindness, and resilience, as illustrated in the text.

### ➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures related to the text (e.g., a closet full of items, a Pullman porter, and a family passing down belongings). Ask, "What do you think the text will be about?" Encourage students to make predictions about the importance of helping others and the value of perseverance.
- Introduce the text: Present the title and opening question: "What can we learn from donating items and reflecting on personal belongings?" Prompt students to share any prior knowledge or experiences related to helping others and overcoming challenges.
- Model fluent reading: Read the text aloud as students follow along. Highlight key phrases such as "acts of kindness" and "perseverance can lead to great achievements." Emphasise tone and pacing to model proper fluency.
- Break down the text: Reread key sections and ask questions such as, "What does Walter's story teach us about determination?" and "How does donating items make a difference for others?" Guide students to connect the text's message to their own lives.
- Focus on vocabulary: Highlight key words such as "donation," "resilience," "challenges," and "determination." Discuss their meanings and encourage students to use these words in their reflections and discussions.
- Incorporate visuals: Show images from the text, like objects being donated or Walter working as a porter. Ask students to describe what they see using phrases like, "Walter worked tirelessly to support his family."
- Encourage reflection: Conclude by asking, "What lessons did you learn from Walter's story?" Facilitate a discussion about how acts of kindness and determination can leave a lasting impact, encouraging students to think about ways they can make a difference in their own lives.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 21, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the text. Encourage them to underline or highlight key parts of the text that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, guide students to rewrite them to make them true.
- Have students open their student books to page 21, Exercise 5. Guide them to reflect on Walter's actions throughout the text. Ask, "What can you infer about Walter's character? What do his actions show about him?" Encourage students to provide examples from the text to support their answers, such as how Walter persisted in his efforts despite facing challenges.

- Have students open their student books to page 21, Exercise 6. Discuss what the author implies about determination through Walter's story. Ask students to think about Walter's attitude and perseverance. Prompt them with questions like, "Did Walter give up, or did he keep trying?" "What does this tell us about his determination?" Have students write a brief answer using evidence from the text to support their ideas.
- Have students open their student books to page 21, Exercise 7. Direct them to find the sentence in the text that contains the underlined word "them." Ask students to identify what the word refers to by looking at the context of the sentence. Explain how pronouns often refer back to a noun mentioned earlier in the text. Allow students to share their answers and discuss their reasoning.
- Have students open their student books to page 21, Exercise 8. Instruct them to scan the text for a sentence that shows Walter never gave up. Prompt them with questions like, "What did Walter do when he faced difficulties? Was there a moment when he showed persistence?" Once they identify the sentence, have them copy it and explain its meaning.
- Have students open their student books to page 21, Exercise 9. Ask them to reread the text and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and object pronoun. Encourage students to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.

## • Part 2

- Begin by having students refer to the story in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss how Walter's hard work helped his family's future, the challenges Walter faced in his life, and how his job as a Pullman porter contributed to his success.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, "Walter worked hard to save money and provide for his family!" or "Walter's perseverance created a better future for his children." This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text's themes and details. For instance, ask, "How did Walter's story help his family's future?" "What challenges did Walter face in his life?" "What was Walter's job as a Pullman porter?" "How did Walter's hard work affect future generations?" "What qualities did Walter show through his actions?" and "What lesson can we learn from Walter's story?"
- Have students open their activity books to page 14, Exercise 1. Direct them to complete written questions based on the text. Students will write answers to questions such as, "What challenges did Walter face in his life?" and "How did Walter's story help his family's future?" Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 14, Exercise 2. Ask students to carefully read each sentence and circle the wrong word in it. Then, instruct them to write the correct word in the blank provided. Encourage them to reread the text in their student book to find clues that will help them identify and correct the mistakes. Once they finish, review the answers as a class and discuss why each correction is necessary to ensure understanding of the text and key details.

### Answer Key

#### Student's Book, page 21

Q. 4.

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

Q. 5.

Walter was hard-working, determined, and dedicated to providing a better life for his family.

Q. 6.

The author implies that determination and perseverance can overcome challenges and lead to long-term success and positive change.

Q. 7.

It refers to Pullman porters.

Q. 8.

"Walter faced many difficulties, including long hours and limited opportunities, but he never gave up."

Q. 9.

A. charity B. unused C. through D. tirelessly E. have F. them

#### Answer Key

#### Activity Book, page 14

Q. 1.

- A. These old items help us remember the past and the people who came before us.
- B. Donating our belongings can make a big difference in someone else's life.
- C. Walter faced challenges such as long hours, limited opportunities, and financial struggles.
- D. Walter's job as a Pullman porter was to help passengers during their train journeys, providing excellent service.
- E. Walter showed qualities of determination, perseverance, hard work, and dedication.
- F. The lesson we can learn from Walter's story is that hard work and perseverance can lead to success and improve the lives of future generations.

Q. 2.

- A. easily > tirelessly    B. opportunities > difficulties    C. poor > excellent
- D. giving up > perseverance    E. family > business    F. grandparents > grandchildren

## Section 2: Vocabulary

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

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

### ➤ Activity:

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

**Answer Key****Student's Book, page 22**

Q. 2.

- A. belongings   B. dedication   C. charity   D. reflect   E. history  
F. perseverance   G. revere   H. opportunity   I. unused   J. achievements

**Activity Book, page 15**

Q. 1.

- A. belongings   B. perseverance   C. opportunity   D. dedication   E. achievements

Q. 2.

1. charity   2. reflect   3. achievements   4. dedication   5. opportunity

Q. 3.

- A. unused   B. charity   C. reflect   D. history   E. revere

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

- Engage in brief dialogues using "have got" and "has got" to indicate possession or ownership in affirmative, negative, and question forms.
- Identify and use "have got" and "has got" appropriately with plural and singular subjects to describe possession in different contexts.
- Construct simple sentences orally using "have got" and "has got" in affirmative, negative, and interrogative structures.
- Ask and answer questions using "have got" and "has got" to enquire about possession, using both countable and uncountable nouns.
- Apply the correct structure of "have got" and "has got" in both written and oral exercises to describe possession and ownership.
- Use "how many" and "how much" to ask questions about countable and uncountable nouns, and understand their correct application.

**➤ Instructional Techniques:**

- Start by explaining the usage of "have got" and "has got" to talk about possession or ownership, emphasizing the structure: subject + have/has got + object. For example: "She has got a pet cat." "I have got a car."
- Introduce visual aids or examples to demonstrate the affirmative, negative, and question forms. For example, show how to negate with "not" ("She hasn't got a pet cat") and how to ask yes/no questions ("Has she got a pet cat?").
- Display example sentences on the board using both "have got" and "has got" in different contexts, highlighting the difference between singular and plural subjects. For instance, "They have got two dogs" vs. "He has got one dog."
- Encourage students to repeat after you as you read sentences aloud. Highlight the correct pronunciation and structure of sentences using "have got" and "has got" in both affirmative and negative forms. For example: "I have got some apples" vs. "I haven't got any apples."
- Demonstrate how to construct yes/no questions by placing "have" or "has" before the subject, followed by "got" and the object. For example, write on the board: "Have you got a pencil?" and explain that the answer can be "Yes, I have" or "No, I haven't."
- Show how to form wh-questions using "How many" or "How much" to ask about possession of countable or uncountable nouns. For example, write on the board: "How many apples have you got?" or "How much sugar have you got?" and provide sample answers: "I have got five apples" or "I have got some sugar."
- Explain that "How many" is used for countable nouns (things we can count individually), and "How much" is used for uncountable nouns (things we cannot count individually). Example for countable: "How many books have you got?" "I have got three books." Example for uncountable: "How much water have you got?" "I have got some water."
- Provide students with examples of countable and uncountable nouns.

- Provide oral practice by asking students to describe their possessions using "have got" and "has got" and practicing questions with "How many" and "How much." For example, "How many chairs have you got?" or "How much juice have you got?"
- Encourage students to listen and repeat questions and answers aloud to reinforce pronunciation and the correct structure of both yes/no and wh-questions using "have got" and "has got," as well as "how many" and "how much."
- Use role-playing or pair work to have students ask and answer questions about possession and quantity. For example, "Have you got a pencil?" "Yes, I have." or "How many pencils have you got?" "I have got two pencils."
- Provide opportunities for students to practice using "have got" and "has got," both orally and in written exercises, ensuring they understand how to form affirmative, negative, yes/no, and wh-questions in different contexts related to possession, countable, and uncountable nouns.

➤ **Activity:**

- Have students open their student books to page 24, Exercise 3. Guide them to complete each sentence with the correct form of "have got." Remind them that "have got" is used to indicate possession or ownership. Explain that they should use the correct form of "have got" (have/has) based on the subject of the sentence. For example: "I have got a new bike that I really like." or "She has got a big house with a beautiful garden."
- Have students open their student books to page 24, Exercise 5. Instruct them to complete the dialogue with the correct form of "have got." Encourage students to pay attention to the context of the dialogue and the quantity-related questions using "How many" and "How much." Remind them that "have got" is used to indicate possession or ownership. Students should choose the correct form of "have got" (have/has) based on the subject, and use "How many" for countable nouns and "How much" for uncountable nouns.
- Have students open their activity books to page 16, Exercise 1. Instruct them to carefully read each sentence and fill in the blanks with the correct form of "have got." Remind students that "have got" is used to indicate possession. For example, "I have got a new car" shows ownership, while "She has got a lot of friends" indicates possession of relationships. Encourage students to pay attention to the subject of each sentence to choose the correct form (have/has).
- Have students open their activity books to page 16, Exercise 2. Guide them to rewrite each sentence using the correct form of "have got" or "have" to indicate possession. Explain that "have got" (or "have") is used to show possession or ownership. Remind students to focus on the subject of the sentence to choose the correct form. For example, "I haven't got any books" and "She doesn't have a car." Encourage them to pay attention to contractions and negative forms such as "haven't got" and "doesn't have."
- Have students open their activity books to page 17, Exercise 3. Guide them to complete each sentence with how many or how much to ask about the quantity of countable and uncountable nouns. Explain that "how many" is used for countable nouns (things we can count individually), and "how much" is used for uncountable nouns (things we cannot count individually). Encourage students to think about the nouns in each sentence and determine whether they are countable or uncountable. For example, "How many books have you got?" (books are countable) and "How much sugar have we got?" (sugar is uncountable).
- Have students open their activity books to page 17, Exercise 4. Guide them to rearrange the jumbled words to form correct sentences or questions using "have got." Remind students to pay attention to the structure: start with the subject, followed by the correct form of the verb "have" (have/has), and the noun (in singular or plural) following it. For example, "He has got a new bicycle." When forming questions, remind them to start with the auxiliary verb "have" or "has," followed by the subject and the noun. For example: "How much water has she got in her bottle?"
- Have students open their activity books to page 18, Exercise 5. Instruct them to carefully read each sentence and identify any errors related to the use of "have got" and quantity words. After identifying the mistakes, students should rewrite the sentences correctly. For example: "They don't have got seven bananas in their bag." → "They haven't got seven bananas in their bag." Remind them to check for errors



in the structure, particularly in the use of "have/has" and with countable vs. uncountable nouns. Additionally, ensure students are using the correct phrasing for quantities (e.g., "how many" for countable nouns and "how much" for uncountable nouns).

- Have students open their activity books to page 18, Exercise 6. Instruct them to read each sentence carefully and rewrite it using the correct form of "have got". Remind students that in negative sentences, we use "haven't got" or "hasn't got" for the third person singular. Ensure they understand the difference between "have" (used in questions or affirmative sentences) and "have got" (used in negative sentences and to indicate possession). For example: "He doesn't have a computer." → "He hasn't got a computer."

#### Answer Key

##### Student's Book, page 24

Q. 3.

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

Q. 5.

1. have 2. apples 3. many 4. got 5. many 6. much 7. How much 8. Have 9. have got

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

Q. 1.

A. have B. has got C. have, got D. have got E. Have, got  
F. haven't got G. has, got H. has got I. have J. have got

Q. 2.

A. haven't got B. doesn't have C. Have, got D. haven't got E. Has, got  
F. haven't got G. Has, got H. don't have I. Have, got J. don't have

Q. 3.

A. How many B. How much C. How many D. How much E. How many  
F. How much G. How many H. How much I. How many J. How much

Q. 4.

A. He has got a new bicycle. B. You have got interesting books.  
C. He hasn't got many sweets. D. You haven't got any friends here.  
E. How much water has she got? F. How many pencils have you got?

Q. 5.

A. They haven't got seven bananas in their bag. B. We have got some rice in the kitchen.  
C. We haven't got any chairs for the guests. D. They haven't got a single pen to write with.  
E. How much flour have you got for the cake? F. How many chairs have we got in the dining room?

Q. 6.

B. Have they got any pets? C. She hasn't got a mobile phone. D. Has he got a big house?

## Section 4: Listening

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about Lily's life on her family's farm. Ask them to look carefully at the animals, gardens, and orchards she describes. Encourage them to think about questions like "What animals live on Lily's farm?" and "What fruits and vegetables does her family grow?"
- 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 answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information 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. The cows give the family fresh milk.

B. There are apple and orange trees in the orchard.

Q. 3.

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

**Transcript**

**Life on Our Big Farm**

Hi! My name is Lily, and I live on a big farm with my family. It's a wonderful place, and we've got so many things to take care of every day. We've got lots of animals on our farm. We've got ten cows that give us fresh milk, five sheep that graze in the fields, and two beautiful horses that we ride on weekends. My favourite animals are the chickens—we've got about twenty of them, and they lay eggs for us every morning. We've also got a small pond, and we've got ducks swimming happily in it. Besides the animals, we've got a big vegetable garden. We've got tomatoes, carrots, and potatoes growing there, and we pick them fresh for our meals. In the orchard, we've got apple and orange trees. During the harvest season, we've got plenty of fruit to share with our neighbours. Life on the farm is busy, but I feel lucky because I've got everything I could ever need to enjoy my days here!

## Section 5: Speaking

➤ **Objectives:**

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

- Use "have got" to ask and answer questions about food and drinks in their fridge, including both countable and uncountable items.
- Formulate questions and responses using "have got" to talk about the quantity and type of food or drinks they have.
- Engage in dialogues to discuss what food and drinks they have in their fridge, using "have got" for possession and quantity.

➤ **Instructional Techniques:**

- Display a list of food and drink items on the board, including both countable and uncountable items (e.g., bottle of juice, carrots, tomatoes, cheese slices, jar of jam, butter, yoghurt, cream, mayonnaise, sauce).
- Model how to ask and answer questions using have got. For example:
  - "How many strawberries have you got in the fridge?"
  - "I've got five strawberries."
  - "How much milk have you got in the fridge?"
  - "I've got a little milk."
- Provide explanations of the use of "have got" for both countable (e.g., strawberries, carrots) and uncountable items (e.g., milk, butter).
- Emphasise the structure of the "have got": [Subject + have/has + got + (countable/uncountable noun)].

➤ **Activity:**

- Have students work in pairs and ask each other questions about the food and drinks they have in their fridge using "have got".
- Examples:

Student A: "How many bottles of juice have you got in the fridge?"

Student B: "I've got three bottles of juice."

Student A: "How many carrots have you got in the fridge?"

Student B: "I've got five carrots."

Student A: "How much butter have you got in the fridge?"

Student B: "I've got a little butter."

- Encourage students to use a variety of items from the list (carrots, tomatoes, cheese slices, etc.).
- Promote peer feedback to help students refine their speaking skills and build confidence in using "have got" in conversation.

## Section 6: Writing

### ➤ Objectives:

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

- Write a descriptive essay that includes all required parts: title, introductory paragraph, body paragraphs, and closing paragraph.
- Use "have got" to describe the food and drinks they have in their fridge, including both countable and uncountable items.
- Include specific details about the food and drinks in their fridge, such as quantity and type.
- Organise their essay clearly and logically, using appropriate transitions and maintaining coherence.

### ➤ Instructional Techniques:

- Display an example descriptive essay on the board, highlighting its structure: title, introductory paragraph, body paragraphs, and closing paragraph.
- Explain the writing process, emphasising the use of "have got" to describe food and drinks.
- Provide a sample essay about the food and drinks in a student's fridge, showing how to organise the content and use "have got" for both countable and uncountable items.
- Review the structure of a descriptive essay and explain how to introduce the topic (e.g., describing the fridge), describe the food and drinks in the body paragraphs (e.g., the number and type of items), and conclude the essay.
- Remind students to focus on including specific details about their food and drinks in the fridge, such as quantities and types of items.

### ➤ Activity:

- Start by reviewing the example descriptive essay with the students. Point out how the essay is structured (title, introductory paragraph, body paragraphs, closing paragraph).
- Discuss how "have got" is used to describe the food and drinks in their fridge, e.g., "I have got five bottles of juice." "I have got a little butter."
- Model how to ask questions about a friend's fridge using "have got," e.g., "How many bottles of juice have you got in your fridge?" "How much butter have you got?"
- Have the students repeat the structure and sentence patterns aloud as a class for practice.
- Have students follow the model essay in their student book to write their own descriptive essay, using "have got" to describe food and drinks they have in their fridge, including both countable and uncountable items.
- Encourage students to include all parts of the essay: title, introductory paragraph, body paragraphs, and closing paragraph.
- Prompt students to describe the food and drinks in their fridge in detail, such as "I have got three carrots" or "I have got some yoghurt."
- Allow students time to revise their essays and make improvements based on feedback from peers.

- After writing, give students the opportunity to share their essays with a partner or in small groups. Encourage them to provide feedback on each other's essays, focusing on structure, clarity, and correct use of "have got".

## Section 7: Board Game

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

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

### ➤ Activity:

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

#### Answer Key

##### Student's Book, page 27

- Q.1 Hard work makes a difference.  
 Q.2 "unused"  
 Q.3 "history"  
 Q.4 "revered"  
 Q.5 "We have got (have got) a lot of homework to finish tonight."  
 Q.6 "He doesn't have got (not, have got) enough time to finish his homework."  
 Q.7 "How many chairs have you got in the dining room?"  
 Q.8 I've got five carrots.  
 Q.9 I've got two jars of jam.  
 Q.10 I've got three pots of yoghurt.

## Unit Four

### Continents and Oceans

Unit	Vocabulary	Grammar	Skills
<b>4</b>  <b>Continents and Oceans</b>  <b>page 28</b>	unique, continents, surface, vital, vast, marine, geography, climate, regulate, balance	<b>Comparative and superlative adjectives</b> <i>taller-tallest</i> <i>hotter-hottest</i> <i>easier-easiest</i> <i>more beautiful- most beautiful</i> <i>better-best</i> <i>worse-worst</i>  <b>Using “as...as” for comparisons</b> <i>The dog ran as fast as the cat.</i> <i>She is not as tall as her brother.</i>	<b>Reading:</b> a text about continents and oceans
			<b>Listening:</b> listening for details about amazing animal abilities
			<b>Speaking:</b> asking and answering questions about animals
			<b>Writing:</b> writing a fact file

### General Outcomes

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

- identify and accurately use vocabulary related to continents, oceans, and global geography in oral and written tasks.
- use comparative and superlative adjectives correctly to describe animals, places, and objects in context.
- construct and interpret “as...as” comparison structures to express similarities and differences between people, animals, or things.
- read and understand a nonfiction text about continents and oceans, extracting main ideas and supporting details.
- listen for key facts and specific details about animal characteristics and respond appropriately.
- engage in meaningful dialogue using comparative structures to describe and compare animal traits.
- write an organised fact file comparing three animals using descriptive language, comparative forms, and accurate punctuation.

### Unit Plan

Unit 4 - Continents and Oceans	WEEK 11	Lesson 1	Reading 1	p.28 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.28 (ex.3) p.29 (ex.4)		
		Lesson 3	Reading 3		p.20 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.29 (ex. 5-9)		
		Lesson 5	Vocabulary	p. 30	p. 21	
	WEEK 12	Lesson 1	Grammar 1	p.31 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.32 (ex.3)	p.22 (ex.1 + ex.2)	
		Lesson 3	Grammar 3	p.32 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.23 ( ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.24 (ex.5 + ex.6)	Worksheet
	WEEK 13	Lesson 1	Listening	p.33 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.33		
		Lesson 3	Writing	p.34		
		Lesson 4	Writing		p. 25	
		Lesson 5	Board Game & Assessment	p.35		Unit 4 Assessment

## Section 1: Reading

### ➤ Objectives:

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

- Recognise and understand the main ideas and key events in the text about continents and oceans.
- Read aloud individually, with a partner, or in groups to practice fluency and comprehension.
- Answer and ask questions to recall details about the Earth's continents, oceans, and their importance.
- Reflect on the relationship between land and water and how they work together to support life on Earth.
- Discuss the significance of the Earth's unique geography and how it makes our planet special.

### ➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures related to the text (e.g., maps of the continents and oceans, pictures of marine life, and the Earth from space). Ask, "What do you think the text will be about?" Encourage students to make predictions about the Earth's land and water and how they support life.
- Introduce the text: Present the title and opening question: "What makes the Earth special with its continents and oceans?" Prompt students to share any prior knowledge or experiences related to Earth's geography and oceans.
- Model fluent reading: Read the text aloud as students follow along. Highlight key phrases such as "Blue Planet," "continents," and "oceans cover most of the Earth's surface." Emphasise tone and pacing to model proper fluency.
- Break down the text: Reread key sections and ask questions such as, "How much of Earth's surface is covered by water?" and "What makes each continent unique?" Guide students to connect the text's message to their own understanding of Earth's geography.
- Focus on vocabulary: Highlight key words such as "continent," "ocean," "surface," and "marine life." Discuss their meanings and encourage students to use these words in their reflections and discussions.
- Incorporate visuals: Show images from the text, like pictures of oceans, continents, and different types of landscapes (e.g., deserts, forests, beaches). Ask students to describe what they see using phrases like, "The Pacific Ocean is the largest ocean on Earth."
- Encourage reflection: Conclude by asking, "What makes Earth's continents and oceans important for life?" Facilitate a discussion about how both land and water play vital roles in supporting life and maintaining the planet's balance. Encourage students to think about ways they can protect and preserve these unique features of Earth.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 29, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the text. Encourage them to underline or highlight key parts of the text that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, guide students to rewrite them to make them true.
- Have students open their student books to page 29, Exercise 5. Guide them to reflect on the role of continents and oceans in supporting life on Earth. Ask, "What can you infer about the role of continents and oceans in maintaining life on Earth?" Encourage students to provide examples from the text to support their answers, such as how oceans help regulate the climate and continents provide habitats for plants and animals.
- Have students open their student books to page 29, Exercise 6. Discuss what the author implies about the importance of oceans in regulating the Earth's climate. Ask students to think about how oceans transport heat and influence weather patterns. Prompt them with questions like, "How do oceans help regulate the climate?" "Why are they important for the Earth's balance?" Have students write a brief answer using evidence from the text to support their ideas.

- Have students open their student books to page 29, Exercise 7. Direct them to find the sentence in the text that contains the underlined word “it.” Ask students to identify what the word refers to by looking at the context of the sentence. Explain how pronouns often refer back to a noun mentioned earlier in the text. Allow students to share their answers and discuss their reasoning.
- Have students open their student books to page 29, Exercise 8. Instruct them to scan the text for a sentence that explains why the Pacific Ocean is the largest and most important. Prompt them with questions like, “Why is the Pacific Ocean the largest?” “What makes the Pacific Ocean stand out?” Once they identify the sentence, have them copy it and explain its meaning.
- Have students open their student books to page 29, Exercise 9. Ask them to reread the text and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and object pronoun. Encourage students to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.

## • Part 2

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss how the Earth’s surface is mostly water, the role of continents and oceans in supporting life, and how the unique features of each continent contribute to the Earth’s balance.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, “Oceans cover about 71% of the Earth’s surface!” or “The combination of land and water makes Earth unique and supports life.” This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text’s themes and details. For instance, ask, “How much of the Earth’s surface is covered by water?” “What are the seven continents on Earth?” “What makes each continent unique?” “What role do oceans play in shaping the weather?” “How do continents and oceans support life?” and “Why is Earth considered a special planet?”
- Have students open their activity books to page 20, Exercise 1. Direct them to complete written questions based on the text. Students will write answers to questions such as, “How much of the Earth’s surface is covered by water?” and “What role do Earth’s continents and oceans play in supporting life on the planet?” Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 20, Exercise 2. Ask students to carefully read each sentence and circle the wrong word in it. Then, instruct them to write the correct word in the blank provided.
- Encourage them to reread the text in their student book to find clues that will help them identify and correct the mistakes. Once they finish, review the answers as a class and discuss why each correction is necessary to ensure understanding of the text and key details.

### Answer Key

#### Student’s Book, page 29

Q. 4.

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

Q. 5.

Continents provide land for living organisms, and oceans support marine life and help regulate the Earth’s climate.

Q. 6.

The oceans play a crucial role in distributing heat around the Earth, which helps regulate the planet’s climate.

Q. 7.

It refers to the Pacific Ocean.

Q. 8.

“The Pacific Ocean is the largest and deepest, stretching from the Arctic in the north to the Southern Ocean in the south.”

Q. 9.

A. planet B. vast C. between D. mostly E. cover F. it

#### Answer Key

#### Activity Book, page 20

Q. 1.

- A. Water covers about 71% of the Earth's surface.
- B. The seven continents on Earth are Asia, Africa, North America, South America, Antarctica, Europe, and Australia.
- C. Each continent is unique in its size, geography, and climate.
- D. Oceans play a big role in shaping the weather by transporting heat around the planet and influencing rainfall patterns.
- E. The combination of land and water makes Earth special because it creates a perfect balance that supports life.
- F. The continents provide land for people, animals, and plants to live and grow, while the oceans support marine life and regulate Earth's climate.

Q. 2.

- A. smallest > largest    B. Africa > Antarctica    C. largest > smallest
- D. warmest > coldest    E. 30% > 71%    F. hot > cold

## Section 2: Vocabulary

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

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

### ➤ Activity:

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



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

#### Answer Key

##### Student's Book, page 30

Q. 2.

A. vast B. surface C. vital D. balance E. marine  
F. geography G. climate H. unique I. regulate J. continents

##### Activity Book, page 21

Q. 1.

A. unique B. continents C. surface D. geography E. regulate

Q. 2.

1. surface 2. marine 3. vast 4. climate 5. unique

Q. 3.

A. vital B. vast C. marine D. climate E. balance

## Section 3: Grammar

### ➤ Objectives:

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

- Identify and use comparative and superlative adjectives to compare two or more things in different contexts.
- Recognise the rules for forming comparative and superlative adjectives for one-syllable, two-syllable, and irregular adjectives.
- Construct simple sentences using comparative and superlative adjectives, both in affirmative and negative forms.
- Use the "as...as" structure to make comparisons between things or people, identifying when they are equal or not equal.
- Ask and answer questions using "as...as" to compare two things or people, understanding the correct application of "more," "most," "er," and "est."
- Apply comparative and superlative adjectives in both written and oral exercises to describe and compare objects, people, and experiences.

### ➤ Instructional Techniques:

- Begin by explaining the concept of comparative and superlative adjectives, emphasising the structure: subject + adjective (comparative/superlative) + object. For example: "This chair is taller than that one," and "This chair is the tallest in the room."
- Introduce visual aids or examples to demonstrate how to form the comparative and superlative for one-syllable adjectives. For example: "tall, taller, tallest," and "hot, hotter, hottest."
- Display example sentences on the board using both comparative and superlative forms in different contexts. For instance, "My house is bigger than your house" vs. "This is the biggest house on the street."
- Encourage students to repeat sentences after you, focusing on the pronunciation and structure of both comparative and superlative adjectives. For example: "My book is more interesting than your book," and "This is the most interesting book I've ever read."
- Demonstrate how to form negative comparisons using "not as...as" when comparing things that are not equal. For example: "This chair is not as comfortable as that one" and "The movie was not as exciting as the book."
- Show how to form questions using the "as...as" structure. For example, write on the board: "Is your car as fast as mine?" and explain that the answer can be "Yes, it is" or "No, it isn't."
- Provide students with examples of irregular comparative and superlative forms, such as "good, better, best" and "bad, worse, worst," and demonstrate how to use them in sentences.
- Explain how "more" and "most" are used for two-syllable adjectives (not ending in -y) and adjectives with more than two syllables. For example, "beautiful, more beautiful, most beautiful."

- Provide oral practice by asking students to describe objects using comparative and superlative adjectives. For example, "Which one is taller, the tree or the bush?" and "Which one is the best, the cake or the pie?"
- Encourage students to listen and repeat questions and answers aloud to reinforce the correct structure of comparisons using comparative and superlative adjectives, as well as the "as...as" structure.
- Use role-playing or pair work to have students compare objects, people, and experiences using comparative and superlative adjectives. For example: "Which is better, playing soccer or playing basketball?" "Soccer is better than basketball."
- Provide opportunities for students to practice using comparative and superlative adjectives both orally and in written exercises to compare things and people, using the correct structures and forms.

➤ **Activity:**

- Have students open their student books to page 32, Exercise 3. Guide them to complete each sentence with the correct form of the adjective (comparative or superlative). Remind them of the rules for forming comparatives and superlatives based on the number of syllables in the adjective and any irregular forms. Explain that the comparative form is used to compare two things, and the superlative form is used to compare more than two things. For example: "This flower is prettier than that one" (comparative) or "John is the tallest boy in the class" (superlative).
- Have students open their student books to page 32, Exercise 5. Instruct them to complete the dialogue with the correct form of the adjective (comparative or superlative). Encourage students to pay attention to the context of the dialogue, and remind them that when comparing two things, the comparative form should be used, and when comparing more than two, the superlative form is needed. For example, "sweeter than" for comparing two desserts, or "the best" for identifying the top choice.
- Have students open their activity books to page 22, Exercise 1. Instruct them to carefully read each sentence and circle the correct answer for each comparative or superlative adjective. Remind students that when comparing two things, the comparative form is used, and when comparing more than two, the superlative form is needed. For example, "easier" is used when comparing two things, and "most beautiful" is used when comparing more than two. Encourage students to pay attention to the adjective form and the context to select the correct answer.
- Have students open their activity books to page 22, Exercise 2. Guide them to complete each sentence with the correct form of the adjective, using the comparative or superlative form as needed. Explain that the comparative form is used to compare two things (e.g., "larger"), while the superlative form is used to describe the "most" or "least" of something within a group (e.g., "largest"). Remind them to focus on the context of each sentence to choose the appropriate form. For example, "The elephant is larger than the dog" and "This test is the hardest one of all." Encourage students to pay attention to the rules for changing adjectives in both comparative and superlative forms.
- Have students open their activity books to page 23, Exercise 3. Guide them to tick the sentences that have the same meaning. Explain that the exercise focuses on comparing two statements and determining if they express the same idea in different ways. Encourage students to carefully read each pair of sentences and analyse how the comparative and superlative forms are used. For example, for sentence A, students should recognise that "Her brother is taller than she is" expresses the same idea as "She is not as tall as her brother." Remind them to pay attention to the meaning of the sentences, not just the wording.
- Have students open their activity books to page 23, Exercise 4. Guide them to rearrange the jumbled words to form correct sentences. Remind them to focus on the structure of the sentence: start with the subject, followed by the correct form of the verb and the noun (in singular or plural) following it. For example, "The tiger is faster than the lion." Encourage them to carefully read each set of words and consider the meaning of the sentence. When forming comparisons, remind them to pay attention to the comparative form used in each sentence. For example, "Her cake is better than mine."
- Have students open their activity books to page 24, Exercise 5. Instruct them to carefully read each sentence and identify any errors related to the use of comparative adjectives. After identifying the

mistakes, students should rewrite the sentences correctly. For example: "My house is smallest than yours." → "My house is smaller than yours." Remind them to focus on the correct comparative forms of adjectives, such as "smaller," "more interesting," and "most enjoyable," ensuring students use the correct forms for comparisons.

- Have students open their activity books to page 24, Exercise 6. Instruct them to read each sentence carefully and rewrite it using "as...as" to make comparisons. Remind students that "as...as" is used to express equality between two things. For example: "Both the blue car and the red car are equally fast." → "The blue car is as fast as the red car." Encourage students to focus on transforming the sentences to show equivalence.

#### Answer Key

##### Student's Book, page 32

Q. 3.

A. prettier B. tallest C. more exciting D. hottest E. more beautiful  
F. narrower G. highest H. easier I. most interesting J. faster

Q. 5.

1. than 2. are 3. as 4. the 5. as 6. the

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

Q. 1.

A. easier B. larger C. most beautiful D. prettier E. most exciting  
F. colder G. most talented H. best I. most interesting J. most comfortable

Q. 2.

A. larger B. easier C. more beautiful D. hardest E. bigger  
F. better G. neater H. hottest I. more boring J. highest

Q. 3.

A. 1 B. 1 C. 2 D. 1 E. 2

Q. 4.

A. The tiger is faster than the lion. B. Mount Everest is the highest mountain in the world.  
C. The movie was more exciting than I expected. D. This is the most beautiful painting in the gallery.  
E. Her cake is better than mine. F. My bike is not as fast as your bike.

Q. 5.

A. My house is smaller than yours. B. The cheetah is the fastest animal on land.  
C. This novel is more interesting than the one we read last week. D. That was the most enjoyable concert I've ever attended.  
E. This is the worst movie I've ever watched. F. The red dress is as elegant as the blue one.

Q. 6.

B. Her handwriting is not as neat as his. C. My room is as tidy as your room.  
D. The old phone is not as expensive as the new one. E. Her smile is as bright as the sun.  
F. The green apple is not as sweet as the red one.

## Section 4: 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 animals with special abilities. Ask them to look carefully at how each animal uses its unique skill to survive. Encourage them to think about questions like "What makes elephants and dolphins special?" and "How do cheetahs and owls use their abilities?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 33 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and fill in the blanks with the correct answers.
- After listening, ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing both listening and speaking skills.

**Answer Key**  
**Student's Book, page 33**

Q. 2.

A. Elephants can remember places, other animals, and even people.

B. Dolphins communicate with sounds.

Q. 3.

A. memory   B. sounds   C. speed   D. vision   E. places   F. Dolphins

**Transcript**

**Amazing Animal Abilities**

Many animals have special abilities that help them survive in the wild. For example, elephants are famous for their outstanding memory. They can remember places, other animals, and even people for many years. Dolphins, on the other hand, are very smart. They can talk to each other with sounds and follow simple human commands. The cheetah is known for its speed. It hunts animals using quick reflexes and can run fast for short distances. Finally, owls have excellent night vision, which helps them find food at night. Each of these animals has unique traits that make them fascinating to study.

## Section 5: Speaking

➤ **Objectives:**

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

- Use comparative and superlative adjectives to ask and answer questions about animals.
- Compare animals based on their speed, strength, height, intelligence, weight, loudness, danger, and colours.
- Engage in dialogues to compare and discuss different animals using comparative and superlative forms of adjectives.

➤ **Instructional Techniques:**

- Display a list of animals on the board, categorised by different traits (e.g., fast: rabbit, kangaroo, cheetah; strong: elephant, gorilla, rhino).
- Model how to ask and answer questions using comparative and superlative adjectives. For example:  
"Which animal is faster, a rabbit or a kangaroo?"  
"A kangaroo is faster than a rabbit."  
"What is the fastest animal in the world?"  
"The cheetah is the fastest animal in the world."
- Provide explanations of how to form comparative and superlative adjectives (e.g., faster, strongest, tallest, most intelligent).
- Emphasise the use of "than" for comparisons and "the" for superlatives.

➤ **Activity:**

- Have students work in pairs and ask each other questions about animals using comparative and superlative adjectives.

Examples:

Student A: "Which animal is stronger, an elephant or a gorilla?"

Student B: "An elephant is stronger than a gorilla."

Student A: "What is the tallest animal?"

Student B: "The giraffe is the tallest animal."

Student A: "Which animal is more dangerous, a snake or a tiger?"

Student B: "A tiger is more dangerous than a snake."

- Encourage students to use a variety of animals from the list (rabbit, kangaroo, cheetah, etc.).
- Promote peer feedback to help students refine their speaking skills and build confidence in using comparative and superlative adjectives in conversation.

## Section 6: Writing

### ➤ Objectives:

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

- Write a fact file about three animals, including an introduction, general descriptions, comparisons, superlatives, fun facts, and a picture.
- Use comparative and superlative adjectives to describe and compare the animals.
- Ensure clarity and organisation in their writing, making sure each section is relevant and well-structured.
- Enhance their fact files with appropriate drawings or visual elements to support their descriptions.

### ➤ Instructional Techniques:

- Display an example fact file on the board, highlighting its structure: introduction, general descriptions, comparisons, superlatives, fun facts, and a picture.
- Explain how to use comparative and superlative adjectives when describing animals, emphasising how to compare and contrast different characteristics (e.g., size, speed, colour).
- Provide a sample fact file about animals, demonstrating how to organise the content and use comparative and superlative adjectives effectively in each section.
- Review the structure of a fact file, showing how to introduce the animals in the introduction, provide details about them in the general descriptions, and use comparisons and superlatives in the relevant sections.
- Remind students to focus on including fun facts about the animals, along with pictures that support the information they provide.

### ➤ Activity:

- Start by reviewing the example fact file with the students. Point out how the fact file is structured (introduction, general descriptions, comparisons, superlatives, fun facts, and picture).
- Discuss how to use comparative and superlative adjectives when describing animals, e.g., “The kangaroo is faster than the rabbit,” or “The cheetah is the fastest animal.”
- Model how to ask questions and give answers when comparing animals using comparative and superlative adjectives, e.g., “Which animal is taller, a giraffe or a horse?” “A giraffe is taller than a horse.”
- Have the students repeat the structure and sentence patterns aloud as a class for practice.
- Have students select three animals and write a fact file about each, following the model for structure. The fact file should include all sections: introduction, general descriptions, comparisons, superlatives, fun facts, and a picture.
- Encourage students to use clear and descriptive sentences, incorporating comparative and superlative adjectives as needed.
- Allow students time to draw or find pictures of the animals that enhance the information they’ve written.
- Once the fact files are completed, provide opportunities for students to share their work with a partner or in small groups for peer feedback.

## Section 7: 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 If Earth were only land, life would lack water and marine ecosystems. If it were only water, there would be no land for humans, animals, or plants to live on.
- Q. 2 "vital"
- Q. 3 "vast"
- Q. 4 "unique"
- Q. 5 "This movie is more exciting (exciting) than the last one."
- Q. 6 "This is the best (good) pizza I've ever tasted."
- Q. 7 "The green apple is not as sweet as the red one."
- Q. 8 The giraffe is taller than the horse.
- Q. 9 The giraffe is the tallest animal in the world.
- Q. 10 The chimpanzee is the most intelligent animal in the world.

## Unit Five

### Firefighters

Unit	Vocabulary	Grammar	Skills
<b>5</b>  <b>Firefighters</b>  <b>page 36</b>	demanding, obstacles, equipment, teamwork, training, fit, emergency, risk, beneficial, trust	<b>Expressing obligation: have to, has to, and had to</b> <i>I have to submit the report by 5 p.m. today.</i> <i>She has to attend the team meeting this afternoon.</i> <i>I had to submit the report by 5 p.m. yesterday.</i>  <b>Expressing lack of obligation: don't have to, doesn't have to, and didn't have to</b> <i>I don't have to submit the report today.</i> <i>She doesn't have to attend the team meeting this afternoon.</i> <i>I didn't have to submit the report yesterday.</i>	<b>Reading:</b> a text about firefighters
			<b>Listening:</b> listening for details about jobs and responsibilities
			<b>Speaking:</b> asking and answering questions about chores
			<b>Writing:</b> writing an informal email

### General Outcomes

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

- read and understand a factual text about firefighters, focusing on their daily routines, roles, and the physical and emotional challenges of their job.
- recognise and accurately use topic-specific vocabulary related to emergency services, fitness, duties, and teamwork, both in context and in isolation.
- use the modal verb “have to” appropriately in affirmative, negative, and past forms to express obligation and necessity in real-life situations.
- distinguish between necessary and unnecessary actions using “don’t have to”, “doesn’t have to”, and “didn’t have to” in statements and questions.
- listen for specific information about workplace responsibilities and correctly interpret details related to jobs, tasks, and schedules.
- participate in spoken exchanges about personal duties and responsibilities using accurate structures with “have to” and relevant vocabulary.
- write a well-organised informal email describing personal or household responsibilities, applying correct use of modals and time expressions.

### Unit Plan

Unit 5 - Firefighters	WEEK 14	Lesson 1	Reading 1	p.36 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.36 (ex.3) p.37 (ex.4)		
		Lesson 3	Reading 3		p.26 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.37 (ex. 5-9)		
		Lesson 5	Vocabulary	p.38	p.27	
	WEEK 15	Lesson 1	Grammar 1	p.39 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.40 (ex.3)	p.28 (ex.1)	
		Lesson 3	Grammar 3	p.40 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.28 (ex.2) p.29 (ex.3)	
		Lesson 5	Grammar 5		p.29 (ex.4) p.30 (ex.5 + ex.6)	Worksheet
	WEEK 16	Lesson 1	Listening	p.41 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.41		
		Lesson 3	Writing	p.42		
		Lesson 4	Writing		p.31	
		Lesson 5	Board Game & Assessment	p.43		Unit 5 Assessment



## Section 1: Reading

### ➤ Objectives:

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

- Recognise and understand the main ideas and important details in the text about firefighters and their work.
- Read aloud individually, in pairs, or in groups to practise fluency, accuracy, and comprehension.
- Answer and ask questions to recall details about the roles, challenges, and responsibilities of firefighters.
- Reflect on the importance of teamwork, training, and physical fitness in helping firefighters succeed in their job.
- Discuss the value of firefighters in society and how they contribute to keeping people and property safe.

### ➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures related to the text (e.g., firefighters in action, fire trucks, fire stations). Ask, “What do you think the text will be about?” Encourage students to predict what it means to be a firefighter and what skills or responsibilities the job might require.
- Introduce the text: Present the title and opening question: “What is it like to be a firefighter?” Prompt students to share any prior knowledge or experiences related to firefighting, such as fire safety or encounters with firefighters.
- Model fluent reading: Read the text aloud as students follow along. Highlight key phrases such as “firefighters put their lives at risk,” “physically fit,” and “teamwork is essential.” Emphasise tone and pacing to model proper fluency.
- Break down the text: Reread key sections and ask questions such as, “What do firefighters have to do to stay in shape?” and “Why is teamwork important in firefighting?” Guide students to connect the text’s message to their own understanding of working in teams and staying physically fit.
- Focus on vocabulary: Highlight key words such as “firefighter,” “physically fit,” “teamwork,” and “emergency preparedness.” Discuss their meanings and encourage students to use these words in their reflections and discussions.
- Incorporate visuals: Show images from the text, like pictures of fire trucks, fire stations, and firefighters in action. Ask students to describe what they see using phrases like, “Firefighters work together to put out fires” and “Firefighters need to be in great shape.”
- Encourage reflection: Conclude by asking, “What makes being a firefighter important for keeping people safe?” Facilitate a discussion about the value of firefighting, the challenges faced, and the teamwork required to succeed. Encourage students to think about the qualities that make someone a good firefighter and how they can stay safe in their own communities.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 37, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the text. Encourage them to underline or highlight key parts of the text that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, guide students to rewrite them to make them true.
- Have students open their student books to page 37, Exercise 5. Guide them to reflect on why teamwork is important in firefighting. Ask, “What can you infer about why teamwork is important for firefighters?” Encourage students to provide examples from the text to support their answers, such as how firefighters rely on each other for safety, especially when working with heavy equipment or during emergencies.
- Have students open their student books to page 37, Exercise 6. Discuss what the author implies about the challenges firefighters face while doing their job. Ask students to think about the physical demands of firefighting and how they might need to face dangerous situations. Prompt them with questions like,

- “What are some of the difficulties firefighters encounter in their work?” and “What makes the job so demanding?” Have students write a brief answer using evidence from the text to support their ideas.
- Have students open their student books to page 37, Exercise 7. Direct them to find the sentence in the text that contains the underlined word “they.” Ask students to identify what the word refers to by looking at the context of the sentence. Explain how pronouns often refer back to a noun mentioned earlier in the text. Allow students to share their answers and discuss their reasoning.
  - Have students open their student books to page 37, Exercise 8. Instruct them to scan the text for a sentence that explains why firefighters need to stay physically fit. Prompt them with questions like, “Why do firefighters need to be in good physical condition?” and “What part of the job requires them to be physically fit?” Once they identify the sentence, have them copy it and explain its meaning.
  - Have students open their student books to page 37, Exercise 9. Ask them to reread the text and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and subject pronoun. Encourage students to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.

## • Part 2

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections to practice reading comprehension and focus on key details. For example, students can discuss questions such as, “What do firefighters risk to save others?” “Why do firefighters need to be physically fit?” “What are some tasks firefighters perform during emergencies?” and “How do firefighters educate people about fire safety?” Encourage students to highlight key details that support their answers.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, “Firefighters risk their lives to save others!” or “Teamwork is crucial in firefighting!” This activity will help students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text’s themes and details. For instance, ask, “What do firefighters risk to save others?” “Why do firefighters need to be physically fit?” “What are some tasks firefighters perform during emergencies?” “How do firefighters educate people about fire safety?” “Why is teamwork important for firefighters?” and “How do firefighters prepare themselves when they are not responding to emergencies?” These questions will help students grasp the text’s main ideas.
- Have students open their activity books to page 26, Exercise 1. Direct them to complete written questions based on the text. Students will write answers to questions such as, “What do firefighters risk to save others?” and “Why do firefighters need to be physically fit?” Write sample answers on the board to ensure clarity, allowing students to check their work.
- Have students open their activity books to page 26, Exercise 2. Ask students to carefully read each sentence and circle the wrong word in it. Then, instruct them to write the correct word in the blank provided. Encourage them to reread the text in their student book to find clues that will help them identify and correct the mistakes. Once they finish, review the answers as a class and discuss why each correction is necessary to ensure understanding of the text and key details.

### Answer Key

#### Student’s Book, page 37

Q. 4.

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

Q. 5.

Teamwork is important because firefighters rely on each other for safety and support. Tasks like holding the fire hose require cooperation, and everyone’s safety depends on working well together.

Q. 6.

The author implies that firefighting is a physically demanding and stressful job. Firefighters must be ready to respond at any moment, even during meals or in the middle of the night.

Q. 7.

It refers to firefighters.

Q. 8.

“Because they have to do so much hard work, firefighters have to be in great shape to do their jobs.”

Q. 9.

A. firefighter B. important C. around D. completely E. protect F. they

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

Q. 1.

- A. Firefighters risk their lives to save others.
- B. Firefighters need to be physically fit to handle the demanding tasks of the job.
- C. Firefighters carry heavy equipment, climb tall stairs, and work for long hours without stopping.
- D. Firefighters educate people by teaching fire safety and visiting schools.
- E. Teamwork is important because firefighters rely on each other for safety and support during emergencies.
- F. Firefighters clean and check their equipment, and they stay ready to respond to emergencies.

Q. 2.

- A. rarely > always    B. stops > is ongoing    C. alone > together
- D. an easy > a hard    E. 12 > 24    F. unsafe > safe

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

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

**➤ Instructional Techniques:**

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

**➤ Activity:**

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

**Answer Key****Student's Book, page 38**

Q. 2.

A. demanding    B. beneficial    C. fit    D. obstacles    E. trust    F. training  
G. equipment    H. Teamwork    I. emergency    J. risk

**Activity Book, page 27**

Q. 1.

A. demanding    B. obstacles    C. equipment    D. teamwork    E. training

Q. 2.

1. demanding    2. obstacles    3. teamwork    4. beneficial    5. fit

Q. 3.

A. fit    B. emergency    C. risk    D. beneficial    E. trust

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

- Identify and use the structures "have to," "has to," and "had to" to express obligations, tasks, or requirements in different contexts.
- Recognise the rules for using "have to" and "has to" in the present and "had to" in the past.
- Construct simple sentences using "have to," "has to," and "had to" in affirmative forms.
- Use the negative forms "don't have to," "doesn't have to," and "didn't have to" to express lack of obligation.
- Ask and answer questions using "have to," "has to," and "had to" in both present and past contexts.
- Apply the structures "have to," "has to," and "had to" in both written and oral exercises to describe obligations, tasks, and requirements.

**➤ Instructional Techniques:**

- Begin by explaining the concept of "have to," "has to," and "had to" to express obligation. Emphasise that "have to" and "has to" are used to express present-day necessity or obligation, while "had to" indicates past obligation. For example: "I have to submit the report by 5 p.m. today," and "I had to submit the report by 5 p.m. yesterday."
- Introduce visual aids or examples to demonstrate how "have to" and "has to" are used for present obligations. For example: "I have to study for the test," and "She has to attend the meeting."
- Display example sentences on the board using the negative forms "don't have to," "doesn't have to," and "didn't have to" to express lack of obligation. For instance, "I don't have to go to work today," and "She didn't have to prepare the report yesterday."
- Encourage students to repeat sentences after you, focusing on the pronunciation and structure of "have to," "has to," and "had to." For example: "I have to finish my homework," and "She has to complete the assignment."
- Demonstrate how to form questions using "have to" and "has to." For example, write on the board: "Do I have to bring my own lunch?" and explain that the answer can be "Yes, you do" or "No, you don't."
- Explain how "had to" is used for past obligations. For example: "I had to attend the meeting yesterday," and "She had to complete the project last week."
- Provide oral practice by asking students to describe their obligations using "have to," "has to," and "had to." For example, "What do you have to do this week?" and "What did you have to do last weekend?"
- Encourage students to listen and repeat questions and answers aloud to reinforce the correct structure of obligations.
- Use role-playing or pair work to have students practice asking and answering questions about their obligations, tasks, and requirements using "have to," "has to," and "had to." For example: "What do you have to do today?" and "I have to go to the store."
- Provide opportunities for students to practice using "have to," "has to," and "had to" in both oral and written exercises to describe obligations, tasks, and requirements in the present and past.

➤ **Activity:**

- Have students open their student books to page 40, Exercise 3. Guide them to circle the correct form of the verb (have to / has to / had to) in each sentence. Remind them of the rules for using "have to" and "has to" to express present obligations and "had to" for past obligations. Explain that "have to" and "has to" are used for current obligations (e.g., "I have to go to work today"), while "had to" is used for past obligations (e.g., "I had to go to work yesterday"). For example: "He has to help his mom tomorrow morning" (present) and "I had to finish my homework last night" (past).
- Have students open their student books to page 40, Exercise 5. Guide them to circle the correct form of the phrase (don't have to / doesn't have to / didn't have to) in each sentence. Remind them of the rules for using "don't have to" and "doesn't have to" to express the lack of obligation in the present or future, and "didn't have to" for past lack of obligation. Explain that "don't have to" and "doesn't have to" are used for present or future situations (e.g., "You don't have to bring a lunch today"), while "didn't have to" is used for past situations (e.g., "We didn't have to bring our books yesterday"). For example: "She doesn't have to clean the kitchen today" (present) and "We didn't have to attend the meeting yesterday" (past).
- Have students open their activity books to page 28, Exercise 1. Instruct them to complete the dialogue with the correct form of "have to" or "had to," based on the context of the conversation. Encourage students to pay attention to the tense being used (present or past). Remind them that "have to" and "has to" are used for present obligations, while "had to" is used for past obligations. For example, "I have to finish a project for school" (present obligation) and "He had to clean the garage yesterday" (past obligation).
- Have students open their activity books to page 28, Exercise 2. Instruct them to complete each sentence with the correct form of "have to" or "had to," considering both the affirmative and negative forms. Explain that "have to" and "has to" are used for present obligations, while "had to" is used for past obligations. Additionally, remind students to use "don't have to" or "doesn't have to" for negative present obligations and "didn't have to" for negative past obligations. For example, "I have to wake up early" (affirmative present) and "He didn't have to work yesterday" (negative past).
- Have students open their activity books to page 29, Exercise 3. Instruct them to complete each sentence with the correct form of "have to" (affirmative or negative) based on the context. Explain that "have to" is used for present obligations and "had to" is used for past obligations. Additionally, remind students to use "don't have to" or "doesn't have to" for negative present obligations, and "didn't have to" for negative past obligations. Encourage them to pay attention to the meaning of the sentence to determine which form is needed.
- Have students open their activity books to page 29, Exercise 4. Guide them to tick the sentences that have the same meaning. Explain that the exercise focuses on comparing two statements and determining if they express the same idea in different ways, particularly with the use of "have to" in affirmative and negative forms. Encourage students to carefully read each pair of sentences and analyse the meaning. For example, in sentence A, students should recognise that "She has to study hard to pass the test" expresses the same idea as "It is necessary for her to study hard to pass the test."
- Have students open their activity books to page 30, Exercise 5. Instruct them to carefully read each sentence and identify any errors related to the use of "have to" in different tenses. After identifying the mistakes, students should rewrite the sentences correctly. For example: "I don't have to cook dinner yesterday because we ordered food instead." → "I didn't have to cook dinner yesterday because we ordered food instead." Remind them to focus on the correct use of the verb "have to" in both present and past forms, as well as paying attention to the negative form in past and present tenses.
- Have students open their activity books to page 30, Exercise 6. Instruct them to read each sentence carefully and rewrite it using the correct form of "have to." Remind students that "have to" expresses obligation or necessity. For example: "She is required to finish her homework tonight." → "She has to finish her homework tonight." Encourage students to focus on transforming the sentences correctly, paying attention to whether the action is in the present or past.

### Answer Key

#### Student's Book, page 40

Q. 3.

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

Q. 5.

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

#### Activity Book, pages 28-30

Q. 1.

1. had    2. have    3. have    4. don't    5. has    6. had

Q. 2.

A. has to    B. didn't have to    C. didn't have to    D. has to    E. had to  
F. didn't have to    G. doesn't have to    H. had to    I. didn't have to    J. doesn't have to

Q. 3.

A. has to    B. didn't have to    C. had to    D. don't have to    E. have to  
F. don't have to    G. has to    H. doesn't have to    I. don't have to    J. have to

Q. 4.

A. 2    B. 1    C. 2    D. 1    E. 2

Q. 5.

A. He has to visit the doctor today because he feels unwell.  
B. I didn't have to cook dinner yesterday because we ordered food instead.  
C. They have to submit their project by tomorrow morning.  
D. She doesn't have to bring her laptop to the meeting because it's not required.  
E. We had to stay late at the office last night to complete the report.  
F. You don't have to wear formal clothes for today's event because it's casual.  
Q. 6.  
B. He had to leave early due to an emergency.    C. You don't have to pay for the ticket; it's free.  
D. We have to wake up early tomorrow for the trip.    E. I didn't have to bring any documents to the interview.

## Section 4: Listening

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about different jobs and their responsibilities. Ask them to look carefully at the kinds of work people do and how each job helps the community. Encourage them to think about questions like "Which jobs help us stay safe?" and "How do teachers, doctors, or farmers help people?"
- 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 answer the questions based on what they hear.
- Have students listen to the recording again and fill in the blanks based on the information 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. They help businesses run smoothly.

B. Doctors and nurses.

Q. 3.

A. offices B. machines C. crops D. hospitals E. students F. safe G. Builders

#### Transcript

##### Jobs and Responsibilities

There are many different jobs that people do every day. Some people work in offices, like accountants, managers, and secretaries, helping businesses run smoothly. Others work in hospitals, such as doctors and nurses, taking care of patients and helping them recover. Teachers work in schools to help students learn new things, while engineers design buildings, bridges, and machines to make life easier. Some people work outdoors, like farmers who grow crops to feed us or builders who construct houses and buildings. Police officers, firefighters, and paramedics work to keep us safe in emergencies. No matter the job, each person has important responsibilities that help their community and make life better for everyone. Every job is valuable and plays a role in society's well-being.

## Section 5: Speaking

### ➤ Objectives:

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

- Use "have to" forms to ask and answer questions about the chores they have to do and the chores they don't have to do at home.
- Discuss and compare the household chores they are responsible for, using present and past forms of "have to."
- Engage in dialogues to practice asking and answering questions about household chores.

### ➤ Instructional Techniques:

- Display a list of household chores on the board (e.g., tidy up the room, mop the floor, water the plants, take out the trash, fold the laundry, cook dinner, make the bed, dust the furniture, iron the clothes, feed the pets).
- Model how to ask and answer questions using "have to" forms. For example:
- "What chores do you have to do at home every week?"  
"I have to wash the dishes and clean my room."
- "What chores did you have to do at home last week?"  
"I had to vacuum the floor and wash the windows."
- Provide explanations of how to use "have to" in the present (have to) and past (had to) forms to talk about chores.
- Emphasise the difference between the present (have to) and past (had to) forms to discuss ongoing or completed chores.

### ➤ Activity:

- Have students work in pairs and ask each other questions about the chores they have to do and the chores they don't have to do at home, using "have to" forms.

Examples:

Student A: "What chores do you have to do at home every week?"

Student B: "I have to mop the floor and water the plants."

Student A: "What chores did you have to do at home last week?"

Student B: "I had to take out the trash and fold the laundry."

Student A: "What chores don't you have to do at home?"

Student B: "I don't have to cook dinner or iron the clothes."

- Encourage students to use a variety of chores from the list (tidy up the room, mop the floor, water the plants, etc.).



- Promote peer feedback to help students refine their speaking skills and build confidence in using "have to" forms in conversation.

## Section 6: Writing

### ➤ Objectives:

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

- Write an informal email to a friend about the chores they have to do and the chores they don't have to do at home.
- Use "have to" forms to describe chores in the present and past.
- Organise their email effectively, ensuring clarity and proper structure in each section.
- Use appropriate salutation and closing expressions in an informal email.

### ➤ Instructional Techniques:

- Display an example informal email on the board, highlighting its structure: email sender, email receiver, subject line, salutation, opening sentences, body part 1: chores I have to do every week, body part 2: chores I don't have to do every week, body part 3: chores I had to do last week, body part 4: chores I didn't have to do last week, closing sentences, the closing, and sender's name.
- Explain how to use "have to" forms to describe weekly chores (e.g., "I have to clean my room every week") and past chores (e.g., "I had to vacuum the floor last week").
- Provide a sample email, demonstrating how to organise the content and use "have to" effectively in each section.
- Review the structure of an informal email, showing how to begin with a friendly salutation, follow with an introduction, and use the body to describe different chores.
- Remind students to use conversational and friendly language while still maintaining clarity in their writing.

### ➤ Activity:

- Start by reviewing the example informal email with the students. Point out how the email is structured (email sender, email receiver, subject line, salutation, opening sentences, body part 1: chores I have to do every week, body part 2: chores I don't have to do every week, body part 3: chores I had to do last week, body part 4: chores I didn't have to do last week, closing sentences, the closing, and sender's name).
- Discuss how to use "have to" and "had to" in the email, for example, "I have to wash the dishes every week" or "I had to vacuum the floor last week."
- Model how to begin the email with a friendly salutation (e.g., "Dear [Friend's Name],") and use the structure to describe chores.
- Have the students repeat the structure and sentence patterns aloud as a class for practice.
- Have students follow the model and write their own informal email to a friend, including all sections.
- Encourage students to use "have to" forms for present chores and "had to" for past chores.
- Allow time for students to read their emails aloud to a partner for peer feedback, focusing on structure and clarity.
- Once the emails are completed, provide opportunities for students to share their work with the class or in small groups for peer feedback.

## Section 7: 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 Because it keeps people and property safe from fires.  
Q. 2 "trust"  
Q. 3 "fit"  
Q. 4 "obstacles"  
Q. 5 "I had to (have to) finish my homework last night."  
Q. 6 "He has to (have to) finish the report next week."  
Q. 7 ""She doesn't have to (not, have to) clean the kitchen today."  
Q. 8 I have to (mop the floor and water the plants).  
Q. 9 I have to (take out the trash).  
Q. 10 I had to (dust the furniture).

## Unit Six

### Weather and Climate

Unit	Vocabulary	Grammar	Skills
<b>6</b>  <b>Weather and Climate</b>  <b>page 44</b>	weather, climate, period, season, desert, thunderstorm, umbrella, rainstorm, expect, typical	<b>Present perfect: already, just, before, and yet</b> <i>I have already eaten lunch.</i> <i>She has just finished her homework.</i> <i>We have been to that restaurant before.</i> <i>I haven't finished my work yet.</i> <i>Have you finished your homework yet?</i>  <b>Present perfect vs. simple past</b> <i>She has just finished her homework.</i> <i>She finished her homework two hours ago.</i>	<b>Reading:</b> a text about weather and climate
			<b>Listening:</b> listening for details about the importance of a balanced diet
			<b>Speaking:</b> asking and answering questions about skills
			<b>Writing:</b> writing an informal letter

### General Outcomes

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

- read and understand an informational text about the differences between weather and climate, and answer questions based on the text.
- identify and use weather-related vocabulary in context, including completing definitions, dialogues, and word puzzles.
- use the present perfect tense with 'already', 'just', 'before', and 'yet' to describe recent or completed actions and experiences.
- distinguish between the present perfect and the simple past to describe completed events and ongoing experiences, using appropriate time markers.
- listen for specific details about maintaining a balanced diet and demonstrate understanding through related tasks.
- ask and answer questions about skills using guided examples and personal experiences in the present perfect tense.
- write an informal letter describing skills you have learned this year, using the present perfect tense accurately.

### Unit Plan

Unit 6 - Weather and Climate	WEEK 17	Lesson 1	Reading 1	p.44 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.44 (ex.3) p.45 (ex.4)		
		Lesson 3	Reading 3		p.32 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.45 (ex. 5-9)		
		Lesson 5	Vocabulary	p.46	p.33	
	WEEK 18	Lesson 1	Grammar 1	p.47 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.48 (ex.3)	p.34 (ex.1 + ex.2)	
		Lesson 3	Grammar 3	p.48 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.35 ( ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.36 (ex.5 + ex.6)	Worksheet
	WEEK 19	Lesson 1	Listening	p.49 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.49		
		Lesson 3	Writing	p.50		
		Lesson 4	Writing		p. 37	
		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:**

- Differentiate between weather and climate by recognising their key characteristics.
- Read aloud individually, with a partner, or in groups to develop fluency and understanding.
- Ask and answer questions about the differences between weather and climate, using real-life examples.
- Reflect on how weather impacts daily decisions and how climate influences long-term choices.
- Discuss the importance of understanding weather and climate in everyday life.

### ➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures related to the text (e.g., sunny and rainy weather, seasonal clothing, and deserts or forests). Ask, “What do you think the text will be about?” Encourage students to share predictions about weather and climate differences.
- Introduce the text: Present the title and opening question: “What is the difference between weather and climate?” Prompt students to share any prior knowledge or experiences of sudden weather changes or typical climates where they live.
- Model fluent reading: Read the text aloud as students follow along. Highlight key phrases such as “Weather is what you get,” “Climate is what you expect,” and “average weather over time.” Emphasise tone and pace to demonstrate fluent reading.
- Break down the text: Reread sections and ask guiding questions like, “What is weather?” and “How does climate shape the types of plants or animals in a place?” Help students connect the text to their own experiences, such as weather surprises or the typical climate in their area.
- Focus on vocabulary: Highlight important terms such as “atmosphere,” “climate,” “desert,” and “thunderstorms.” Discuss their meanings and ask students to use them in sentences or describe the weather or climate where they live.
- Incorporate visuals: Show images of different weather conditions (e.g., sunny, rainy, snowy) and various climates (e.g., desert, rainforest). Ask students to describe the pictures using phrases like, “The desert is hot and dry most of the time.”
- Encourage reflection: Conclude the lesson by asking, “Can you describe a time when the weather surprised you? How did it affect your day?” Facilitate a discussion about how weather influences daily decisions and how climate affects what we expect in a particular place.
- Extend the discussion: Ask students, “Why is it important to understand the difference between weather and climate?” Encourage them to think about how this knowledge helps in planning and preparing for both short-term and long-term activities.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 45, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the text. Encourage them to underline or highlight key parts of the text that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, guide students to rewrite them to make them true.
- Have students open their student books to page 45, Exercise 5. Guide them to reflect on why climate remains the same over a long time. Prompt them with questions like, “What can you infer about the stability of climate over time?” Encourage them to use evidence from the text to support their answers, such as how climate represents the average weather patterns over years or centuries.
- Have students open their student books to page 45, Exercise 6. Discuss the author’s implication about how weather affects daily life. Ask students, “How does weather influence what we do each day?” Encourage them to use examples from the text, such as deciding what to wear or whether to carry an umbrella. Have students write a brief answer using evidence from the text to support their ideas.

- Have students open their student books to page 45, Exercise 7. Direct them to find the sentence in the text that contains the underlined word "it." Guide students to identify what "it" refers to by analysing the sentence context. Explain how pronouns often refer back to a previously mentioned noun. Discuss their answers as a class to ensure comprehension.
- Have students open their student books to page 45, Exercise 8. Instruct them to scan the text for a sentence that explains how climate helps us decide what types of clothes to buy. Encourage them to copy the sentence and explain its meaning. Prompt them with questions like, "Why is it important to know the climate when choosing clothes?"
- Have students open their student books to page 45, Exercise 9. Instruct them to reread the text and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and subject pronoun. Encourage them to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.

## • Part 2

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss the main difference between weather and climate, how weather changes daily, and why deserts are described as having a dry climate.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, "Weather is what you get, and climate is what you expect" or "Deserts have a dry climate even if it rains on a particular day." This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text's themes and details. For instance, ask, "What is the main difference between weather and climate?" "How does weather change from day to day?" "Why does the text describe deserts as having a dry climate?" "How does climate help us decide what kinds of clothes to buy?" "What does the phrase 'Climate is what you expect, and weather is what you get' mean?" and "Why is weather important in our daily lives?"
- Have students open their activity books to page 32, Exercise 1. Direct them to complete written answers to questions based on the text. Students will write answers to questions such as, "What is the main difference between weather and climate?" and "How does climate help us decide what kinds of clothes to buy?" Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 32, Exercise 2. Ask students to carefully read each sentence and circle the wrong word in it. Then, instruct them to write the correct word in the blank provided. Encourage them to reread the text in their student book to find clues that will help them identify and correct the mistakes. For example, they might correct, "Weather stays the same over many years" to "Climate stays the same over many years." Once they finish, review the answers as a class and discuss why each correction is necessary to ensure understanding of the text and key details.

### Answer Key

#### Student's Book, page 45

Q. 4.

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

Q. 5.

Climate remains the same because it is based on the average weather conditions over many years, not short-term changes.

Q. 6.

The author implies that weather affects daily life by determining what we wear, what activities we do, and how we prepare for the day.

Q. 7.

It refers to weather.

Q. 8.

"Climate helps us decide what kinds of clothes to buy, like a warm jacket for winter or a swimsuit for the summer."

Q. 9.

A. weather B. short C. in D. quickly E. changes F. it

#### Answer Key

#### Activity Book, page 32

Q. 1.

- A. Weather is the condition of the atmosphere over a short period, while climate is the average weather over a long time.
- B. Weather can change quickly, like being sunny one day and rainy the next.
- C. Deserts are described as having a dry climate because their average weather over time is hot and dry, even if they experience occasional rain.
- D. Climate helps us decide what clothes to buy based on typical weather, like jackets for cold climates or swimsuits for warm climates.
- E. It means that climate refers to typical weather patterns, but weather refers to what actually happens on a specific day.
- F. Weather affects what we wear and how we plan our daily activities.

Q. 2.

- |                      |                      |                      |
|----------------------|----------------------|----------------------|
| A. Weather > Climate | B. Climate > Weather | C. cold > Hot        |
| D. Weather > Climate | E. Climate > Weather | F. climate > weather |

## Section 2: Vocabulary

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

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

### ➤ Activity:

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

**Answer Key****Student's Book, page 46**

Q. 2.

A. climate    B. thunderstorm    C. weather    D. rainstorm    E. season  
F. umbrella    G. period    H. expect    I. desert    J. typical

**Activity Book, page 33**

Q. 1.

A. thunderstorm    B. umbrella    C. rainstorm    D. expect    E. typical

Q. 2.

1. thunderstorm    2. weather    3. expect    4. season    5. climate

Q. 3.

A. weather    B. climate    C. period    D. season    E. desert

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

- Identify and use the present perfect tense with "already," "just," "before," and "yet" to talk about actions that have an effect on the present.
- Recognise the rules for forming the present perfect tense in affirmative, negative, and question forms.
- Construct simple sentences using the present perfect tense, both in affirmative and negative forms.
- Use the words "already," "just," "before," and "yet" appropriately in sentences.
- Ask and answer questions using the present perfect tense with "yet," "already," "just," and "before."
- Apply the present perfect tense in both written and oral exercises to describe personal experiences and actions.

**➤ Instructional Techniques:**

- Begin by explaining the concept of the present perfect tense, emphasising its use for actions that have an effect on the present or that happened at an unspecified time.
- Introduce visual aids or examples to demonstrate how the present perfect tense is formed using "have/has + past participle." For example: "I have just finished my homework."
- Display example sentences on the board using the present perfect tense in different contexts. For instance, "I have already eaten breakfast" vs. "I haven't finished my work yet."
- Encourage students to repeat sentences after you, focusing on the pronunciation and structure of the present perfect tense. For example: "She has visited Paris before" and "They haven't travelled yet."
- Demonstrate how to form negative sentences by adding "not" after "have/has." For example: "He hasn't seen that movie yet" and "I haven't read that book before."
- Show how to form questions using the present perfect tense. For example, write on the board: "Have you finished your homework yet?" and explain that the answer can be "Yes, I have" or "No, I haven't."
- Provide students with examples of using "already," "just," "before," and "yet" in the present perfect tense. For example: "I have already eaten lunch" vs. "I have just arrived" vs. "I have been there before" vs. "Have you finished yet?"
- Provide oral practice by asking students to describe personal experiences using the present perfect tense. For example, "Have you ever visited the zoo?" and "I have just finished my project."
- Encourage students to listen and repeat questions and answers aloud to reinforce the correct structure of the present perfect tense.
- Use role-playing or pair work to have students ask and answer questions about their personal experiences using the present perfect tense. For example: "Have you travelled abroad?" "Yes, I have."
- Provide opportunities for students to practice using the present perfect tense both orally and in written exercises, applying "already," "just," "before," and "yet" in context.

**➤ Activity:**

- Have students open their student books to page 48, Exercise 3. Guide them to circle the correct answer for each sentence, choosing between the options provided. Remind them of the rules for using adverbs of time, such as "already," "before," "yet," and "just," in the present perfect tense. Explain that "already"



and "just" refer to actions that have been completed recently or at the moment, while "yet" and "before" refer to actions that have not occurred or that have happened at an unspecified time in the past. For example: "I have already finished my homework" (meaning it was completed earlier) vs. "She hasn't visited Paris yet" (meaning the visit has not happened).

- Have students open their student books to page 48, Exercise 5. Guide them to circle the correct answer for each sentence, choosing between the present perfect and simple past forms of the verbs. Remind them that the present perfect tense is used to describe actions that have occurred at an unspecified time or have relevance to the present, often with adverbs like "already," "yet," "just," or "before." The simple past tense is used for actions that happened at a specific time in the past, often with time expressions like "last week" or "yesterday." For example, "I have met him" (unspecified time) vs. "I met him last week" (specific time).
- Have students open their activity books to page 34, Exercise 1. Instruct them to complete the dialogue by filling in the blanks with the correct form of the adverb (present perfect). Remind them that the present perfect tense is used to describe actions that have occurred at an unspecified time or have relevance to the present, often with adverbs like "already," "yet," "just," or "before."
- Have students open their activity books to page 34, Exercise 2. Instruct them to complete each sentence with the correct form of the present perfect tense, using the appropriate auxiliary verb (have/has) and the correct form of the main verb. Explain that the present perfect is used to describe actions that have occurred at an unspecified time before now or that have relevance to the present moment. Remind them to focus on the adverbs like "already," "just," "yet," and "before" to determine the correct structure.
- Have students open their activity books to page 35, Exercise 3. Instruct them to correct the verbs in brackets, choosing between the simple past and present perfect tenses. Explain that the simple past tense is used for actions completed at a specific time in the past, while the present perfect is used for actions that have relevance to the present moment or have occurred at an unspecified time. Encourage students to carefully read each sentence and pay attention to the time frame implied by the context. For example, for sentence A, students should recognise that "I lost my keys this morning" uses the simple past, while "I have lost my keys" refers to an action with relevance to the present. Remind them to consider the context when selecting the correct tense.
- Have students open their activity books to page 35, Exercise 4. Instruct them to rearrange the jumbled words to form correct sentences or questions. Remind them to pay attention to word order: start with the subject, followed by the correct form of the verb, and ensure that the sentence is grammatically correct. For example, "I have already eaten lunch" and "Have you completed the report yet?" Encourage students to read through each set of words carefully and think about the meaning of the sentence. When forming questions, remind them to correctly place the auxiliary verb "have" or "has" at the beginning. For example, "Have I visited London yet?" and "She has just left the office."
- Have students open their activity books to page 36, Exercise 5. Instruct them to carefully read each sentence and identify any errors related to the use of present perfect tense. After identifying the mistakes, students should rewrite the sentences correctly. For example: "I have yet finished reading the novel." → "I have just finished reading the novel." Remind them to focus on the correct word order and auxiliary verbs when forming present perfect sentences, such as using "have" or "has" with the past participle.
- Have students open their activity books to page 36, Exercise 6. Instruct them to read each sentence carefully and rewrite it using the present perfect tense. Remind them that the present perfect tense is used to describe actions that have been completed at an unspecified time in the past or actions that have relevance to the present moment. For example: "I ate lunch at noon" → "I have already eaten lunch." Encourage students to focus on using the correct form of "have" or "has" and the past participle of the verb.

### Answer Key

#### Student's Book, page 48

Q. 3.

A. already B. yet C. just D. before E. just F. yet G. already H. just I. yet J. already

Q. 5.

A. met B. has lived C. visited D. haven't finished E. called

F. saw G. has just eaten H. haven't travelled

#### Activity Book, pages 34-36

Q. 1.

1. yet 2. already 3. before 4. yet 5. just 6. before

Q. 2.

A. have already finished B. has visited, before C. have just bought D. have seen, before E. has already read

F. has not been, yet G. have not finished, yet H. have just heard I. have been, before J. has not called, yet

Q. 3.

A. lost B. has, finished C. saw D. wrote E. have visited

F. ate G. have, done H. has not arrived I. have been J. has not spoken

Q. 4.

A. I have already eaten lunch.

B. I have not visited London yet.

C. She has just left the office.

D. Have you completed the report yet?

E. They moved to a new house last year.

Q. 5.

A. She has already seen that series.

B. I have just finished reading the novel.

C. I haven't finished my homework yet.

D. I have been to that restaurant before.

E. We visited the museum last weekend.

Q. 6.

B. She has visited the museum before.

C. They have just finished their homework.

D. We have already seen that movie.

E. He has already called his friend.

## Section 4: Listening

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

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

### ➤ Activity:

- Have students open their students' books to page 49 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and fill in the blanks based on the information they hear.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

#### Answer Key

Student's Book, page 49

Q. 2.

A. These include fruits, vegetables, whole grains, and proteins.

B. Drinking plenty of water.

Q. 3.

A. proteins   B. water   C. junk food   D. treats   E. regular   F. health

#### Transcript

##### The Importance of a Balanced Diet

Eating a balanced diet is important for maintaining excellent health. It's recommended to eat a variety of foods, including fruits, vegetables, whole grains, and proteins. Drinking plenty of water is also essential for staying hydrated. Avoiding too much junk food, like chips and sugary drinks, can help prevent health problems in the long run. Remember, eating healthy doesn't mean you can never have treats, but it's important to enjoy them in moderation. A healthy lifestyle also includes regular physical activity, so make sure to stay active every day!

## Section 5: Speaking

### ➤ Objectives:

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

- Use the present perfect tense to ask and answer questions about the skills they have learnt this year and the ones they are good at or still need to improve.
- Engage in dialogues to discuss their progress in learning various skills and activities, using the present perfect tense.
- Identify skills they are good at or still need to improve based on personal experiences.

### ➤ Instructional Techniques:

- Display a list of skills on the board (e.g., drawing, riding a bike, swimming, playing piano, playing basketball, writing stories, using a computer, taking care of pets, gardening, painting).
- Model how to ask and answer questions using the present perfect tense. For example:
  - "Have you learnt any new skills this year?"
  - "Yes, I've learnt how to cook."
  - "Are you good at cooking?"
  - "Yes, I cook very well."
- Provide explanations on how to form present perfect questions and answers (e.g., "Have you...?" or "Yes, I have / No, I haven't").
- Emphasise the use of the present perfect tense to discuss experiences from this year.

### ➤ Activity:

- Have students work in pairs and ask each other questions about the skills they have learnt or are good at, using the present perfect tense. Examples:
  - Student A: "Have you learnt how to swim this year?"
  - Student B: "Yes, I've learnt how to swim."
  - Student A: "Are you good at swimming?"
  - Student B: "Yes, I swim very well."
  - Student A: "Have you tried playing the piano?"
  - Student B: "No, I haven't tried it yet."
- Encourage students to use a variety of skills from the list (e.g., drawing, riding a bike, swimming, playing piano, etc.).
- Promote peer feedback to help students refine their speaking skills and build confidence in using the present perfect tense in conversation.

## Section 6: Writing

### ➤ Objectives:

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

- Write an informal letter that includes all parts: date, greeting, opening sentence, body, questions to engage the friend, closing sentence, and closing.
- Use the present perfect tense to describe the skills they have learnt this year and the ones they are good at or still need to improve.
- Demonstrate clarity and relevance in describing their skills and personal progress.
- Enhance their letter with drawings or visual elements that complement the text.

### ➤ Instructional Techniques:

- Display the example informal letter on the board, highlighting its parts: date, greeting, opening sentence, body, questions to engage the friend, closing sentence, and closing.
- Explain the writing process, emphasising the use of the present perfect tense to describe skills they have learnt and are still working on.
- Provide a sample letter (e.g., the one about a student's skills learnt throughout the year) to show students how to organise their letter and use the present perfect tense.
- Review the structure of an informal letter and how to ask questions to engage the reader, making the letter more conversational.
- Remind students to use appropriate transitions between different skills and make their writing clear and cohesive.

### ➤ Activity:

- Start by reviewing the example letter with the students. Point out how the letter is structured (date, greeting, opening sentence, body, questions to engage the friend, closing sentence, closing).
- Discuss how the writer uses the present perfect tense to describe the skills they have learnt, e.g., "I have learnt how to swim" or "I have improved my drawing skills."
- Model how to ask questions about a friend's skills and progress using the present perfect tense, e.g., "Have you learnt any new skills this year?" "What are you good at?"
- Have the students repeat the structure and sentence patterns aloud as a class for practice.
- Have students follow the model letter in the student's book to write their own informal letter to a friend, describing the skills they have learnt this year using the present perfect tense.
- Encourage students to include all parts of the letter: date, greeting, opening sentence, body, questions to engage their friend, closing sentence, and closing.
- Prompt students to describe their skills in detail, such as "I have learnt how to ride a bike" or "I have become better at writing stories."
- Allow students time to illustrate their letters with drawings that complement their descriptions of skills or activities they have worked on.
- After writing, give students the opportunity to share their letters with a partner or in small groups. Encourage them to give feedback on each other's letters, focusing on structure, clarity, and correct use of the present perfect tense.

## Section 7: 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 Weather is short-term and changes daily, while climate is the long-term average of weather patterns.
- Q. 2 "period"
- Q. 3 "desert"
- Q. 4 "rainstorm"
- Q. 5 "We have just bought (just, buy) a new house."
- Q. 6 "My friend hasn't visited (not, visit) me yet."
- Q. 7 "We have seen that movie before."
- Q. 8 Yes, I've learnt how to (play the piano).
- Q. 9 Yes, I swim very well.
- Q. 10 No, I am bad at writing stories.

## Unit Seven

### The Power of Technology

Unit	Vocabulary	Grammar	Skills
<b>7</b>  <b>The Power of Technology</b>  <b>page 52</b>	offline, glitch, backup, reconnect, adjust, unplugged, upload, alert, scroll, access	<b>Passive voice: simple present</b> <i>The teacher explains the lesson. &gt; The lesson is explained by the teacher.</i>  <b>Passive voice: simple present: negative and questions</b> <i>The lesson is not (not) explained by the teacher.</i> <i>Is the lesson explained by the teacher? Yes, it is. / No, it is not.</i>	<b>Reading:</b> a story about the power of technology
			<b>Listening:</b> listening for details about a day at the city zoo
			<b>Speaking:</b> asking and answering questions about the frequency of personal habits or routines
			<b>Writing:</b> writing an informal email

### General Outcomes

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

- recognise and use vocabulary related to technology, such as “offline”, “glitch”, “reconnect”, and “upload”, through contextual reading and guided tasks.
- understand and apply the structure of the passive voice in the simple present for both affirmative and negative forms, including forming passive questions.
- use the passive voice in short writing tasks and transformations, identifying and correcting errors in word order and subject-verb agreement.
- identify the sequence of events and details in a short story about technology and distance learning by answering comprehension questions and ordering events.
- demonstrate understanding of key vocabulary and everyday digital problems by completing matching and gap-fill tasks in dialogues and definitions.
- ask and answer questions about the frequency of daily routines using the correct passive form of present simple in spoken exchanges.
- write an informal email describing daily personal routines using the present simple passive structure, following a model format and email conventions.

### Unit Plan

Unit 7 - The Power of Technology	WEEK 20	Lesson 1	Reading 1	p.52 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.52 (ex.3) p.53 (ex.4)		
		Lesson 3	Reading 3		p.38 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.53 (ex. 5-9)		
		Lesson 5	Vocabulary	p.54	p.39	
	WEEK 21	Lesson 1	Grammar 1	p.55 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.56 (ex.3 + ex.4 + ex.5)		
		Lesson 3	Grammar 3		p.40 (ex.1 + ex.2)	
		Lesson 4	Grammar 4		p.41 ( ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.42 (ex.5 + ex.6)	Worksheet
	WEEK 22	Lesson 1	Listening	p.57 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.57		
		Lesson 3	Writing	p.58		
		Lesson 4	Writing		p. 43	
		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 key events and actions in the story of Layla and technology.
- Read aloud individually, with a partner, or in groups to practise fluency.
- Retell the story of Layla, focusing on how she learned through technology during the snowstorm.
- Answer and ask questions to recall details about Layla's experiences and actions throughout the story.
- Reflect on the importance of technology in learning and how it helps us stay connected.

### ➤ Instructional Techniques:

- Engage students with a question: Start by showing pictures of a tablet, a virtual class, and a lightbulb. Ask, "What do you think the story is about?" to encourage predictions.
- Introduce the text: Present the title and opening question: "What do you think happens to Layla in the story?" Prompt discussion about online learning and how technology helps in daily life.
- Model fluent reading: Read the text aloud while students follow along. Emphasise key parts such as "Her screen was filled with spinning planets and videos of astronauts" and "That power cut reminded me how lucky we are to learn like this."
- Break down the text: After rereading, ask questions like, "What did Layla do in her virtual class?" "How did she use technology at home?" "What happened when the power went out?" "What did Layla realise when the power returned?"
- Focus on vocabulary: Highlight words such as 'virtual', 'message', 'offline', 'quiz', 'glitch', and 'upload'. Explain their meanings and encourage students to use them when discussing the story.
- Incorporate visuals: Use pictures of Layla with her tablet, a candle during the power cut, and a teacher's online message. Ask students to describe what they see using story words.
- Encourage reflection: Conclude by asking, "What lesson did you learn from Layla's story?" Discuss how technology helps us but also why it's important to have backup plans.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 53, Exercise 4. Ask students to carefully read the story and decide whether each statement is true or false based on the text. Encourage them to underline or highlight key parts of the story that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, help students rewrite them to make them true.
- Have students open their student books to page 53, Exercise 5. Guide students to reflect on Layla's actions throughout the story. Ask, "What do Layla's actions show about her personality?" Encourage students to provide examples from the text to support their answers. For instance, they might mention how she explored new applications, joined her first virtual class, and kept learning even during the snowstorm.
- Have students open their student books to page 53, Exercise 6. Discuss what the author implies about the importance of technology in the story. Ask questions such as, "Why was technology important for Layla during the snowstorm?" "How did it help her continue her learning?" Students should write a short answer, using evidence from the story to support their thoughts.
- Have students open their student books to page 53, Exercise 7. Direct students to find the sentence in the story that contains the underlined word "she." Ask them to identify the character it refers to by looking at the context of the sentence. Explain how pronouns often refer back to a noun mentioned earlier. Allow students to share their answers and discuss their reasoning.
- Have students open their student books to page 53, Exercise 8. Instruct students to scan the story for a sentence that shows Layla understood the value of technology. Prompt them with questions like, "What did Layla realise after the power came back?" "Was there a moment she expressed being grateful?" Once identified, have students copy the sentence and explain its meaning.



- Have students open their student books to page 53, Exercise 9. Ask students to reread the story and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and subject pronoun. Encourage them to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.
- **Part 2**
- Begin by having students refer to the story in their student book. Ask them to read the relevant sections of the text to practise comprehension and focus on key details. For example, students can discuss what Layla enjoyed learning about, how she reacted to the snowstorm, what message the teacher sent, and what happened when the power went out.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, “Her screen was filled with spinning planets and videos of astronauts” or “That power cut reminded me how lucky we are to learn like this.” This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the story’s themes and details. For instance, ask: “What did Layla enjoy learning about?” “How did Layla continue learning after the snowstorm?” “What happened when the power went out?” “What did Layla realise when the power returned?”
- Have students open their activity books to page 38, Exercise 1. Direct them to complete the written comprehension questions based on the text. Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 38, Exercise 2. Ask students to read the six events and number them in the order they happened in the story. Encourage them to reread the text to find clues about the correct sequence. Once they finish, review the answers as a class and discuss how each event leads to the next to ensure understanding of the storyline.

#### Answer Key

##### Student’s Book, page 53

Q. 4.

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

Q. 5.

She is curious, responsible, and eager to learn. She adapts quickly to new situations and shows appreciation for the tools that help her learn.

Q. 6.

The author implies that technology is a powerful tool for learning, staying connected, and exploring new ideas, especially when students can't attend school in person.

Q. 7.

It refers to Layla.

Q. 8.

“Technology helped me learn, create, and stay close to others this week. I’m truly thankful for it, and for electricity, too! Next time, I’ll make a backup plan just in case I can’t access my lessons.”

Q. 9.

A. tablet B. curious C. on D. suddenly E. learn F. she

##### Activity Book, page 38

Q. 1.

A. Layla enjoyed learning about science, especially how things worked, and she used her tablet to explore space, experiments, and learning games.

B. She felt disappointed because they were just starting a space project she was excited about.

C. The teacher said that classes would continue online and asked students to join the virtual lesson the next morning at 9:00.

D. She joined virtual lessons, watched videos about space, answered quiz questions, wrote stories using an app, practised maths games, and did a science experiment.

E. The power went out, the Wi-Fi stopped, and her tablet turned off, so she couldn’t join her online class.

F. She realised how much she had been depending on technology and felt grateful for having the tools that allowed her to keep learning from home.

Q. 2.

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

## Section 2: Vocabulary

### ➤ Objectives:

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

- Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken words.

- Learn new vocabulary.
- Write words correctly.

➤ **Instructional Techniques:**

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

➤ **Activity:**

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

**Answer Key**

**Student's Book, page 54**

Q. 2.

A. offline B. alert C. upload D. reconnect E. unplugged F. backup  
G. access H. glitch I. scroll J. adjust

**Activity Book, page 39**

Q. 1.

A. backup B. reconnect C. unplugged D. offline E. glitch

Q. 2.

1. offline 2. glitch 3. reconnect 4. backup 5. adjust

Q. 3.

A. adjust B. alert C. scroll D. access E. upload

## Section 3: Grammar

➤ **Objectives:**

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

- Identify and use the passive voice in the simple present tense to describe actions where the focus is on the action rather than the doer.

- Recognise the rules for forming the passive voice in the simple present tense, including when and how to use "am," "is," and "are" with the past participle of verbs.
- Construct simple sentences in the passive voice in both affirmative and negative forms.
- Form questions in the passive voice, using "is" and "are" to ask about actions done to the subject.
- Use the passive voice to describe events in both written and oral exercises.

➤ **Instructional Techniques:**

- Begin by explaining the concept of the passive voice, emphasising the structure: subject + "to be" (am, is, are) + past participle of the verb. For example: "The fish is eaten by the cat."
- Introduce visual aids or examples to demonstrate how to form the passive voice in simple present sentences. For example: "The homework is done by the students," and "The room is cleaned every day."
- Display example sentences on the board using the passive voice in different contexts. For instance, "The lesson is explained by the teacher" vs. "The book is read by the student."
- Encourage students to repeat sentences after you, focusing on the pronunciation and structure of the passive voice. For example: "The door is opened by the student," and "The cake is baked by my mother."
- Demonstrate how to form negative passive sentences using "not" after the verb "to be." For example: "The homework is not done by the students" and "The report is not written by the manager."
- Show how to form questions in the passive voice. For example, write on the board: "Is the book read by the student?" and explain that the answer can be "Yes, it is" or "No, it isn't."
- Provide students with examples of sentences in the passive voice and practice converting them from active to passive. For example, "The teacher explains the lesson" becomes "The lesson is explained by the teacher."
- Provide oral practice by asking students to describe actions using the passive voice. For example, "Is the car washed every week?" and "Is the kitchen cleaned every day?"
- Encourage students to listen and repeat questions and answers aloud to reinforce the correct structure of passive sentences in both affirmative and negative forms.
- Use role-playing or pair work to have students practise describing actions in the passive voice. For example: "How is the food prepared?" "The food is prepared by the chef."
- Provide opportunities for students to practise using the passive voice both orally and in written exercises to describe actions and events.

➤ **Activity:**

- Have students open their student books to page 56, Exercise 3. Guide them to circle the correct answer in each sentence by choosing the correct form of the verb in the passive voice (am/is/are + past participle). Remind them of the rules for forming passive sentences in the simple present tense. Emphasise that in the passive voice, the subject receives the action, and the focus is on what is being done, not who is doing it. For example: "The cake is baked by my mum every weekend" (passive affirmative), or "The homework is not checked by the teacher every day" (passive negative).
- Have students open their student books to page 56, Exercise 5. Guide them to complete each sentence with the correct form of the present simple passive (am/is/are + past participle). Explain that in the passive voice, the subject of the sentence receives the action, rather than performing it. Remind them to use the correct form of "to be" (am, is, or are) depending on the subject. For example, "Letters are delivered to this address every day" and "The homework is corrected by the teacher every afternoon." Emphasise that the focus in passive sentences is on what is being done, not who is doing it. Encourage students to pay attention to the context of each sentence to select the appropriate form of the verb.
- Have students open their activity books to page 40, Exercise 1. Guide them to complete each sentence with the correct form of the present simple passive (am/is/are + past participle). Explain that the passive voice is used when the focus is on the action, rather than the person or thing doing the action. Emphasise that the correct form of the verb "to be" (am, is, or are) must be used depending on the subject, and the main verb must be in the past participle form. For example: "Emails are sent to all employees every day"

(passive affirmative), or "The invitations are not sent out until the event is confirmed" (passive negative). Encourage students to look at the context of the sentence to choose the right form of the verb.

- Have students open their activity books to page 40, Exercise 2. Guide them to complete each sentence using the present simple passive form of a suitable verb. Explain that the passive voice focuses on the action being done rather than who is performing it. Remind students that the verb in the passive voice should be in the correct present simple form (am/is/are + past participle), and they should choose a verb from the list based on the context of each sentence. For example, "The room is cleaned by the maid" and "The cake is baked by my mother." Encourage students to pay attention to the subject of the sentence and choose the appropriate verb to make the sentence grammatically correct.
- Have students open their activity books to page 41, Exercise 3. Guide them to match the parts of the sentences, then write Active or Passive. Explain that the exercise focuses on identifying whether each sentence is in the active or passive voice. Encourage students to carefully consider the verb form and how the subject is related to the action. For example, "She delivers the packages every day" is in the Active voice, while "The house is built by the workers" is in the Passive voice. Remind students to focus on how the action is being performed and who is receiving the action in each sentence.
- Have students open their activity books to page 41, Exercise 4. Instruct them to rewrite the following sentences in the passive voice, using the simple present tense. Remind students that in the passive voice, the focus is on the action and the object receiving the action rather than on who is performing the action. For example: "People speak English in this place" → "English is spoken in this place." Encourage students to pay attention to the subject, verb, and object in each sentence and ensure they follow the structure of the passive voice correctly.
- Have students open their activity books to page 42, Exercise 5. Instruct them to rewrite the following sentences in the active voice, using the simple present tense. Remind students that in the active voice, the subject of the sentence performs the action. For example: "The cows are milked every morning by Jackie" → "Jackie milks the cows every morning." Encourage students to pay attention to the subject, verb, and object in each sentence to ensure they correctly transform the sentence into the active voice.
- Have students open their activity books to page 42, Exercise 6. Instruct them to find the mistakes in the sentences below, and then rewrite them correctly. Remind students to pay attention to errors related to the passive voice, including subject-verb agreement and the correct use of auxiliary verbs like "is" or "are" in passive sentences. For example: "The rules are follow by everyone." → "The rules are followed by everyone." Encourage students to focus on making the necessary corrections in both present and past tenses.

#### Answer Key

##### Student's Book, page 56

Q. 3.

A. is baked    B. are watered    C. is written    D. are cleaned    E. is checked

Q. 5.

A. are, delivered    B. are, borrowed    C. are not arranged    D. is, collected    E. are not set

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

Q. 1.

A. are, sent    B. are processed    C. are, checked    D. is prepared    E. are, replied  
F. are delivered    G. are, submitted    H. are not sent    I. are, printed    J. is not read

Q. 2.

A. is cleaned    B. are decorated    C. are watered    D. is baked    E. are corrected  
F. is paid    G. are taken    H. are made    I. are borrowed    J. are sold

Q. 3.

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

Q. 4.

A. English is spoken in this place.    B. Sandwiches are sold in the school cafeteria.  
C. The doors are locked by the security guard at night.    D. Cars are not painted here.  
E. Many different types of bread are sold here.

Q. 5.

A. Jackie milks the cows every morning.    B. People purchase food at the market.  
C. Teachers grade exams after class.    D. Carpenters make furniture.  
E. Mechanics repair cars.

Q. 6.

A. The rules are followed by everyone.    B. These flowers are planted by my mother.  
C. A new house is not built in our street.    D. Potatoes are boiled for about twenty minutes.  
E. This TV show is watched by millions of fans.

## Section 4: Listening

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about the city zoo. Ask them to look carefully at how the animals are cared for, what visitors can do, and why the zoo is important. Encourage them to think about questions like “What food do different animals eat at the zoo?” and “How does the zoo help protect endangered species?”
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

### ➤ Activity:

- Have students open their students' books to page 57 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and fill in the blanks based on the information 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. The lions, giraffes, and monkeys are fed in the morning.

B. The zoo organises animal shows and wildlife conservation workshops every summer.

Q. 3.

A. meat   B. leaves   C. fruits, nuts   D. shows   E. endangered   F. enclosures

#### Transcript

##### A Day at the City Zoo

The city zoo is home to many different animals from around the world. Every morning, the zookeepers begin their day by feeding the animals, ensuring each one gets the right food. The lions are fed meat, the giraffes get fresh leaves, and the monkeys enjoy fruits and nuts. Visitors to the zoo can watch feeding times, which are scheduled throughout the day. The zoo also has an educational centre where children and adults can learn about the animals' natural habitats, diets, and behaviors. Every summer, the zoo organises special events like animal shows and wildlife conservation workshops. The zoo is committed to protecting endangered species. By the end of the day, the animals are put back into their enclosures, and the zoo closes at 7 p.m.

## Section 5: Speaking

### ➤ Objectives:

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

- Use the present simple passive to ask and answer questions about their personal habits or routines.
- Talk about the frequency of their activities such as, brushing teeth, washing their face, and other daily habits.
- Engage in dialogues using the present simple passive to discuss their personal routines and habits.

### ➤ Instructional Techniques:

- Display a list of common daily activities on the board (e.g., brushing teeth, washing face, making the bed, etc.).

- Model how to ask and answer questions using the present simple passive. For example:
- "How often are your teeth brushed?"
- "My teeth are brushed twice a day."
- "How often is your face washed?"
- "My face is washed five times a day."
- Provide explanations of how to form questions and answers in the present simple passive (e.g., "are brushed," "is washed," "is done").
- Emphasise the structure of the passive voice, including the use of "are" and "is" + past participle.

➤ **Activity:**

- Have students work in pairs to ask and answer questions about their personal habits using the present simple passive.
- Examples:  
Student A: "How often are your teeth brushed?"  
Student B: "My teeth are brushed twice a day."  
Student A: "How often is your face washed?"  
Student B: "My face is washed five times a day."  
Student A: "How often is the bed made?"  
Student B: "The bed is made every morning."
- Encourage students to ask about other activities such as taking a shower, going for a walk, reading a book, etc.
- Promote peer feedback to help students refine their speaking skills and build confidence in using the present simple passive voice in conversation.

## Section 6: Writing

➤ **Objectives:**

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

- Write an informal email to a friend about their morning routines and healthy habits using the present simple passive.
- Use the present simple passive to describe their personal routines in an organised and clear manner.
- Organise their email effectively, ensuring clarity and proper structure in each section.
- Use appropriate salutation and closing expressions in an informal email.

➤ **Instructional Techniques:**

- Display an example informal email on the board, highlighting its structure: email sender, email receiver, subject line, salutation, opening sentences, body part 1: morning routines, body part 2: healthy habits, closing sentences, the closing, and sender's name.
- Explain how to use the present simple passive to describe routines (e.g., "My bed is made every morning," "Breakfast is eaten at 7 a.m.") and healthy habits (e.g., "Water is drunk throughout the day," "Exercise is done regularly").
- Provide a sample email, demonstrating how to organise the content and use the present simple passive effectively in each section.
- Review the structure of an informal email, showing how to begin with a friendly salutation, follow with an introduction, and use the body to describe daily routines and healthy habits.
- Remind students to use conversational and friendly language while still maintaining clarity in their writing.

➤ **Activity:**

- Start by reviewing the example informal email with the students. Point out how the email is structured (email sender, email receiver, subject line, salutation, opening sentences, body part 1: morning routines, body part 2: healthy habits, closing sentences, the closing, and sender's name).

- Discuss how to use the present simple passive in the email, for example, “My bed is made every morning” or “Exercise is done regularly.”
- Model how to begin the email with a friendly salutation (e.g., "Dear [Friend's Name],") and use the structure to describe chores.
- Have the students repeat the structure and sentence patterns aloud as a class for practice.
- Have students follow the model and write their own informal email to a friend, including all sections.
- Encourage students to use the present simple passive forms for routines and habits (e.g., "Water is drunk," "Breakfast is eaten").
- Allow time for students to read their emails aloud to a partner for peer feedback, focusing on structure and clarity.
- Once the emails are completed, provide opportunities for students to share their work with the class or in small groups for peer feedback.

## Section 7: 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 “Technology is a powerful tool for learning and staying connected.”

Q. 2 “reconnect”

Q. 3 “alert”

Q. 4 “access”

Q. 5 “The house is cleaned (clean) by my mom every day. ”

Q. 6 “The animals are fed (feed) twice a day at the zoo.”

Q. 7 “How often are the documents printed (print) in the office?”

Q. 8 My bed is made once a day.

Q. 9 My pets are fed twice a day.

Q. 10 The laundry is done four times a week.



## Unit Eight

### The Life of Marie Curie

Unit	Vocabulary	Grammar	Skills
<b>8</b>  <b>The Life of Marie Curie</b>  <b>page 60</b>	scientist, atom, radioactivity, discovery, experiment, determined, research, legacy, pioneer, honour	<b>Past simple and past continuous</b> <i>She visited her friend yesterday.</i> <i>She was reading a book yesterday at 7 p.m.</i>  <b>Linking past simple and past continuous using “when”</b> <i>I was studying for my test when my friend called me.</i> <i>When he saw an accident, he was driving to work.</i>	<b>Reading:</b> a text about the life of Marie Curie
			<b>Listening:</b> listening for details about day at the beach
			<b>Speaking:</b> asking and answering questions about what they were doing yesterday
			<b>Writing:</b> writing a descriptive essay

### General Outcomes

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

- understand and answer questions about a biographical text on Marie Curie, focusing on her life, discoveries, and legacy.
- learn and use vocabulary related to science, discovery, and legacy in context through definitions, dialogues, and word puzzles.
- use the past simple and past continuous tenses accurately to describe past events and ongoing actions at specific times.
- practise linking past simple and past continuous using “when” to describe sequences and interruptions in past events.
- identify and understand specific details in a listening text about a day at the beach.
- ask and answer questions about what people were doing yesterday using correct past tenses.
- write a descriptive essay about a past evening, combining past continuous for ongoing actions and simple past for completed actions.

### Unit Plan

Unit 8 - The Life of Marie Curie	WEEK 23	Lesson 1	Reading 1	p.60 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.60 (ex.3) p.61 (ex.4)		
		Lesson 3	Reading 3		p.44 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.61 (ex. 5-9)		
		Lesson 5	Vocabulary	p.62	p.45	
	WEEK 24	Lesson 1	Grammar 1	p.63 (ex.1 + ex.2)		
		Lesson 2	Grammar 2	p.64 (ex.3)	p.46 (ex.1)	
		Lesson 3	Grammar 3	p.64 (ex.4 + ex.5)	p.46 (ex.2)	
		Lesson 4	Grammar 4		p.47 (ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.48 (ex.5 + ex.6)	Worksheet
	WEEK 25	Lesson 1	Listening	p.65 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.65		
		Lesson 3	Writing	p.66		
		Lesson 4	Writing		p.49	
		Lesson 5	Board Game & Assessment	p.67		Unit 8 Assessment

## Section 1: Reading

### ➤ Objectives:

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

- Recognise and understand the main ideas and key events in the text about Marie Curie's life and achievements.
- Read aloud individually, with a partner, or in groups to practise fluency and comprehension.
- Answer and ask questions to recall details about Marie Curie's life, discoveries, and contributions to science.
- Reflect on the impact of Marie Curie's discoveries and how they changed the fields of science and medicine.
- Discuss the significance of Marie Curie's role as a female scientist and her influence on future generations of women in science.

### ➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing a picture of Marie Curie and ask, "Who do you think this text is about?" Encourage students to make predictions about her life and contributions to science.
- Introduce the text: Present the title and opening question: "What makes Marie Curie one of the most important scientists of her time?" Prompt students to share any prior knowledge or experiences related to science and famous scientists.
- Model fluent reading: Read the text aloud as students follow along. Highlight key phrases such as "discovery of radium," "radioactivity," and "Nobel Prize in Chemistry." Emphasise tone and pacing to model proper fluency.
- Break down the text: Reread key sections and ask questions such as, "What discovery did Marie Curie make in 1898?" and "How did Marie Curie continue her work after her husband's death?" Guide students to connect the text's message to their own understanding of perseverance and scientific discovery.
- Focus on vocabulary: Highlight key words such as "radium," "radioactivity," "atoms," and "Nobel Prize." Discuss their meanings and encourage students to use these words in their reflections and discussions.
- Incorporate visuals: Show images of Marie Curie, her laboratory, and diagrams related to radium and radioactivity. Ask students to describe what they see and discuss how these images reflect her scientific work.
- Encourage reflection: Conclude by asking, "What lesson can you learn from Marie Curie's life and achievements?" Facilitate a discussion about how her perseverance, dedication, and groundbreaking discoveries have impacted science and medicine. Encourage students to think about how they can be inspired by Marie Curie's example.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 61, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the text. Encourage them to underline or highlight key parts of the text that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, guide students to rewrite them to make them true.
- Have students open their student books to page 61, Exercise 5. Guide them to reflect on Marie Curie's dedication to science. Ask, "What can you infer about her dedication to science?" Encourage students to provide examples from the text to support their answers, such as her determination to continue her work after her husband's death and her pioneering research in a male-dominated field.
- Have students open their student books to page 61, Exercise 6. Discuss what the author implies about the challenges women faced in pursuing higher education and careers in science during Marie Curie's time. Ask students to think about how Marie Curie overcame these challenges and what this suggests about her determination. Prompt them with questions like, "What barriers did Marie Curie face?" and

“How did she break these barriers?” Have students write a brief answer using evidence from the text to support their ideas.

- Have students open their student books to page 61, Exercise 7. Direct them to find the sentence in the text that contains the underlined word “she.” Ask students to identify what the word refers to by looking at the context of the sentence. Explain how pronouns often refer back to a noun mentioned earlier in the text. Allow students to share their answers and discuss their reasoning.
- Have students open their student books to page 61, Exercise 8. Instruct them to scan the text for a sentence that explains how Marie Curie continued her work after her husband’s death. Prompt them with questions like, “How did Marie Curie continue her research after Pierre Curie’s death?” Once they identify the sentence, have them copy it and explain its meaning.
- Have students open their student books to page 61, Exercise 9. Ask them to reread the text and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and possessive pronoun. Encourage students to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.

## • Part 2

- Begin by having students refer to the text in their student books. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss Marie Curie’s most famous discoveries, the challenges she faced, and her contributions to science.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, “Marie Curie’s discovery of radium was groundbreaking!” or “Despite facing many challenges, Marie Curie continued her research with determination.” This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text’s themes and details. For instance, ask, “What was Marie Curie’s most famous discovery?” “Why did she move to France to continue her studies?” “How did Marie and Pierre Curie work together in their scientific research?” “What made radium an important discovery for medicine?” “What challenges did Marie Curie face after Pierre’s death?” and “How did Marie Curie inspire future scientists, especially women?”
- Have students open their activity books to page 44, Exercise 1. Direct them to complete written questions based on the text. Students will write answers to questions such as, “What was Marie Curie’s most famous discovery?” and “What role did Marie Curie’s work play in medicine?” Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 44, Exercise 2. Ask students to carefully read each sentence and circle the incorrect word. Then, instruct them to write the correct word in the blank provided. Encourage them to reread the text in their student books to find clues that will help them identify and correct the mistakes. Once they finish, review the answers as a class and discuss why each correction is necessary to ensure understanding of the text and key details.

### Answer Key

#### Student’s Book, page 61

Q. 4.

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

Q. 5.

Marie Curie was deeply dedicated to science, continuing her research despite personal losses and health risks.

Q. 6.

The author implies that women faced significant barriers to education and careers in science, as seen in Marie’s struggles to study in Poland.

Q. 7.

It refers to Marie Curie.

Q. 8.

“Instead, she continued to work on her research, honouring her husband’s memory and continuing their shared scientific mission.”

Q. 9.

A. radium B. important C. in D. quickly E. discover F. her

### Answer Key

#### Activity Book, page 44

Q. 1.

A. It was radium.

B. Because women were not allowed to attend universities in Poland at that time.

C. They conducted experiments together and discovered radium in 1898.

D. It was used to treat diseases like cancer.

E. She experienced heartbreak but continued her research to honour his memory.

F. She broke barriers for women in science and education, becoming the first woman to win a Nobel Prize and teach at the Sorbonne.

Q. 2.

A. France > Poland    B. flu > cancer    C. biology > physics

D. USA > France    E. physics > chemistry    F. healthier > ill

## Section 2: Vocabulary

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

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

### ➤ Activity:

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

**Answer Key****Student's Book, page 62**

Q. 2.

A. scientist   B. discovery   C. experiment   D. honour   E. Radioactivity  
F. legacy   G. pioneer   H. determined   I. atoms   J. research

**Activity Book, page 45**

Q. 1.

A. radioactivity   B. discovery   C. experiment   D. determined   E. pioneer

Q. 2.

1. scientist   2. experiment   3. discovery   4. research   5. legacy

Q. 3.

A. scientist   B. atom   C. research   D. legacy   E. honour

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

- Identify and use the past simple and past continuous tenses to describe actions in the past, distinguishing between completed actions and actions in progress.
- Recognise the rules for forming the past simple and past continuous tenses in affirmative, negative, and question forms.
- Construct simple sentences using the past simple and past continuous tenses in affirmative, negative, and question forms.
- Use the "when" structure to link past simple and past continuous actions, understanding how to describe interrupted actions.
- Ask and answer questions using past simple and past continuous tenses, focusing on the correct usage of "was," "were," "did," and "ing" forms.
- Apply past simple and past continuous tenses in both written and oral exercises to describe events and experiences.

**➤ Instructional Techniques:**

- Begin by explaining the past simple and past continuous tenses, emphasising the difference: past simple for completed actions and past continuous for ongoing actions. For example: "She visited her friend yesterday" (past simple) and "She was visiting her friend yesterday at 5 p.m." (past continuous).
- Introduce visual aids or examples to demonstrate how to form the past simple and past continuous tenses. For example, show: "played, was playing" or "watched, was watching."
- Display example sentences on the board using both past simple and past continuous tenses in different contexts. For instance, "He studied for his test last night" (past simple) vs. "He was studying for his test at 7 p.m." (past continuous).
- Encourage students to repeat sentences after you, focusing on the pronunciation and structure of both tenses. For example: "She called me yesterday" (past simple) and "She was calling me at 3 p.m." (past continuous).
- Demonstrate how to form negative sentences in both tenses. For example, "She didn't visit her friend yesterday" (past simple) and "She wasn't reading a book at 7 p.m." (past continuous).
- Show how to form questions using past simple and past continuous. For example, write on the board: "Did you watch the film last night?" (past simple) and "Were you studying yesterday at 5 p.m.?" (past continuous), explaining that the answers will be "Yes, I did" / "No, I didn't" for past simple and "Yes, I was" / "No, I wasn't" for past continuous.
- Provide examples of sentences linking past simple and past continuous using "when." For instance: "She was walking to the shop when it started raining" (past continuous interrupted by past simple).
- Explain how to use time expressions like "yesterday," "last night," "at 7 p.m.," "while," and "when" to signal the correct tense to use.
- Provide oral practice by asking students to describe what they were doing when something happened. For example: "What were you doing when your friend called you?" (Past continuous + past simple).

- Encourage students to listen and repeat questions and answers aloud to reinforce the correct structure of past simple and past continuous tenses.
- Use role-playing or pair work to have students describe actions that were happening at certain times in the past, such as: "What were you doing when it started raining?" "I was playing football when it started raining."
- Provide opportunities for students to practise using past simple and past continuous tenses both orally and in written exercises, ensuring they use the correct structures and forms.

➤ **Activity:**

- Have students open their student books to page 64, Exercise 3. Guide them to circle the correct answers by selecting the appropriate verb form (past simple or past continuous). Remind them of the rules for using the past simple tense for completed actions and the past continuous tense for ongoing actions in the past. Explain that the past simple describes actions that are finished, while the past continuous describes actions that were in progress at a specific time in the past. For example: "She visited the park yesterday" (past simple) or "She was visiting the park at 5 p.m. yesterday" (past continuous).
- Have students open their student books to page 64, Exercise 5. Instruct them to circle the correct answers by choosing the appropriate verb form (past simple or past continuous). Encourage students to pay attention to the context of each sentence, and remind them that the past continuous is used to describe an ongoing action in the past that was interrupted by a completed action, which is expressed in the past simple. For example, "We were walking when it started to rain" (past continuous and past simple).
- Have students open their activity books to page 46, Exercise 1. Instruct them to carefully read each sentence and circle the correct answer for the verb form (past simple or past continuous). Remind students that the past simple is used for completed actions in the past, while the past continuous is used for ongoing actions in the past. For example, "They built a sandcastle" (past simple) or "They were building a sandcastle" (past continuous). Encourage students to consider the context of each sentence to choose the correct answer.
- Have students open their activity books to page 46, Exercise 2. Guide them to complete each sentence with the correct form of the verb (past simple or past continuous) as needed. Explain that the past simple is used for completed actions in the past, while the past continuous is used for ongoing actions that were happening when another action occurred. For example, "When the rain started, they were playing football" and "I was reading a book when my friend called me." Encourage students to focus on the context of each sentence to choose the appropriate verb form. Remind them to pay attention to how the actions are connected in time.
- Have students open their activity books to page 47, Exercise 3. Guide them to complete each sentence using the correct form of the verbs (past simple or past continuous). Explain that the past continuous is used for actions that were ongoing at a specific time in the past, while the past simple is used for completed actions. For example, "Maya was not painting the fence when the rain started" and "John was jogging when he saw a beautiful bird." Encourage students to carefully analyse the context of each sentence to determine which action was ongoing and which was completed. Remind them to pay attention to time markers and the relationship between the actions.
- Have students open their activity books to page 47, Exercise 4. Guide them to rearrange the jumbled words to form correct sentences or questions. Remind them to focus on proper sentence structure, starting with the subject, followed by the correct form of the verb and the rest of the sentence. For example, "Lisa visited her grandmother last weekend." Encourage them to carefully read each set of words and pay attention to verb forms and punctuation when forming sentences. For questions, remind them to place the verb before the subject, as in, "Was he reading a book all afternoon?"
- Have students open their activity books to page 48, Exercise 5. Instruct them to carefully read each sentence and identify any errors related to the use of verb tenses. After identifying the mistakes, students should rewrite the sentences correctly. For example, "The kids played outside when it was starting to rain." → "The kids were playing outside when it started to rain." Remind them to focus on the

correct tense forms, such as past simple and past continuous, ensuring students apply the appropriate tense for the context of each sentence.

- Have students open their activity books to page 48, Exercise 6. Instruct them to read each sentence carefully and rewrite it using "when" to show the sequence of events. Remind students that "when" is used to indicate that one action happens at the same time or just before or after another action. For example: "I was studying for my test. My brother called me." → "I was studying for my test when my brother called me." Encourage students to focus on using "when" to show the connection between the actions in the sentences.

#### Answer Key

##### Student's Book, page 64

Q. 3.

A. visited B. were playing C. was watching D. travelled E. wrote  
F. were reading G. was barking H. danced I. were studying J. cleaned

Q. 5.

A. started B. rang C. came D. was eating E. was working  
F. were playing G. arrived H. went I. was reading J. were going

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

Q. 1.

A. built B. was eating C. was explaining D. was crying E. cooked  
F. moved G. was sleeping H. painted I. were hiking J. won

Q. 2.

A. started B. was reading C. saw D. was eating E. rang  
F. was studying G. arrived H. was cooking I. were building J. was swimming

Q. 3.

A. wasn't painting, started B. Were, playing, arrived C. was jogging, saw D. was writing, crashed E. were having, rang  
F. wasn't driving, realised G. Was, listening H. were watching, went out I. was reading, fell J. Were, shopping, met

Q. 4.

A. Lisa visited her grandmother last weekend. B. The teacher didn't give us a quiz yesterday.  
C. She was cooking yesterday evening. D. Was he reading a book all afternoon?

E. I was walking to the store when I saw my friend.

Q. 5.

A. They finished the project yesterday. B. The dog didn't bark loudly last night.  
C. We were watching the stars yesterday from 1 to 3 a.m. D. They weren't studying for their exams all week.

E. The kids were playing outside when it started to rain.

Q. 6.

A. I was studying for my test when my brother called me. B. They were eating lunch when the chef brought the dessert.  
C. When he twisted his ankle, he was running in the park. D. When it started snowing, we were walking outside.

## Section 4: 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 trip to the beach with friends. Ask them to look carefully at the activities they do in the morning, afternoon, and before leaving. Encourage them to think about questions like "What fun things did they do at the beach?" and "What did they collect before going home?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.



➤ **Activity:**

- Have students open their students' books to page 65 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and fill in the blanks based on the information 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. They took off their shoes and ran to the water.

B. They had a picnic under an umbrella.

Q. 3.

A. beach   B. sandwiches   C. swimming   D. sandcastles   E. volleyball   F. seashells

**Transcript**

**A Day at the Beach**

Last weekend, my friends and I went to the beach. We arrived in the morning when the sun was shining brightly. We quickly took off our shoes and ran to the water. Some of us were swimming, while others were building sandcastles. The waves were big and fun to jump over. Around lunchtime, we sat under an umbrella and had a picnic. We ate sandwiches and drank lemonade. In the afternoon, we played beach volleyball and had a lot of fun. Before we left, we walked along the shore and collected seashells. It was a perfect day at the beach, and we all promised to go back again soon.

## Section 5: Speaking

➤ **Objectives:**

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

- Use the past simple and past continuous tenses to ask and answer questions about what they were doing yesterday.
- Use the past continuous to describe actions that were happening at a specific time in the past.
- Use the past simple to describe completed actions that interrupted ongoing activities.
- Engage in dialogues to talk about their activities yesterday using both the past simple and past continuous tenses.

➤ **Instructional Techniques:**

- Display a list of common activities on the board (e.g., clean the house, bake a cake, play basketball, study for a test, etc.).
- Model how to ask and answer questions using the past simple and past continuous tenses. For example:
  - "What were you doing yesterday evening?"
  - "I was watching a movie."
  - "What happened during this?"
  - "My sister called me."
- Provide explanations of how to form the past simple and past continuous tenses (e.g., "watched," "was watching").
- Emphasise the difference between actions in progress (past continuous) and completed actions (past simple) in the past.

➤ **Activity:**

- Have students work in pairs and ask each other questions about what they were doing yesterday using the past simple and past continuous tenses. Examples:
  - Student A: "What were you doing when I called you yesterday?"
  - Student B: "I was studying for a test when you called me."
  - Student A: "Did you go shopping yesterday?"

Student B: "Yes, I went shopping yesterday."

Student A: "What were you doing when your friend visited you?"

Student B: "I was reading a book when my friend visited me."

- Encourage students to use a variety of activities from the list (clean the house, bake a cake, play basketball, etc.).
- Promote peer feedback to help students refine their speaking skills and build confidence in using both the past simple and past continuous tenses in conversation.

## Section 6: Writing

### ➤ Objectives:

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

- Write a descriptive essay using the past continuous tense to describe what they were doing yesterday evening and the simple past tense to describe what happened when they were doing something else.
- Organise their essay clearly, including a title, an introductory paragraph, body paragraphs, and a closing paragraph.
- Use appropriate transitions and maintain coherence in their writing.
- Engage in peer feedback to improve their essays.

### ➤ Instructional Techniques:

- Display an example descriptive essay on the board, focusing on the use of the past continuous and simple past tenses. Highlight its structure: title, introductory paragraph, body paragraphs, and closing paragraph.
- Explain the writing process with an emphasis on using the past continuous to describe ongoing actions (e.g., "I was studying") and the simple past for completed actions that interrupt (e.g., "My phone rang").
- Provide a sample essay that uses the past continuous and simple past tenses, demonstrating how to organise the content and use both tenses appropriately.
- Review the structure of a descriptive essay and explain how to introduce the topic (e.g., describing what you were doing yesterday evening), describe the ongoing activity in the body paragraphs (e.g., "I was watching TV"), and describe the interrupting action (e.g., "The doorbell rang").
- Remind students to use the past continuous for describing actions in progress and the simple past for actions that happened when they were doing something else.

### ➤ Activity:

- Start by reviewing the example descriptive essay with the students. Focus on how the essay is structured (title, introductory paragraph, body paragraphs, closing paragraph) and how the tenses are used.
- Discuss how to use the past continuous to describe what they were doing yesterday evening (e.g., "I was reading a book") and the simple past to describe what happened when they were doing something else (e.g., "The phone rang").
- Model how to ask questions about what a friend was doing and what happened when they were doing something, using the past continuous and simple past tenses. For example: "What were you doing yesterday evening?" "I was studying when the power went out."
- Have the students repeat the structure and sentence patterns aloud as a class for practice.
- Have students follow the model essay in their student book to write their own descriptive essay. In their essay, they should describe what they were doing yesterday evening using the past continuous tense, and what happened during that time using the simple past tense.
- Encourage students to include all parts of the essay: title, introductory paragraph, body paragraphs, and closing paragraph. They should focus on describing the actions they were doing and the interruptions.
- Prompt students to describe their activities in detail, such as "I was watching TV when my brother came in" or "I was cooking dinner when the phone rang."
- Allow students time to revise their essays and make improvements based on feedback from peers.

- After writing, give students the opportunity to share their essays with a partner or in small groups. Encourage them to provide feedback on each other's essays, focusing on the use of tenses, structure, clarity, and coherence.

## Section 7: 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. Determination and hard work lead to great achievements.
- Q. 2. "legacy"
- Q. 3. "determined"
- Q. 4. "atom"
- Q. 5. "They visited (visit) the park yesterday."
- Q. 6. "We were playing (play) football all afternoon yesterday."
- Q. 7. "When I was cooking pasta, my friend called me."
- Q. 8. I was (studying for a test).
- Q. 9. I (cleaned the house).
- Q. 10. I (was preparing dinner) when my friend came.

## Unit Nine

### Global Warming

Unit	Vocabulary	Grammar	Skills
<b>9</b>  <b>Global Warming</b>  <b>page 68</b>	global warming, greenhouse gases, emissions, deforestation, ecosystem, mitigate, sustainable, drought, extinction, hurricanes	<b>If clause: type zero</b> <i>If the sun sets, it gets dark.</i> <i>The plants die if you don't water them.</i>  <b>If clause: type one</b> <i>If we leave now, we will catch the bus.</i> <i>We will go to the beach if the sun shines.</i>	<b>Reading:</b> a text about global warming
			<b>Listening:</b> listening for details about a day in Sarah's life
			<b>Speaking:</b> asking and answering questions about everyday situations
			<b>Writing:</b> writing an informal letter

### General Outcomes

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

- read and understand a nonfiction text about global warming, including its causes, effects, and solutions.
- recognise and use key vocabulary related to the environment, such as “greenhouse gases”, “deforestation”, “emissions”, and “ecosystem” in context.
- use type 0 conditionals to describe general truths and scientific facts related to cause and effect.
- use type 1 conditionals to talk about future actions and possible outcomes related to environmental behaviour.
- listen for specific information about the effects of global warming and ways to reduce environmental damage.
- ask and answer questions about actions people can take to protect the environment using conditional sentences.
- write an informal letter using type 0 and type 1 conditionals to describe good habits and possible future events.

### Unit Plan

Unit 9 - Global Warming	WEEK 26	Lesson 1	Reading 1	p.68 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.68 (ex.3) p.69 (ex.4)		
		Lesson 3	Reading 3		p.50 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.69 (ex. 5-9)		
		Lesson 5	Vocabulary	p.70	p.51	
	WEEK 27	Lesson 1	Grammar 1	p.70 (ex.1) p.71 (ex.2 + ex.3)		
		Lesson 2	Grammar 2	p.72 (ex.4 + ex.5)		
		Lesson 3	Grammar 3		p.52 (ex.1 + ex.2)	
		Lesson 4	Grammar 4		p.53 ( ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.54 (ex.5 + ex.6)	Worksheet
	WEEK 28	Lesson 1	Listening	p.73 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.73		
		Lesson 3	Writing	p.74		
		Lesson 4	Writing		p. 55	
		Lesson 5	Board Game & Assessment	p.75		Unit 9 Assessment

## Section 1: Reading

### ➤ Objectives:

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

- Recognise and understand the main ideas and key events in the text about global warming.
- Read aloud individually, with a partner, or in groups to practise fluency and comprehension.
- Answer and ask questions to recall details about global warming, its causes, effects, and solutions.
- Reflect on the relationship between human activities and the environment and how our actions impact the planet.
- Discuss the significance of addressing global warming to create a sustainable future for all life on Earth.

### ➤ Instructional Techniques:

- Engage students with a question: Begin the lesson by showing pictures related to the text (e.g., images of melting ice, extreme weather events, and renewable energy sources). Ask, “What do you think the text will be about?” Encourage students to make predictions about global warming and its effects on the world.
- Introduce the text: Present the title and opening question: “Why is it important to care about global warming?” Prompt students to share any prior knowledge or experiences related to climate change and its impact.
- Model fluent reading: Read the text aloud as students follow along. Highlight key phrases such as “greenhouse gases,” “global warming,” and “melting ice.” Emphasise tone and pacing to model proper fluency.
- Break down the text: Reread key sections and ask questions such as, “What causes global warming?” and “How does global warming affect people and the environment?” Guide students to connect the text’s message to their own understanding of climate change.
- Focus on vocabulary: Highlight key words such as “greenhouse effect,” “emissions,” “ecosystems,” and “sustainable.” Discuss their meanings and encourage students to use these words in their reflections and discussions.
- Incorporate visuals: Show images from the text, such as pictures of flooded coastal areas, renewable energy sources, and polar ice caps. Ask students to describe what they see using phrases like, “The melting ice contributes to rising sea levels.”
- Encourage reflection: Conclude by asking, “Why is it important for everyone to care about global warming?” Facilitate a discussion about how individuals and communities can take steps to reduce greenhouse gas emissions and protect the planet. Encourage students to think about simple actions they can take to make a difference.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 69, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the text. Encourage them to underline or highlight key parts of the text that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, guide students to rewrite them to make them true.
- Have students open their student books to page 69, Exercise 5. Guide them to reflect on the importance of addressing global warming. Ask, “What can you infer about why addressing global warming is crucial for the Earth’s future?” Encourage students to provide examples from the text to support their answers, such as the impact of greenhouse gases and the benefits of cleaner energy sources.
- Have students open their student books to page 69, Exercise 6. Discuss what the author implies about the role of human activities in causing global warming. Ask students to think about how actions such as burning fossil fuels and deforestation contribute to the issue. Prompt them with questions like, “What human activities are linked to global warming?” and “How can these activities be reduced?” Have students write a brief answer using evidence from the text to support their ideas.

- Have students open their student books to page 69, Exercise 7. Direct them to find the sentence in the text that contains the underlined word “it.” Ask students to identify what the word refers to by looking at the context of the sentence. Explain how pronouns often refer back to a noun mentioned earlier in the text. Allow students to share their answers and discuss their reasoning.
- Have students open their student books to page 69, Exercise 8. Instruct them to scan the text for a sentence that explains how global warming affects animals and plants. Prompt them with questions like, “What are the effects of global warming on animals and plants?” and “How do these effects disrupt ecosystems?” Once they identify the sentence, have them copy it and explain its meaning.
- Have students open their student books to page 69, Exercise 9. Ask them to reread the text and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and possessive pronoun. Encourage students to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.

## • Part 2

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections of the text to practice reading comprehension and focus on key details. For example, students can discuss what global warming is, the role of human activities in contributing to it, and how the greenhouse effect supports life by keeping the planet warm.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, “Global warming is caused by human activities like burning fossil fuels,” or “The greenhouse effect traps heat in the atmosphere and keeps the planet warm.” This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text’s themes and details. For instance, ask, “What is global warming?” “What human activities contribute to global warming?” “How does the greenhouse effect keep the planet warm?” “What are some impacts of global warming on the environment?” “How can we reduce the effects of global warming?” and “Why is it important for everyone to take action against global warming?”
- Have students open their activity books to page 50, Exercise 1. Direct them to complete written questions based on the text. Students will write answers to questions such as, “What is global warming?” and “What role does the greenhouse effect play in supporting life on Earth?” Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 50, Exercise 2. Ask students to carefully read each sentence and circle the wrong word in it. Then, instruct them to write the correct word in the blank provided. Encourage them to reread the text in their student book to find clues that will help them identify and correct the mistakes. Once they finish, review the answers as a class and discuss why each correction is necessary to ensure understanding of the text and key details.

### Answer Key

#### Student’s Book, page 69

Q. 4.

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

Q. 5.

Addressing global warming is vital to prevent harmful effects like rising sea levels, extreme weather, and species extinction.

Q. 6.

Human activities, like burning fossil fuels and deforestation, contribute to global warming by releasing greenhouse gases.

Q. 7.

It refers to global warming.

Q. 8.

“Additionally, global warming disrupts ecosystems, forcing many animals and plants to adapt, migrate, or face extinction.”

Q. 9.

A. climate B. important C. in D. primarily E. keeps F. its

### Answer Key

#### Activity Book, page 50

Q. 1.

- A. Global warming is the long-term increase in the Earth's average temperatures, primarily caused by human activities releasing greenhouse gases.
- B. Human activities like burning fossil fuels and deforestation, as well as industrial activities, contribute to global warming.
- C. The greenhouse effect traps heat from the Sun and prevents it from escaping into space, keeping the planet warm enough for life.
- D. Some impacts include the melting of ice, rising sea levels, stronger hurricanes, droughts, heavier rainfall, and disruptions to ecosystems.
- E. We can reduce the effects by adopting cleaner energy sources like wind, solar, and hydropower; planting trees; reducing waste; and using energy-efficient technologies.
- F. It is important because global warming affects everyone, and taking action can help protect the planet for future generations.

Q. 2.

- |                           |                        |                        |
|---------------------------|------------------------|------------------------|
| A. natural > human        | B. cold > heat         | C. snow > sea          |
| D. tornadoes > hurricanes | E. increase > decrease | F. accelerate > reduce |

## Section 2: Vocabulary

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

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

### ➤ Activity:

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



#### Answer Key

##### Student's Book, page 70

Q. 2.

- A. drought    B. Deforestation    C. mitigate    D. Hurricanes    E. Global warming  
F. extinction    G. ecosystem    H. sustainable    I. Greenhouse    J. emissions

##### Activity Book, page 51

Q. 1.

- A. greenhouse gases    B. global warming    C. deforestation    D. sustainable    E. hurricanes

Q. 2.

1. global warming    2. emissions    3. ecosystem    4. extinction    5. mitigate

Q. 3.

- A. emissions    B. ecosystem    C. mitigate    D. drought    E. extinction

## Section 3: Grammar

### ➤ Objectives:

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

- Identify and use Type Zero and Type One conditionals to describe real or possible situations.
- Recognise the rules for forming Type Zero and Type One conditionals.
- Construct simple sentences using Type Zero and Type One conditionals in affirmative and negative forms.
- Use Type Zero to express general truths and Type One to talk about possible future events.
- Ask and answer questions using Type Zero and Type One to describe situations and consequences.
- Apply Type Zero and Type One conditionals in both written and oral exercises to describe events or situations based on conditions.

### ➤ Instructional Techniques:

- Begin by explaining the concept of conditionals, focusing on the "if clause" structure. Explain that in Type Zero, the condition is something that is always true, and in Type One, it refers to possible future events. Provide examples like, "If the sun sets, it gets dark" (Type Zero) and "If it rains tomorrow, I will take an umbrella" (Type One).
- Introduce visual aids or examples to demonstrate how to form Type Zero and Type One conditionals. For Type Zero, use examples like "If you mix yellow and blue, you get green," and for Type One, use "If we leave now, we will catch the bus."
- Display example sentences on the board using both Type Zero and Type One conditionals in different contexts. For example: "If you freeze water, it turns into ice" (Type Zero) and "If it rains tomorrow, I will take an umbrella" (Type One).
- Encourage students to repeat sentences after you, focusing on the structure of both types of conditionals. For example: "If the sun sets, it gets dark" (Type Zero) and "If we leave now, we will catch the bus" (Type One).
- Demonstrate how to form negative conditionals using Type One, such as "If it rains tomorrow, we won't go to the park" and "If you don't water the plants, they die" (Type Zero).
- Show how to form questions using Type Zero and Type One conditionals. For example, write on the board: "If you heat ice, what happens?" and "If we leave now, will we catch the bus?" Explain that the answers will depend on whether the condition is always true or refers to a possible future situation.
- Provide examples of sentences with both the "if clause" at the beginning and at the end of the sentence. For example: "It gets dark if the sun sets" (Type Zero) and "We will go to the beach if the sun shines" (Type One).
- Explain how Type Zero uses the present simple tense in both the "if clause" and the main clause, while Type One uses the present simple in the "if clause" and the future simple (will + verb) in the main clause.
- Provide oral practice by asking students to describe possible future events using Type One conditionals. For example: "What will you do if it rains tomorrow?" or "If we leave now, what will happen?"
- Encourage students to listen and repeat questions and answers aloud to reinforce the correct structure of Type Zero and Type One conditionals.

- Use role-playing or pair work to have students compare actions or outcomes based on specific conditions using Type Zero and Type One. For example: "If it rains, what will we do?" and "If we don't water the plants, what happens?"
- Provide opportunities for students to practise using both types of conditionals in written and oral exercises to describe things that always happen (Type Zero) and things that are likely to happen in the future (Type One).

➤ **Activity:**

- Have students open their student books to page 71, Exercise 3. Guide them to complete each sentence with the correct form of the verb in the present simple tense, following the rules for Type Zero conditionals. Remind them that Type Zero is used to describe facts or situations that are always true when the condition is met. For example: "If you heat ice, it melts" (general fact) or "If she doesn't drink water, she gets thirsty" (reality-based fact). Encourage students to focus on the correct verb forms for singular and plural subjects, including the use of "doesn't" in the negative form for third-person singular.
- Have students open their student books to page 72, Exercise 5. Instruct them to complete the dialogue with the correct form of the verb in the first conditional. Remind them that the first conditional is used to talk about possible future events that depend on a specific condition. The "if clause" should use the present simple tense, while the main clause uses the future simple tense with "will" + verb. For example, "If they don't leave soon, they will miss the train," or "If she practises every day, she will improve her piano skills." Encourage students to pay attention to the context of the dialogue and ensure they correctly form the verbs based on the singular/plural subjects.
- Have students open their activity books to page 52, Exercise 1. Instruct them to carefully read each sentence and circle the correct answer for the verb form in the first conditional. Remind students that in the first conditional, the "if clause" uses the present simple tense, and the main clause uses the future simple tense with "will" + verb. For example, "If she studies every day, she will improve her skills," or "If we go to the park later, we will play football." Encourage students to focus on the subject and verb agreement, ensuring they select the correct verb form based on the rules for first conditional sentences.
- Have students open their activity books to page 52, Exercise 2. Guide them to complete each sentence with the correct form of the verb, following the rules for the first conditional (Type 1) and zero conditional (Type 0). Remind them that the first conditional is used for real and possible situations in the future, while the zero conditional is used for general truths or facts. For example, "If you mix yellow and blue, you get green" (zero conditional for a general fact) and "If you read more, you will win the competition" (first conditional for a possible future outcome). Encourage students to focus on the tense and form of the verbs in each sentence to match the correct conditional type.
- Have students open their activity books to page 53, Exercise 3. Instruct them to answer the following questions using Type '0' and Type '1' conditional sentences. Remind students that Type '0' conditionals express general truths or facts (e.g., "If you heat ice, it melts"), while Type '1' conditionals refer to possible or likely future events (e.g., "If it rains tomorrow, we will cancel the picnic"). Encourage them to pay attention to the context of each question to determine whether to use a zero or first conditional form. For example, for question A, they should answer with a zero conditional sentence: "If people don't eat healthy food, they become ill."
- Have students open their activity books to page 53, Exercise 4. Guide them to rearrange the jumbled words to form correct sentences or questions. Remind them to pay attention to the word order in conditional sentences. For example, in a Type 0 conditional sentence, the structure should be: "If + present simple, + present simple" (e.g., "If you touch a fire, you get burnt"). For a Type 1 conditional sentence, the structure is: "If + present simple, + will + base verb" (e.g., "If you save enough money, you will buy a new laptop"). Encourage students to read each set of words carefully and consider the meaning of the sentence before rearranging the words.
- Have students open their activity books to page 54, Exercise 5. Instruct them to carefully read each sentence and identify any errors related to the use of conditional sentence structure. After identifying the mistakes, students should rewrite the sentences correctly. For example, "If she will finish her work

early, she will join us for dinner." → "If she finishes her work early, she will join us for dinner." Remind them to focus on the correct use of the present simple tense in the "if" clause for Type 1 conditionals and avoid using "will" in the "if" clause. Encourage students to carefully examine the sentences and apply the correct structure.

- Have students open their activity books to page 54, Exercise 6. Instruct them to match each sentence beginning (1–6) with the correct ending (A–F). Explain that they should focus on completing each conditional sentence appropriately based on the context provided. For example, "If it's summer," could match with "D. we go to the beach," as it is a typical summer activity. Encourage students to carefully read and consider the meaning of each part of the sentence before making the correct connection.

#### Answer Key

##### Student's Book, pages 71 - 72

Q. 3.

A. melts    B. doesn't drink    C. get    D. don't sleep    E. sinks  
F. don't get    G. turns    H. falls    I. don't eat    J. press

Q. 5.

A. don't leave    B. will buy    C. won't go    D. calls    E. will travel  
F. doesn't practise    G. study    H. will catch    I. will go    J. will make

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

Q. 1.

A. studies    B. will play    C. get    D. leave    E. rains  
F. will feel    G. will go    H. won't be    I. don't water    J. studies

Q. 2.

A. mix, get    B. read, will win    C. snows, will build    D. eat    E. rises, gets  
F. leave    G. turns    H. don't help, won't finish    I. drop, breaks    J. runs

Q. 3.

A. If people don't eat healthy food, they become ill.    B. If children want to buy something, they ask their parents.  
C. If you don't look after your belongings, they break.    D. If I miss the bus, I will take a taxi.  
E. If it rains tomorrow, we will cancel the picnic.  
F. If they have free time next weekend, they will visit their grandparents.

Q. 4.

A. Snakes bite if they are scared.    B. You will burn if you don't use sunscreen.  
C. If you touch fire, you get burnt.    D. If I save enough money, I will buy a new laptop.  
E. If babies are hungry, they cry.

Q. 5.

A. If she finishes her work early, she will join us for dinner.    B. Wood doesn't burn if there is no air.  
C. If we book the tickets now, we will get a discount.    D. You get cavities if you don't brush your teeth.  
E. If he doesn't apologise, she will never forgive him.

Q. 6.

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

## Section 4: 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 Sarah and her daily life. Ask them to look carefully at what Sarah enjoys doing at school, after school, and on weekends. Encourage them to think about questions like "What does Sarah enjoy learning?" and "How does she spend her weekends?"
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 73 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write T (true) or F (false) based on the information 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. Sarah enjoys learning science and math the most.
- B. Sarah often goes to the library after school.

Q. 3.

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

**Transcript**

**A Day in Sarah's Life**

Sarah is a student at Maple School. She enjoys learning new things, especially science and math. Every day, she wakes up early and gets ready for school. Sarah likes to spend time with her friends during lunch, and they talk about their favourite books, hobbies, and recent school projects. After school, she often goes to the library to study, read, or work on her homework. On weekends, Sarah enjoys playing football with her brother at the park, and sometimes they go for a bike ride around their neighbourhood. She also likes to help her parents with gardening or cooking. Sarah loves staying active, learning new skills, and spending time with her family.

## Section 5: Speaking

➤ **Objectives:**

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

- Use Type Zero and Type One if-clauses to ask and answer questions about everyday situations.
- Discuss common situations using conditional sentences (e.g., if you wake up early, if it rains a lot).
- Engage in dialogues to practice asking and answering questions about everyday situations using Type Zero and Type One if-clauses.

➤ **Instructional Techniques:**

- Display a list of everyday situations on the board, categorised by different scenarios (e.g., not eating breakfast, raining a lot, getting a lot of money in the future, hot weather).
- Model how to ask and answer questions using Type Zero and Type One if-clauses. For example:
  - "What happens if you don't eat breakfast?"
  - "If I don't eat breakfast, I feel tired by mid-morning."
  - "What will happen if it rains a lot?"
  - "If it rains a lot, the streets will flood."
- Provide explanations of how to form Type Zero and Type One if-clauses.
- Emphasise the use of "if" to introduce conditional situations and the structure of sentences in both types.

➤ **Activity:**

- Have students work in pairs and ask each other questions about everyday situations using Type Zero and Type One if-clauses.

Examples:

Student A: "What happens if you don't eat breakfast?"

Student B: "If I don't eat breakfast, I feel tired by mid-morning."

Student A: "What will happen if it rains a lot tomorrow?"

Student B: "If it rains a lot, the streets will flood."

Student A: "What will you do if the weather is very hot tomorrow?"

Student B: "If the weather is very hot, I will wear light clothes and drink lots of water."

- Encourage students to use a variety of situations from the list provided.
- Promote peer feedback to help students refine their speaking skills and build confidence in using Type Zero and Type One if-clauses in conversation.

## Section 6: Writing

### ➤ Objectives:

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

- Write an informal letter that includes all parts: date, greeting, opening sentence, body, questions to engage the friend, closing sentence, and closing.
- Use if-clause Type 0 to talk about general truths or habits and if-clause Type 1 to describe possible future situations and their outcomes.
- Demonstrate clarity and relevance in using conditional sentences to describe their habits, general truths, and future plans.
- Enhance their letter with drawings or visual elements that complement the text.

### ➤ Instructional Techniques:

- Display the example informal letter on the board, highlighting its parts: date, greeting, opening sentence, body, questions to engage the friend, closing sentence, and closing.
- Explain the writing process, emphasising the use of if-clause Type 0 to express general truths (e.g., "If I drink too much coffee, I feel sick.") and Type 1 to describe possible future situations (e.g., "If it rains tomorrow, I will stay indoors.").
- Provide a sample letter (e.g., a letter about summer plans using if-clauses) to show students how to organise their letter and use both types of if-clauses.
- Review the structure of an informal letter and how to ask questions to engage the reader, making the letter more conversational.
- Remind students to use appropriate transitions between activities and make their writing clear and cohesive, incorporating the conditional sentences smoothly.

### ➤ Activity:

- Start by reviewing the example letter with the students. Point out how the letter is structured (date, greeting, opening sentence, body, questions to engage the friend, closing sentence, closing).
- Discuss how if-clause Type 0 is used to talk about general truths or habits and if-clause Type 1 to describe possible future situations and outcomes. For example:  
"If I wake up early, I feel more energetic throughout the day." (Type 0)  
"If it rains tomorrow, I will stay indoors." (Type 1)
- Model how to ask questions about a friend's habits and future plans using both types of if-clauses, e.g.,  
"If you wake up early, how do you feel?" (Type 0) and "What will you do if it rains tomorrow?" (Type 1).
- Have the students repeat the structure and sentence patterns aloud as a class for practice.
- Have students follow the model letter in the student's book to write their own informal letter to a friend, describing their habits and future plans using Type 0 and Type 1 if-clauses.
- Encourage students to include all parts of the letter: date, greeting, opening sentence, body, questions to engage their friend, closing sentence, and closing.
- Prompt students to describe general habits (using Type 0) and future plans (using Type 1), such as:  
"If I drink coffee in the morning, I feel awake." (Type 0)  
"If it's sunny tomorrow, I will go to the park." (Type 1)
- Allow students time to illustrate their letters with drawings that complement their descriptions of activities or places they plan to visit.

- After writing, give students the opportunity to share their letters with a partner or in small groups. Encourage them to give feedback on each other's letters, focusing on structure, clarity, and correct use of Type 0 and Type 1 if-clauses.

## Section 7: 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. One of the main effects of global warming is the melting of ice.
- Q. 2. "emissions"
- Q. 3. "mitigate"
- Q. 4. "deforestation"
- Q. 5. "If you heat ice, it melts (melt)."
- Q. 6. "If they invite me, I will go (go) to the party."
- Q. 7. "If you mix (mix) yellow and blue, you get (get) green."
- Q. 8. If it rains a lot, streets flood.
- Q. 9. If I don't eat breakfast, I feel tired.
- Q. 10. If the weather is very hot tomorrow, I will go swimming.

## Unit Ten

### Thomas Edison

Unit	Vocabulary	Grammar	Skills
<b>10</b>  <b>Thomas Edison</b>  <b>page 76</b>	curiosity, entrepreneur, tireless, inspire, perseverance, innovation, transform, motivation, wizard, determination	<b>Indefinite pronouns</b> <i>Someone/somebody called you this morning.</i> <i>I didn't see anything unusual.</i> <i>Everything is ready for the party.</i> <i>I have nowhere to stay tonight.</i>  <b>Question tags: verbs "to be"</b> <i>She is at home, isn't she?</i> <i>She was at home, wasn't she?</i> <i>She isn't at home, is she?</i> <i>She wasn't at home, was she?</i>	<b>Reading:</b> a text about Thomas Edison
			<b>Listening:</b> listening for details about the water cycle
			<b>Speaking:</b> asking and answering questions about family members
			<b>Writing:</b> writing an informal email

### General Outcomes

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

- read and understand a biographical text about Thomas Edison's life, challenges, and achievements.
- recognise and use vocabulary related to invention and personal growth, such as "innovation", "motivation", "entrepreneur", and "perseverance".
- use indefinite pronouns (some, any, every, no) accurately in affirmative, negative, and interrogative contexts.
- form and respond to question tags using appropriate auxiliary verbs and pronoun agreement.
- listen for specific details about people's traits and actions using question tags and indefinite pronouns.
- ask and answer questions about people's characteristics using question tags to confirm or clarify information.
- write an informal email using question tags to describe and enquire about the characteristics of family members.

### Unit Plan

Unit 10 - Thomas Edison	WEEK 29	Lesson 1	Reading 1	p.76 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.76 (ex.3) p.77 (ex.4)		
		Lesson 3	Reading 3		p.56 (ex.1 + ex.2)	
		Lesson 4	Reading 4	p.77 (ex. 5-9)		
		Lesson 5	Vocabulary	p.78	p.57	
	WEEK 30	Lesson 1	Grammar 1	p.78 (ex.1) p.79 (ex.2)		
		Lesson 2	Grammar 2	p.79 (ex.3)	p.58 (ex.1 + ex.2)	
		Lesson 3	Grammar 3	p.80 (ex.4 + ex.5)		
		Lesson 4	Grammar 4		p.59 ( ex.3 + ex.4)	
		Lesson 5	Grammar 5		p.60 (ex.5 + ex.6)	Worksheet
	WEEK 31	Lesson 1	Listening	p.81 (ex.1 + ex.2 + ex.3)		
		Lesson 2	Speaking	p.81		
		Lesson 3	Writing	p.82		
		Lesson 4	Writing		p. 61	
		Lesson 5	Board Game & Assessment	p.83		Unit 10 Assessment



## Section 1: Reading

### ➤ Objectives:

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

- Recognise and understand the main ideas and key events in the text about Thomas Edison.
- Read aloud individually, with a partner, or in groups to practice fluency and comprehension.
- Answer and ask questions to recall details about Edison's inventions and life story.
- Reflect on Edison's perseverance and creativity in overcoming challenges.
- Discuss how Edison's work continues to impact modern technology and society.

### ➤ Instructional Techniques:

- Engage students with a question: Start by showing a picture of Thomas Edison or one of his inventions (e.g., light bulb, phonograph). Ask, "What do you think this person invented?" Encourage students to share their thoughts on how inventions can change the world.
- Introduce the text: Present the title and opening question: "What can we learn from Thomas Edison's life and inventions?" Prompt students to share any prior knowledge they may have about Edison or famous inventions.
- Model fluent reading: Read the text aloud as students follow along. Emphasise key phrases like "curiosity and hard work," "invented the phonograph," and "General Electric." Model proper fluency, tone, and pacing.
- Break down the text: Reread important sections and ask comprehension questions such as "How did Edison's mother help him?" and "What was Edison's greatest contribution to society?" Guide students to connect these ideas with their own experiences of overcoming challenges.
- Focus on vocabulary: Highlight important terms such as "inventor," "phonograph," "curiosity," "laboratories," and "teamwork." Discuss their meanings and encourage students to use these words during discussions.
- Incorporate visuals: Show images of Edison's inventions and ask students to describe how these inventions have impacted the world. For example, "How would our world be different without the light bulb?"
- Encourage reflection: Conclude by asking, "What can we learn from Edison's life and work?" Facilitate a discussion about how perseverance, creativity, and teamwork lead to groundbreaking achievements. Encourage students to think about their own goals and the importance of not giving up.

### ➤ Activity:

#### • Part 1

- Have students open their student books to page 77, Exercise 4. Ask them to read the statements carefully and decide whether each one is true or false based on the text. Encourage them to underline or highlight key parts of the text that confirm their answers. Discuss each statement as a class, asking students to explain why it is true or false. For incorrect statements, guide students to rewrite them to make them true.
- Have students open their student books to page 77, Exercise 5. Guide them to reflect on Edison's personality based on the text. Ask, "What can you infer about Thomas Edison's personality?" Encourage students to provide examples from the text to support their answers, such as his curiosity and determination.
- Have students open their student books to page 77, Exercise 6. Discuss what the author implies about the importance of curiosity and hard work in achieving success. Ask students to think about how Edison's perseverance helped him overcome obstacles. Prompt them with questions like, "Why was curiosity important for Edison?" and "How did his hard work contribute to his success?" Have students write a brief answer using evidence from the text.
- Have students open their student books to page 77, Exercise 7. Direct them to find the sentence in the text that contains the underlined word "he." Ask students to identify what the word refers to by looking

at the context of the sentence. Explain how pronouns often refer back to a noun mentioned earlier in the text. Allow students to share their answers and discuss their reasoning.

- Have students open their student books to page 77, Exercise 8. Instruct them to scan the text for a sentence that explains how Edison's inventions impacted the world. Prompt them with questions like, "How did Edison's inventions change the world?" Once they identify the sentence, have them copy it and explain its meaning.
- Have students open their student books to page 77, Exercise 9. Ask them to reread the text and find one example for each grammar category listed: noun, adjective, preposition, adverb, verb, and possessive pronoun. Encourage students to work in pairs or small groups to complete the task. Remind them to double-check that each word fits its category and discuss their answers as a class.

## • Part 2

- Begin by having students refer to the text in their student book. Ask them to read the relevant sections to practice reading comprehension and focus on key details. For example, students can discuss how the Earth's surface is mostly water, the role of continents and oceans in supporting life, and how the unique features of each continent contribute to the Earth's balance.
- Read the passage aloud together as a class. Encourage participation by having students read specific sentences aloud, such as, "Oceans cover about 71% of the Earth's surface!" or "The combination of land and water makes Earth unique and supports life." This activity helps students improve fluency and actively engage with the material.
- Guide students in answering comprehension questions that explore the text's themes and details. For instance, ask, "How much of the Earth's surface is covered by water?" "What are the seven continents on Earth?" "What makes each continent unique?" "What role do oceans play in shaping the weather?" "How do continents and oceans support life?" and "Why is Earth considered a special planet?"
- Have students open their activity books to page 56, Exercise 1. Direct them to complete written questions based on the text. Students will write answers to questions such as, "How much of the Earth's surface is covered by water?" and "What role do Earth's continents and oceans play in supporting life on the planet?" Write sample answers on the board to ensure clarity and allow students to check their work.
- Have students open their activity books to page 56, Exercise 2. Ask students to carefully read each sentence and circle the wrong word in it. Then, instruct them to write the correct word in the blank provided. Encourage them to reread the text in their student book to find clues that will help them identify and correct the mistakes. Once they finish, review the answers as a class and discuss why each correction is necessary to ensure understanding of the text and key details.

### Answer Key

#### Student's Book, page 77

Q. 4.

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

Q. 5.

Edison was curious, determined, and hardworking. He overcame challenges and never gave up. He was creative and willing to learn on his own.

Q. 6.

The author implies that curiosity and hard work were key to Edison's success. Despite his challenges, his curiosity and determination helped him become a great inventor.

Q. 7.

It refers to Thomas Edison.

Q. 8.

"Edison's greatest contributions were his inventions that changed people's lives."

Q. 9.

A. inventions B. great C. in D. never E. played F. he

#### Activity Book, page 56

Q. 1.

A. Thomas Edison was a famous American inventor and businessman.

B. Edison faced hearing loss at a young age due to illnesses, but he didn't let it stop him.

C. Some of his most famous inventions are the phonograph, the motion picture camera, and the practical electric light bulb.

D. Edison's mother taught him at home, and he was very curious. He taught himself a lot by reading science books and experimenting.

E. Edison started many businesses, including General Electric, which helped him fund and share his inventions.

F. Edison is remembered for his groundbreaking inventions, his work in business, and his lasting impact on technology.

Q. 2.

A. musician > inventor B. radio > light bulb C. cellphone > phonograph

D. Chicago > Menlo Park E. vision > hearing F. factories > labs

## Section 2: Vocabulary

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

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

### ➤ Activity:

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

#### Answer Key

##### Student's Book, page 78

Q. 2.

A. entrepreneur   B. innovation   C. motivation   D. determination   E. inspire  
F. wizard   G. transform   H. tireless   I. curiosity   J. perseverance

##### Activity Book, page 57

Q. 1.

A. entrepreneur   B. perseverance   C. innovation   D. motivation   E. determination

Q. 2.

1. entrepreneur   2. curiosity   3. motivation   4. perseverance   5. determination

Q. 3.

A. curiosity   B. tireless   C. inspire   D. transform   E. wizard

### Section 3: Grammar

#### ➤ Objectives:

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

- Identify and use indefinite pronouns (someone, anyone, everyone, etc.) in various contexts.
- Recognise the structure and meaning of indefinite pronouns referring to people, things, and places.
- Construct sentences with indefinite pronouns, both in affirmative and negative forms.
- Use question tags with the verb "to be" to confirm or clarify statements.
- Apply question tags with positive and negative forms appropriately in conversation.

#### ➤ Instructional Techniques:

- Begin by explaining the concept of indefinite pronouns and their role in referring to nonspecific people, places, or things. Use examples like "Someone is at the door" (person), "I need something to drink" (thing), and "She wants to go somewhere warm" (place).
- Introduce visual aids or examples of indefinite pronouns classified into categories (people: someone, everyone, no one, anyone; things: something, everything, etc.; places: somewhere, everywhere, etc.). Highlight their singular agreement with verbs, e.g., "Everyone is ready."
- Display example sentences on the board to demonstrate affirmative and negative uses of indefinite pronouns. For instance, "No one came to the party" (negative) and "Someone has taken my pen" (affirmative).
- Encourage students to repeat sentences, focusing on the structure and pronunciation of indefinite pronouns, e.g., "Is there anyone in the room?" and "I can't find anything in my bag."
- Explain how to form negative sentences with indefinite pronouns, showing how "not" works with "any-" pronouns to express negation. For example, "I don't know anyone here."
- Demonstrate question tags with affirmative and negative statements. Write on the board: "Someone is calling, isn't he?" and "Nobody is there, is there?" Explain how the tag changes depending on the positive or negative nature of the statement.
- Provide examples of question tags with "to be" for confirmation, such as "This is your book, isn't it?" and "It isn't raining, is it?"
- Use oral practice activities where students confirm or clarify statements using question tags, e.g., "You are happy, aren't you?"
- Encourage role-playing or pair work where students use indefinite pronouns and question tags in conversations. For example: "Is there anything in the fridge?" "No, there isn't."
- Provide written exercises where students complete sentences using indefinite pronouns or add appropriate question tags. For example: "\_\_\_\_\_ is waiting for you at the door." (Answer: Someone) "This isn't your pen, \_\_\_\_\_?" (Answer: is it?)
- End with a review activity where students practice both orally and in writing, focusing on using indefinite pronouns and question tags in full sentences.

#### ➤ Activity:

- Have students open their student books to page 79, Exercise 3. Guide them to circle the correct answers for each sentence. Explain the differences between indefinite pronouns and their appropriate contexts (e.g., "someone" for affirmative statements, "anyone" for questions or negatives). Use the examples in the exercise to clarify. Provide additional examples if needed to reinforce understanding.
- Have students open their student books to page 80, Exercise 5. Instruct them to complete each sentence by circling the correct answer in the tag questions. Emphasise that tag questions must match the verb tense and polarity of the main statement, with positive clauses taking negative tags and negative clauses taking positive tags. For example: "She is coming to the party, isn't she?" or "They weren't at school yesterday, were they?" Ensure students understand the rules through examples before they begin the exercise.
- Have students open their activity books to page 58, Exercise 1. Instruct them to carefully read each sentence and circle the correct option for the words provided. Explain that the correct answer depends

- on the context of the sentence, such as choosing "anywhere" for locations or "anything" for objects. For example: "Did you see anything outside the door?" or "There's nobody in the fridge." Remind students to consider the meaning and context of each sentence to ensure they select the most appropriate answer.
- Have students open their activity books to page 58, Exercise 2. Guide them to complete each sentence using the appropriate word from the options "some," "every," "any," or "no." Explain that "some" is used in affirmative sentences and offers; "any" is used in questions and negatives; "every" refers to all members of a group; "no" is used to indicate the absence of something. For example: "I have something important to say" or "There isn't anything in the fridge to eat." Encourage students to focus on the sentence context to choose correctly.
  - Have students open their activity books to page 59, Exercise 3. Guide them to circle the correct tag questions in each sentence. Explain that tag questions are used to confirm or check information, with the tag form depending on whether the main clause is positive or negative. For example, "You are going to the party, aren't you?" confirms a positive statement, while "He isn't coming to the meeting, is he?" confirms a negative one. Encourage students to focus on the structure of the sentences to select the correct tag.
  - Have students open their activity books to page 59, Exercise 4. Instruct them to read each sentence carefully and complete it with the appropriate question tag. Explain that question tags are used to confirm or clarify information and should match the tense and subject of the main clause. For example, "Sue is quite intelligent, isn't she?" confirms a positive statement, while "Your parents aren't very patient, are they?" confirms a negative one. Encourage students to analyse the structure of each sentence before adding the tag.
  - Have students open their activity books to page 60, Exercise 5. Guide them to rearrange the jumbled words to form complete sentences or questions. Explain that proper sentence structure involves placing the subject first, followed by the verb and object, and ensuring the meaning is clear. For example, "I haven't seen anybody this morning." Encourage students to consider punctuation and capitalisation as they arrange the words. Remind them to focus on the grammatical correctness and logical flow of each sentence or question, such as, "She is very talented, isn't she?"
  - Have students open their activity books to page 60, Exercise 6. Instruct them to carefully read each sentence and identify errors in the use of pronouns, auxiliary verbs, or sentence structure. After identifying the mistakes, students should rewrite the sentences correctly. For example: "Anything can join the club if they want." → "Anyone can join the club if they want." Remind students to ensure subject-verb agreement and proper usage of pronouns and auxiliary verbs. Encourage them to review the context for logical consistency in each sentence.

#### Answer Key

##### Student's Book, pages 79-80

Q. 3.

A. someone B. anything C. somewhere D. everyone E. anywhere F. Everything G. somebody H. anyone I. Anywhere J. anyone

Q. 5.

A. isn't B. were C. aren't D. is E. weren't F. aren't G. wasn't H. are I. weren't J. is

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

Q. 1.

A. anything B. someone C. Everyone D. nothing E. someone  
F. anywhere G. Somebody H. anything I. Nobody J. something

Q. 2.

A. some B. some C. Every D. any E. some F. any G. any H. No I. Every J. any

Q. 3.

A. aren't B. wasn't C. is D. weren't E. were F. isn't G. aren't H. wasn't I. are J. isn't

Q. 4.

A. isn't she B. weren't they C. are they D. was she E. aren't they  
F. weren't we G. are you H. isn't he I. weren't we J. is she

Q. 5.

A. I haven't seen anybody this morning. B. No one knows the answer to this question.  
C. Everybody loved the cake at the party. D. She is very talented, isn't she?  
E. He wasn't upset, was he? F. You are coming to the event, aren't you?

Q. 6.

A. Anyone can join the club if they want. B. Something smells delicious in the kitchen.  
C. Nothing is impossible if you try hard enough. D. His answer was correct, wasn't it?  
E. We are leaving tomorrow, aren't we? F. They were excited about the trip, weren't they?

## Section 4: Listening

### ➤ Objectives:

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

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

### ➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short informational text about the water cycle. Ask them to look carefully at each stage of the process—evaporation, condensation, precipitation, and collection. Encourage them to think about questions like “What happens when water vapour cools?” and “Why is the water cycle important for life on Earth?”
- Have students open their students’ books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

### ➤ Activity:

- Have students open their students' books to page 81 and listen carefully to the recording. Instruct them to answer the questions based on what they hear.
- Have students listen to the recording again and write true (T) or false (F) based on the information 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. The sun causes water to turn into vapour.

B. They release water as rain, snow, or hail.

Q. 3.

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

#### Transcript

##### The Water Cycle

The water cycle is the process through which water moves around the Earth. It starts with evaporation, where heat from the sun causes water in oceans, lakes, and rivers to turn into water vapour and rise into the air. As the vapour cools, it forms clouds. When the clouds get too heavy, they release the water as precipitation, such as rain, snow, or hail. This water falls to the ground and flows back into rivers, lakes, and oceans. The water cycle is essential because it keeps water moving and provides fresh water for plants, animals, and people to survive. Without it, life on Earth would not be possible.

## Section 5: Speaking

### ➤ Objectives:

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

- Use tag questions to ask and answer questions about their family members.
- Practice making and responding to statements with tag questions to describe family members' traits.
- Engage in dialogues to compare and discuss different family members using tag questions.

➤ **Instructional Techniques:**

- Display a list of family members with their traits on the board (e.g., mother: kind, father: strict, sister: creative).
- Model how to ask and answer questions using tag questions. For example:
  - "Your brother is tall, isn't he?"
  - "Yes, he is."
  - "Your aunt is funny, isn't she?"
  - "No, she isn't. She's serious."
- Explain how tag questions are formed and emphasise their use for seeking confirmation.

➤ **Activity:**

- Have students work in pairs and ask each other questions about family members using tag questions.
- Examples:
  - Student A: "Your mother is kind, isn't she?"
  - Student B: "Yes, she is."
  - Student A: "Your father is strict, isn't he?"
  - Student B: "Yes, he is."
  - Student A: "Your cousin is generous, isn't he?"
  - Student B: "No, he isn't. He's stingy."
- Encourage students to ask about other family members such as grandmother, nephew, and friend.
- Promote peer feedback to help students refine their speaking skills and gain confidence using tag questions in conversation.

## Section 6: Writing

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

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

➤ **Activity:**

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



## Section 7: 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 Determination, creativity, and hard work can lead to incredible achievements.  
Q. 2 "inspire"  
Q. 3 "transform"  
Q. 4 "motivation"  
Q. 5 "Let's go somewhere quiet to sit."  
Q. 6 "There isn't anything in the fridge to eat."  
Q. 7 "They were happy, weren't they?"  
Q. 8 (Yes, she is).  
Q. 9 (Yes, she is).  
Q. 10 (No, he isn't. He is careful).

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