

New English Leaders

Book 1
Teacher's Guide



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Scope and Sequence

Unit	Vocabulary	Grammar	Phonics	Skills
1 Back to School page 4	pencil, eraser, notebook, ruler, pencil case, book, desk, backpack, crayons	Singular and plural nouns <i>a dog, an apple</i> <i>dogs, boxes</i> Demonstratives: this and these <i>This is a book.</i> <i>These are books.</i>	CVC words with short a <i>/a/: cat, bat, rat, mat, sad, bad, cap, nap, tap, bag</i>	Reading: a dialogue about going back to school Listening: listening for details about Maya Speaking: describing objects Writing: writing an informal letter
2 Meet My Family page 12	short, medium height, long, curly, straight, blonde, glasses, blouse, pants	Subject pronouns <i>I am a girl.</i> <i>She is a girl.</i> <i>We are friends.</i> <i>They are boys.</i> Simple present: affirmative (verbs to be) <i>I am a teacher.</i> <i>She is kind.</i> <i>They are strong.</i>	CVC words with short e <i>/e/: bed, red, pet, net, wet, vet, hen, pen, ten, leg</i>	Reading: a text about Hana's family Listening: listening for details about family members' jobs Speaking: describing characters physically Writing: writing an informal letter
3 In My Room page 20	chair, table, bed, cosy, soft, couch, draw, lamp, shelf	Adjectives <i>A happy girl</i> <i>She is a happy girl.</i> Simple present: negative (verbs to be) <i>I am not happy.</i> <i>She is not kind.</i> <i>They are not strong.</i>	CVC words with short i <i>/i/: sit, kit, pin, fin, fig, wig, kid, lid, fix, mix</i>	Reading: a dialogue about the objects in Sue's room Listening: listening for details about visiting the farm Speaking: describing characters' personalities Writing: writing a fact file
4 My Amazing Body page 28	eye, nose, mouth, ear, brush, arm, hand, leg, foot	Prepositions: in, on, under <i>The cat is in the box.</i> <i>The cat is on the bed.</i> <i>The cat is under the table.</i> Simple present: questions (verbs to be) <i>Am I happy? Yes, you are. / No, you are not.</i>	CVC words with short o <i>/o/: dog, log, hot, pot, top, mop, hop, cop, box, fox</i>	Reading: a text about the parts of the body Listening: listening for details about four friends Speaking: describing the places of objects Writing: writing an informal letter
5 I Like Foods and Drinks page 36	toast, butter, jam, fruits, vegetables, crunchy, pasta, milk, tea	Simple present: main verbs—'like' <i>You like eating fruits.</i> <i>Ali likes playing football.</i> Gerunds <i>drawing</i> <i>eating</i> <i>playing</i>	CVC words with short u <i>/u/: cup, bug, jug, mud, hut, nut, cut, sun, run, tub</i>	Reading: a text about foods and drinks Listening: listening for details about Tom's family Speaking: describing what family members like Writing: writing a descriptive paragraph

Unit	Vocabulary	Grammar	Phonics	Skills
6 Sports Are Fun page 44	football, basketball, running, jogging, swimming, tennis, badminton, race, strong	Simple present: main verbs—all verbs <i>You play in the garden. He plays basketball.</i> Suggestions: let's <i>I feel bored. Let's play basketball! Great! / Maybe later.</i>	Words with ch <i>/ch/: chop, chin, child, chick, cheese, chill, chase, chicken, cherry, chocolate</i>	Reading: a dialogue about sports Listening: listening for details about Bella, the cat Speaking: making suggestions Writing: writing an informal letter
7 At Home page 52	living room, dining room, kitchen, garage, garden, bedroom, bathroom, upstairs, downstairs	There is and there are: affirmative and negative <i>There is (not) a book on the table. There are (not) any books on the table.</i> There is and there are: questions <i>Is there a book on the table? Yes, there is. / No, there isn't. Are there any books on the table? Yes, there are. / No, there aren't.</i>	Words with sh <i>/sh/: shoes, ship, shop, shark, shine, shell, shy, shirt, sheep, sharp</i>	Reading: a text about rooms in the house Listening: listening for details about Adam's house Speaking: asking and answering questions about the items in the room Writing: writing a descriptive paragraph
8 At the Mall page 60	mall, clothing store, dress, shirt, food court, slice, bowl, toy shop, fountain	Possessive adjectives: my and your <i>This is my book. This is your book.</i> Asking questions with possessive adjectives <i>Is this your book? Yes, it is. / No, it isn't.</i>	Words with voiceless th <i>/th/: thumb, thin, throw, three, thorn, mouth, math, cloth, bath, tooth</i>	Reading: a story about Oliver at the mall Listening: listening for details about the rabbit Speaking: asking and answering questions about possession Writing: writing a descriptive paragraph
9 A Day in the Park page 68	park, tree, leaves, branch, colourful, path, smell, insect, nature	Imperatives <i>Commands: Stand up. Instructions: Open your book. Requests: Help me, please.</i> Negative imperatives <i>Don't run. Don't shout. Don't cut the paper.</i>	Words with voiced th <i>/th/: this, smooth, brother, father, mother, weather, leather, gather, bathe, breathe</i>	Reading: a story about William in the park Listening: listening for details about trees Speaking: giving commands and instructions Writing: writing a fact file
10 My Family's Jobs page 76	teacher, doctor, firefighter, farmer, nurse, police officer, sick, hospital, fire station	Comparative adjectives <i>Jack is taller than Sam. I am faster than you.</i> Comparative adjectives: asking questions <i>Who is taller, Sam or Mia? Sam is taller.</i>	Word endings <i>/l/: bell, fall, ball, call, hill</i> <i>/ss/: glass, dress, pass, class, chess</i>	Reading: a text about the jobs of Daisy's family members Listening: listening for details about visiting the farm Speaking: asking and answering questions about classmates Writing: writing a descriptive paragraph

Introduction

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

Course Components

For Students

- **Student's Book**

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

- **Activity Book**

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

- **Interactive Student Book**

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

- **Interactive Activity Book**

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

- **Audio & Video Access**

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

For Teachers

- **Teacher's Guide**

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

- **Classroom Resources Pack**

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

- **Assessment Tools**

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

Skill Development Overview

Reading

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

Vocabulary

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

Grammar

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

Phonics

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

Listening

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

Speaking

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

Writing

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

Learning Through Fun and Interaction

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

Assessment and Review

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

A Flexible and Supportive Course

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

Unit Walkthrough

Lesson One: Reading

Reading lessons in Grade 1 build early literacy by using short dialogues or paragraphs supported by clear visuals and familiar vocabulary. Pupils practise recognising sight words, reading aloud, and understanding meaning through pictures and context.

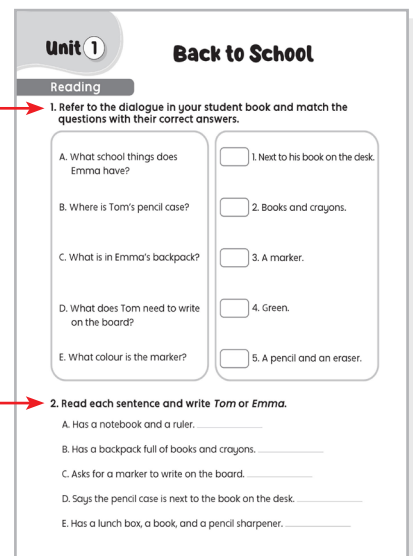
This question activates prior knowledge and introduces the topic. It encourages pupils to observe, think, and participate before reading.

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

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

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

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



Grade 1 Reading Strategies

In Grade 1, reading is introduced through short dialogues or simple paragraphs that are supported by visuals and audio. Strategies focus on helping pupils understand meaning through a combination of listening, reading, and guided discussion. The approach is structured around three main phases:

- **Pre-reading:** Pupils are prompted with a general question related to the topic or illustration. This activates background knowledge, builds curiosity, and prepares them for the reading.
- **During reading:** Pupils listen to or read a short, illustrated dialogue. This develops word recognition, reading fluency, and understanding of simple sentence structures in context.
- **Post-reading:** Pupils answer comprehension questions using matching, single-word answers, or true/false statements. This stage checks understanding, reinforces key vocabulary, and develops recall of specific information.

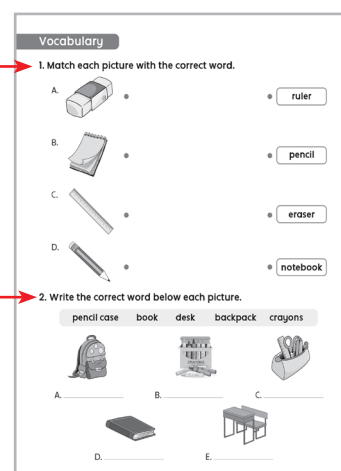
Lesson Two: Vocabulary

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

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



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



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

Grade 1 Vocabulary Strategies

In Grade 1, vocabulary is introduced through clear visuals and repeated listening. The following strategies support word recognition, pronunciation, and spelling through interactive and visual methods:

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



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

Lesson Three: Grammar

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

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

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

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

Grammar

1. Listen and read.

Hi, Mia! How are you?
Hi, Liam! I'm good, thanks!
Oh, I like it! These are my shoes.
Wow, they are nice! This is my new backpack.
Cool! These are a few of my books.
Are they heavy?
Yes, they are! This is a water bottle.
Well, we both have a lot of school things!

2. Learn.

Singular and Plural Nouns
Singular nouns refer to one thing. We use "a" or "an" with singular nouns.
Plural nouns refer to more than one. We add -s or -es to make most nouns plural.

a	singular noun (consonant sound)
an	singular noun (vowel sound)

For example, "a cat, a dog, an apple, an orange."
Plural nouns refer to more than one. We add -s or -es to make most nouns plural.

-s	with most nouns
-es	with nouns ending in s, x, z, ch, sh

For example, "cats, dogs, boxes, watches."

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

A. B. C. D. E.
apple / apples box / boxes chair / chairs watch / watches bus / buses

4. Learn.

Demonstratives: This and These
Demonstratives help us point to things that are near. We use "this" for one thing and "these" for more than one.

This	is	singular noun
These	are	plural noun

Examples: "This is a book."
"These are books."

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

A. B. C.
(This / These) is a pencil. (This / These) are books. (This / These) is an octopus.

D. E. F.
(This / These) are flowers. (This / These) is a cake. (This / These) are bananas.

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

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

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

3. Look at the pictures and complete the sentences using "a" or "an" for singular nouns and the correct plural form of the nouns.

A. I see _____ (cat) in the garden.
B. There is _____ (box) in the room.
C. She has _____ (apple) in her basket.
D. We saw _____ (dog) at the park.
E. He wants _____ (cap) for his birthday.
F. I found _____ (snake) in the forest.
G. They have _____ (flower) in their yard.
H. I ate _____ (sandwich) for lunch.

4. Complete with **This is** or **These are**.

A. _____ a dog.
B. _____ a book.
C. _____ a cat.
D. _____ a picture.
E. _____ toys.
F. _____ a backpack.
G. _____ a pencil case.

5. Complete with **is** or **are**.

A. These _____ bags.
B. This _____ a ball.
C. These _____ windows.
D. These _____ animals.
E. This _____ a car.
F. This _____ a computer.
G. These _____ cups.
H. This _____ a hat.

6. Look at the pictures and match. Then write.

A. _____ a backpack.
B. _____ pencil cases.

Grammar

1. Complete with **a** or **an**.

A. I see _____ cat.
B. She has _____ apple.
C. There is _____ dog.
D. I want _____ egg.
E. I eat _____ orange.
F. He has _____ book.
G. We have _____ chair.
H. I have _____ umbrella.

2. Add **-s** or **-es** to make the nouns plural.

A. dress → _____
B. cup → _____
C. tree → _____
D. fox → _____
E. sandwich → _____
F. shoe → _____
G. cat → _____
H. bush → _____

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

Unit 1 Back to School

Worksheet

1. Look at the pictures and complete the sentences using "a" or "an" for singular nouns and the correct plural form of the nouns.

A. I see _____ (dog) in the yard.
B. There is _____ (book) on the table.
C. She has _____ (orange) in her basket.
D. We saw _____ (bird) in the tree.
E. He wants _____ (hat) for his birthday.
F. I found _____ (fish) in the pond.
G. They have _____ (tree) in their garden.
H. I ate _____ (apple) for lunch.

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

A. _____ a pencil.
B. _____ books.
C. _____ a chair.
D. _____ a phone.
E. _____ shoes.
F. _____ animals.
G. _____ a car.
H. _____ apples.

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

A. This is an flashlight.
B. These are pillow.
C. This are an eggplant.
D. This are curtains.

Grade 1 Grammar Strategies

Grammar in Grade 1 is taught explicitly through clear instruction and visual support. Teachers use the following strategies to build understanding and promote correct usage:

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

Lesson Four: Phonics

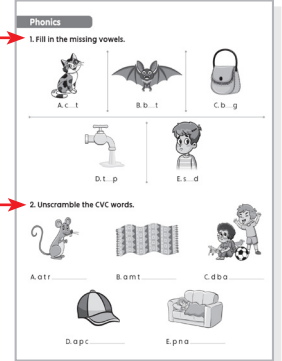
Each phonics lesson in Grade 1 introduces a specific sound pattern through clear modelling, visualisations, and guided practice. The structure helps pupils connect sounds to letters (phoneme-grapheme correspondence) and develop early reading and spelling skills.

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

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

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

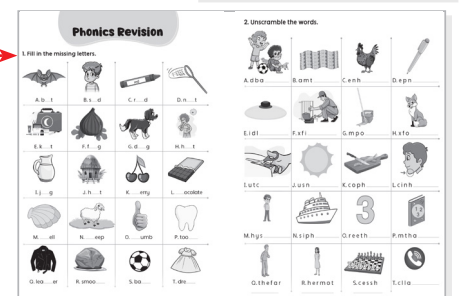
Pupils rearrange jumbled letters to form familiar words, using picture clues to support phonics-based word recognition.



Grade 1 Phonics Strategies

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

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



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

Lesson Five: Listening

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

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

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

Listening

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

A. Maya is six years old.	<input type="checkbox"/>	
B. Maya has a blue ball.	<input type="checkbox"/>	
C. Maya likes to play in the park.	<input type="checkbox"/>	
D. Maya plays with her friend, Sam.	<input type="checkbox"/>	
E. Maya thinks playing is fun.	<input type="checkbox"/>	

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

Grade 1 Listening Strategies

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

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

Lesson Six: Speaking

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

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

Speaking

1. Look at the pictures. Use 'a,' 'an,' 'this is,' and 'these are' to describe the objects. Follow the examples.

This is a doll.			These are balls.		
 A. teddy bear	 B. toy car	 C. robot			
 D. block	 E. puzzle	 F. kite			

Model sentences guide pupils in speaking with confidence.

Pictures help pupils say full sentences with correct grammar.

Grade 1 Speaking Strategies

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

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

Lesson Seven: Writing

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

Pupils begin by forming correct sentences using key grammar from the unit.

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

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

Writing

1. Rearrange the words to make correct sentences.

A. a kite. This is _____

B. robots. These are _____

2. Listen and read.

Date: September 27
Greeting: Hi Sam,
Body: I want to tell you about my toys. This is a teddy bear. These are toy cars. This is a ball. These are blocks.
Closing: Bye! Lana

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

Date: _____
Greeting: Hi _____,
Body: I want to tell you about my toys. This is _____. This is _____. These are _____. These are _____.
Closing: Bye!

Grade 1 Writing Strategies

In Grade 1, 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:

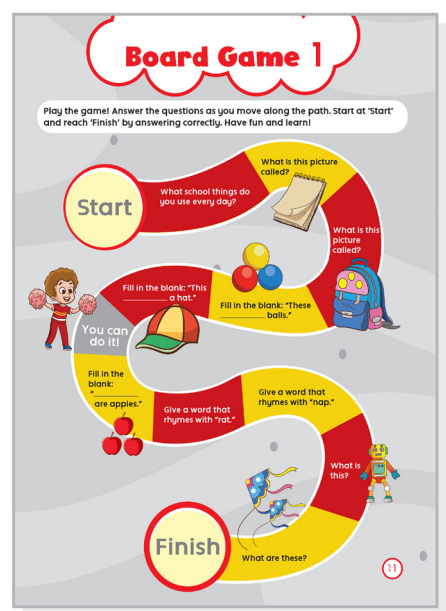
- **Start with grammar:** Begin writing instruction by introducing simple sentence construction that aligns with the unit's grammar focus.
- **Model first:** Present a short, clear model text for pupils to read or listen to before they write.
- **Guide the task:** Use sentence frames, visual cues, and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

Lesson Eight: Board Game

Grade 1 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

Back to School

Unit	Vocabulary	Grammar	Phonics	Skills
1 Back to School page 4	pencil, eraser, notebook, ruler, pencil case, book, desk, backpack, crayons	Singular and plural nouns <i>a dog, an apple</i> <i>dogs, boxes</i> Demonstratives: this and these <i>This is a book.</i> <i>These are books.</i>	CVC words with short a <i>/a/:</i> cat, bat, rat, mat, sad, bad, cap, nap, tap, bag	Reading: a dialogue about going back to school
				Listening: listening for details about Maya
				Speaking: describing objects
				Writing: writing an informal letter

General Outcomes

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

- read a short illustrated dialogue and answer questions by identifying who says or does what.
- recognise and name common classroom items such as book, pencil, ruler, and backpack, using word-picture matching.
- use “a” or “an” with singular nouns and form regular plural nouns by adding -s or -es.
- use “This is...” and “These are...” correctly to refer to singular and plural items near them.
- blend and read simple CVC words with the short vowel sound /a/ (e.g., cat, bat, bag).
- listen to a short passage and identify details by answering true or false questions using visual support.
- use greetings, introduce themselves, and describe familiar objects using “This is...” and “These are...”
- write a short informal letter describing their toys using demonstratives and a basic letter format.

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 1 - Back to School	WEEK 3	Lesson 1	Reading 1	p.4 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.4 (ex.3)	p.2 (ex.1)	
		Lesson 3	Reading 3	p.4	p.2 (ex.2)	
		Lesson 4	Vocabulary	p.5	p.3	
		Lesson 5	Grammar 1	p.6 (ex.1 + ex.2)s	p.4 (ex.1)	
	WEEK 4	Lesson 1	Grammar 2	p.6 (ex.2) p.7 (ex.3)	p.4 (ex.2) p.5 (ex.3)	
		Lesson 2	Grammar 3	p.7 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.5 (ex.4)	
		Lesson 4	Grammar 5		p.6 (ex.5 + ex.6)	Worksheet
		Lesson 5	Phonics 1	p.8		
	WEEK 5	Lesson 1	Phonics 2	Listening p.9 ex.1 for homework	p.7	
		Lesson 2	Listening	p.9 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.9		
		Lesson 4	Writing	p.10		
		Lesson 5	Board Game & Assessment	p.11		Unit 1 Assessment

Section 1: Reading

➤ Objectives:

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

- Read and recognise simple decodable text related to school items.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, describing objects, locations, or actions.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe familiar school items and their uses, providing additional detail and support.

➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, “Look at the pictures. What school things can you see?”
- Introduce the reading text and discuss its title, “Back to School.” This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, capitalisation, and punctuation marks. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps pupils with pronunciation and comprehension.
- Point out specific elements, such as the use of phrases like “next to” to describe location. This highlights how prepositions are used in context.
- After reading the text, ask pupils, “What school things do you use every day, and why are they important?” This encourages deeper thinking and personal connections to the lesson.

➤ Activity:

- Start by having pupils refer to the dialogue in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the dialogue together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the dialogue, such as “What school things does Anna have?” or “Where is Tom’s pencil case?” These questions assess pupils' understanding of the dialogue.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Then, guide pupils to read each sentence in Activity 2 and decide whether it describes Tom or Emma. This activity helps pupils extract character-specific details from the dialogue.
- Encourage pupils to act out the dialogue or draw pictures of the school items mentioned. This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as colouring pictures of the school items mentioned in the dialogue or matching items with their descriptions. These activities provide further engagement and practice opportunities.

Answer Key

Activity Book, page 2

Q. 1

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

Q. 2.

1. Tom 2. Emma 3. Tom 4. Emma 5. Tom

Section 2: Vocabulary

➤ Objectives:

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as “pencil,” “eraser,” or “notebook.”
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, “This is a ruler,” or “It’s a pencil case.”
- Encourage pupils to use the vocabulary words in sentences, such as “I have a backpack,” or “The desk is next to the book.”
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, “crayons” next to the picture of crayons.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key

Activity Book, page 3

Q. 1.

A. eraser B. notebook C. ruler D. pencil

Q. 2.

A. backpack B. crayons C. pencil case D. book E. desk

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using singular and plural nouns and demonstratives (this, these) to enhance communication skills.
- Identify and use singular nouns with articles “a” or “an,” and plural nouns with “s” or “es” in simple sentences (affirmatives, negations, and questions).
- Recognise and correctly use the demonstratives “this” and “these” in sentences, with singular and plural nouns respectively.

➤ Instructional Techniques:

- Start by explaining the basic structure of sentences with singular and plural nouns, focusing on using “a” or “an” with singular nouns and adding “s” or “es” to make nouns plural.

- Introduce the ready-written dialogue from the book that incorporates both singular and plural nouns and demonstratives like “this” and “these.”
- Demonstrate the usage of "this" for singular nouns and "these" for plural nouns in affirmative, negative, and question forms.
- Discuss how to use articles "a" and "an" with singular nouns, and explain when to add “s” or “es” to nouns to form the plural.
- Encourage students to listen and repeat sentences using both singular and plural nouns with the correct articles and demonstratives “this” and “these.”
- Demonstrate on the board how to structure sentences with singular nouns using “a” or “an” and plural nouns using “s” or “es,” incorporating “this” and “these” to indicate what is near.
- Explain that “this” refers to one thing that is close to the speaker, while “these” refers to more than one thing that is also close to the speaker.
- Provide more examples to highlight the difference: "This is a pencil" (one pencil near the speaker) and "These are pencils" (more than one pencil near the speaker).

➤ **Activity:**

- Have students open their student’s books to page 7, Exercise 3. Instruct them to look at each picture carefully and circle the correct word to match the picture. Explain that they should select the singular or plural form based on what they see. For example, they should circle “apple” for one apple and “apples” for a group of apples.
- Have students open their student’s books to page 7, Exercise 5. Instruct them to look at each picture carefully and circle the correct demonstrative word ("This" or "These") to match the subject in the picture. Explain that "This" is used for singular items and "These" is used for plural items.
- Have students open their activity books to page 4, Exercise 1. Students should carefully read each sentence, focusing on identifying whether the noun that follows requires "a" or "an." Remind them that "a" is used before words that begin with consonant sounds, and "an" is used before words that begin with vowel sounds.
- Have students open their activity books to page 4, Exercise 2. Encourage students to focus on the singular and plural forms of nouns. Explain that they need to add "-s" or "-es" to make the nouns plural. Remind them that "-s" is used with most nouns, while "-es" is added to nouns ending in s, x, z, ch, or sh.
- Have students open their activity books to page 5, Exercise 3. Instruct students to focus on completing the sentences by using "a" or "an" for singular nouns and ensuring that the plural forms of nouns are correct. Guide them to pay attention to the specific use of "a" for consonant sounds and "an" for vowel sounds, and ensure that they correctly form the plural nouns when required.
- Have students open their activity books to page 5, Exercise 4. Instruct students to carefully read each sentence and determine whether to use "This is" or "These are." Encourage them to pay attention to whether the subject is singular or plural to select the correct phrase. After identifying the correct usage, students should rewrite the sentences using the appropriate form of "This is" or "These are."
- Have students open their activity books to page 6, Exercise 5. Direct students to look at each sentence and determine whether to use "is" or "are" based on whether the subject is singular or plural. Encourage them to carefully consider the subject of each sentence and choose the correct verb form ("is" for singular and "are" for plural). Afterward, students should complete the sentences using the appropriate form of "is" or "are."
- Have students open their activity books to page 6, Exercise 6. Ask students to look at each picture and match it with the correct phrase. Then, they should write the appropriate phrase, choosing between "This is" or "These are" based on whether the noun is singular or plural. Encourage students to pay attention to the number of items in the pictures to help them select the correct option.

Answer Key**Student's Book, page 7**

Q. 3

A. apples B. box C. chair D. watches E. bus

Q. 5

A. This B. These C. This D. These E. This F. These

Activity Book, pages 4-6

Q. 1.

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

Q. 2

A. dresses B. cups C. trees D. foxes E. sandwiches F. shoes G. cats H. bushes

Q. 3

A. cats B. a box C. apples D. a dog E. a cap F. snakes G. flowers H. a sandwich

Q. 4.

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

Q. 5

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

Q. 6

A. These are B. This is C. This is D. These are

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

- Identify and read CVC (consonant-vowel-consonant) words with short vowel sounds.
- Recognise examples of CVC words with the short vowel sound "a."
- Write simple CVC words from memory using short vowels.
- Expand vocabulary through phonics activities focused on short vowel CVC words.

➤ Instructional Techniques:

- Engage students with a stimulating question: "Can you think of a word with three letters that starts with 'b' and has the sound 'a' in the middle?" (e.g., "bat").
- Introduce the concept of CVC words by explaining that these words are made up of a consonant, followed by a vowel, and ending with a consonant.
- Model the CVC words using the "a" vowel sound, with examples like cat, bat, rat, mat, sad, bad, cap, nap, tap, and bag.
- Demonstrate the pronunciation of the short "a" sound in each word. Encourage students to listen and repeat the words after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of a cat while saying the word "cat."
- Reinforce understanding by practising reading CVC words aloud. Highlight how the vowel "a" is pronounced the same in each word.
- Have students match the pictures to the words. Encourage students to write the words, focusing on spelling them correctly. Use rhyming games with these words (e.g., "What rhymes with 'cat'?").

➤ Activity:

- Before starting the activities, review the CVC words learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 7, Exercise 1. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 7, Exercise 2. Ask them to unscramble the CVC words, referring to the pictures in their books for assistance.

Answer Key**Activity Book, page 7**

Q. 1.

A. cat B. bat C. bag D. tap E. sad

Q. 2

A. rat B. mat C. bad D. cap E. nap

Section 5: Listening

➤ Objectives:

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

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

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about a girl named Maya. Ask them to look carefully at the characters and actions in the video. Encourage them to think about questions like "What is Maya doing?" and "Who is with her?" This will help them focus and understand the video before they complete the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

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

Answer Key
Student's Book, page 9
Q. 1.
A. T B. F C. T D. F E. T

Transcript
Meet Maya
Hi, I am Maya. I am six years old. I have a big red ball. I like to play in the park. I play with my friend, Ben. We run and jump. It is so much fun!

Section 6: Speaking

➤ Objectives:

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

- Demonstrate understanding of sentence structures with "a," "an," "this is," and "these are."
- Describe objects using the appropriate singular or plural forms.
- Engage in a dialogue about the objects in the picture, practicing clear communication with "this is" and "these are."

➤ Instructional Techniques:

- Display the relevant picture with objects such as a teddy bear, toy car, robot, block, puzzle, and kite.
- Model the speaking activity by describing the objects in the picture using "this is" for singular objects and "these are" for plural objects, as in: "This is a teddy bear." and "These are robots."
- Explain the difference between using "a" or "an" for singular objects and "these are" for plural objects.

➤ **Activity:**

- Have students take turns describing the objects in the picture using the correct structures: "This is a..." for singular objects and "These are..." for plural objects.
- Encourage students to use the vocabulary provided (e.g., teddy bear, toy car, robot, block, puzzle, kite) in their sentences.
- Promote peer feedback to help students improve their speaking skills and confidence, reminding them to focus on correct sentence structure and pronunciation.

Section 6: Writing

➤ **Objectives:**

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

- Write an informal letter that includes a date, greeting, body, and closing.
- Rearrange words to form correct sentences using demonstratives (e.g., this, these).
- Incorporate regular present-tense verbs in sentences.
- Demonstrate clarity and relevance in descriptions of people, places, and things.
- Enhance written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of demonstratives (this, these) to describe objects in sentences.
- Model the sentence structure using the example letter: "This is a teddy bear. These are cars."
- Practice rearranging scrambled words into correct sentences: "This is a kite."

➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences, such as "This is a kite" or "These are blocks."
- Have students follow the model letter and write an informal letter to a friend, using demonstratives (this, these) to describe their toys.
- Encourage students to include all parts of the letter: date, greeting, body, and closing.
- Allow time for students to illustrate their letters with drawings that clarify their descriptions.
- Provide an opportunity for students to share their letters with a partner or in small groups, encouraging peer feedback.

Answer Key
Student's Book, page 10
Q. 1.
A. This is a kite.
B. These are robots.

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. I use (pencils and crayons).
- Q. 2. notebook
- Q. 3. backpack
- Q. 4. "These are balls."
- Q. 5. "This is a hat."
- Q. 6. "These are apples."
- Q. 7. "mat"
- Q. 8. "cap"
- Q. 9. This is a robot.
- Q. 10. These are kites.

Unit Two

Meet My Family

Unit	Vocabulary	Grammar	Phonics	Skills
2 Meet My Family page 12	short, medium height, long, curly, straight, blonde, glasses, blouse, pants	Subject pronouns <i>I am a girl.</i> <i>She is a girl.</i> <i>We are friends.</i> <i>They are boys.</i> Simple present: affirmative (verbs to be) <i>I am a teacher.</i> <i>She is kind.</i> <i>They are strong.</i>	CVC words with short e <i>/e/:</i> bed, red, pet, net, wet, vet, hen, pen, ten, leg	Reading: a text about Hana's family
				Listening: listening for details about family members' jobs
				Speaking: describing characters physically
				Writing: writing an informal letter

General Outcomes

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

- read a short descriptive text and identify specific information about family members' appearance and clothing.
- recognise and use vocabulary related to physical appearance and clothing (e.g., tall, curly, blouse, glasses).
- use subject pronouns (I, you, he, she, it, we, they) and the verb "to be" (am, is, are) in the simple present to describe people.
- blend and read short CVC words with short 'e' vowel sounds (e.g., bed, red, pen, vet).
- listen to a short spoken passage and identify details using true or false tasks and picture support.
- describe people using subject pronouns and the verb "to be" in the present simple, based on visual prompts.
- write a short informal letter using the simple present tense to describe themselves and their family, following a model.

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 2 - Meet My Family	WEEK 6	Lesson 1	Reading 1	p.12 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.12 (ex.3)	p.8 (ex.1)	
		Lesson 3	Reading 3	p.12	p.8 (ex.2)	
		Lesson 4	Vocabulary	p.13	p.9	
		Lesson 5	Grammar 1	p.14 (ex.1 + ex.2) p.15 (ex.3)		
	WEEK 7	Lesson 1	Grammar 2		p.10 (ex.1 + ex.2) p.11 (ex.3)	
		Lesson 2	Grammar 3	p.15 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.11 (ex.4)	
		Lesson 4	Grammar 5		p.12 (ex.5 + ex.6)	Worksheet
		Lesson 5	Phonics 1	p.16		
	WEEK 8	Lesson 1	Phonics 2	Listening p.17 ex.1 for homework	p.13	
		Lesson 2	Listening	p.17 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.17		
		Lesson 4	Writing	p.18		
		Lesson 5	Board Game & Assessment	p.19		Unit 2 Assessment

Section 1: Reading

➤ Objectives:

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

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

➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What family members can you see?"
- Introduce the reading text and discuss its title, "Meet My Family." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, capitalisation, and punctuation marks. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps pupils with pronunciation and comprehension.
- Point out specific elements, such as the use of adjectives to describe family members' physical traits. For example, "tall," "short," "curly hair," and "medium height." This highlights how descriptive language is used in context.
- After reading the text, ask pupils, "What does your mum look like?" This encourages deeper thinking and personal connections to the lesson, while also practising descriptive language.

➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "What does Hana's dad look like?" or "What is Hana's mum wearing?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Then, guide pupils to read each sentence in Activity 2 and decide whether it describes Tom or Emma. This activity helps pupils extract character-specific details from the dialogue.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the dialogue. This helps assess their understanding of the text.
- Encourage pupils to act out the text by miming the family members or drawing pictures of them. This fosters creativity and helps them connect with the material.

- If time allows, include additional activities such as colouring pictures of Hana's family or matching items with their descriptions. These activities provide further engagement and practice opportunities.

Answer Key

Activity Book, page 8

Q. 1

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

Q. 2.

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

Section 2: Vocabulary

➤ Objectives:

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "short," "medium height," "long," "curly," "straight," "blonde," "glasses," "blouse," or "pants."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, "This is short hair," or "These are pants."
- Encourage pupils to use the vocabulary words in sentences, such as "She has medium height," or "He is wearing glasses."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "curly" next to the picture of curly hair.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key

Activity Book, page 9

Q. 1.

A. long B. pants C. short D. curly

Q. 2.

A. medium height B. straight C. glasses D. blouse

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using subject pronouns (I, she, he, it, you, we, they) and the verb "to be" to enhance communication skills.
- Identify and use subject pronouns with the verb "to be" (am, is, are) in simple affirmative sentences.

- Recognise and correctly use the subject pronouns and the verb “to be” in sentences.

➤ **Instructional Techniques:**

- Start by explaining the basic structure of sentences with singular and plural nouns, focusing on using “a” or “an” with singular nouns and adding “s” or “es” to make nouns plural.
- Introduce the ready-written dialogue from the book that incorporates both singular and plural nouns and subject pronouns such as “I,” “she,” “he,” “it,” “you,” “we,” and “they.”
- Demonstrate the usage of “I am,” “she is,” “he is,” and “it is” for singular subjects, and “you are,” “we are,” and “they are” for plural subjects, in affirmative, negative, and question forms.
- Discuss the correct use of subject pronouns with the verb “to be” to identify people or things and describe their characteristics.
- Encourage students to listen and repeat sentences using both singular and plural nouns with the correct subject pronouns and verb forms: “I am a student.” “She is a teacher.” “They are my friends.”
- Demonstrate on the board how to structure sentences with singular nouns using subject pronouns like “I,” “she,” “he,” and “it,” and plural nouns using subject pronouns like “you,” “we,” and “they.”
- Explain that “I” refers to the speaker, “he” and “she” refer to specific people, “it” refers to an animal or thing, “you” refers to one or more people, “we” refers to the speaker and others, and “they” refers to a group of people or things.
- Provide more examples to highlight the difference: “I am a teacher” (referring to the speaker) “She is kind” (referring to a girl) “They are in the garden” (referring to a group of people).

➤ **Activity:**

- Have students open their student’s books to page 15, Exercise 3. Instruct them to look at each picture carefully and circle the correct answer. Explain that they should choose the correct subject pronouns based on what they see. For example, they should circle “he” or “she” when referring to a single person and “they” or “we” when referring to a group of people.
- Have students open their student’s books to page 15, Exercise 5. Instruct them to read each sentence carefully and circle the correct verb form (“is,” “are,” or “am”) to complete the sentence. Explain that “is” is used with singular subjects, “are” is used with plural subjects, and “am” is used with “I.” For example, in the sentence “I _____ (is / are / am) a student,” students should circle “am.”
- Have students open their activity books to page 10, Exercise 1. Instruct them to carefully look at each picture and circle the correct answer. Explain that they should select the correct subject pronoun based on what is shown in the picture. For example, if a picture shows a boy pointing to a girl, students should circle “she.” If a picture shows a group of boys and girls talking about themselves, they should circle “we.”
- Have students open their activity books to page 10, Exercise 2. Instruct them to focus on completing the sentences by selecting the correct subject pronouns to match the pictures. Explain that students should choose between singular and plural pronouns depending on the subject shown. For example, in the picture where a boy points to himself, they should circle “I,” and for a group of friends pointing to themselves, they should circle “We.”
- Have students open their activity books to page 11, Exercise 3. Instruct students to focus on changing the names in each sentence to the correct subject pronouns based on the pictures. Explain that subject pronouns like “I,” “he,” “she,” “we,” and “they” replace specific names depending on the context of the sentence.
- Have students open their activity books to page 11, Exercise 4. Instruct students to carefully read each sentence and complete it by choosing the correct form of the verb “am,” “is,” or “are.” Encourage them to focus on the subject of each sentence, determining whether it is singular or plural in order to select the appropriate verb. After completing the sentences, students should rewrite them using the correct form of “am,” “is,” or “are.”
- Have students open their activity books to page 12, Exercise 5. Instruct students to rewrite the sentences using the contracted form of the verbs “to be.” Encourage them to identify the correct form and write it

in the blank spaces. For example, "I am" becomes "I'm," "You are" becomes "You're," and so on. Afterward, students should complete the sentences using the contracted forms.

- Have students open their activity books to page 12, Exercise 6. Instruct students to match the subject pronouns with the correct form of the verb "to be" to complete the sentences. Encourage them to consider whether the subject is singular or plural and choose the appropriate form ("is" for singular, "are" for plural, and "am" for "I"). Afterward, students should fill in the blanks with the correct form of the verb.

Answer Key

Student's Book, page 15

Q. 3

A. he B. they C. you D. it E. we

Q. 5

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

Activity Book, pages 10-12

Q. 1.

A. she B. we C. you D. I E. it

Q. 2

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

Q. 3

A. He B. She C. They D. It E. He F. We

Q. 4.

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

Q. 5.

A. I'm happy. B. You're my friend. C. He's a doctor. D. It's a book.

E. It's a sunny day. F. We're at the park. G. They're sisters.

Q. 6

A. She is B. They are C. It is

Section 4: Phonics

➤ Objectives:

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

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

➤ Instructional Techniques:

- Engage students with a stimulating question: "Can you think of a word with three letters that starts with 'b' and has the sound 'e' in the middle?" (e.g., "bed").
- Introduce the concept of CVC words by explaining that these words are made up of a consonant, followed by a vowel, and ending with a consonant.
- Model the CVC words using the "e" vowel sound, with examples like bed, red, pet, net, wet, vet, hen, pen, ten, and leg.
- Demonstrate the pronunciation of the short "e" sound in each word. Encourage students to listen and repeat the words after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of a bed while saying the word "bed."
- Reinforce understanding by practising reading CVC words aloud. Highlight how the vowel "e" is pronounced the same in each word.
- Have students match the pictures to the words. Encourage students to write the words, focusing on spelling them correctly. Use rhyming games with these words (e.g., "What rhymes with 'bed'?").

➤ Activity:

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

- Have students open their activity books to page 13, Exercise 1. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 13, Exercise 2. Ask them to unscramble the CVC words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, page 13

Q. 1.

A. cat B. bat C. bag D. tap E. sad

Q. 2

A. rat B. mat C. bad D. cap E. nap

Section 5: Listening

➤ Objectives:

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

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

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about a girl's family. Ask them to listen carefully to who is in the family and what each person does. Encourage them to think about questions like "Who is in the family?" and "What do they do?" This will help them focus and understand the video before completing the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 17 and listen carefully to the recording again. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student's Book, page 17

Q. 1.

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

Transcript

My Wonderful Family

Hello! Let me introduce you to my family. This is my dad, John. He is a teacher. This is my mum, Sarah. She is a doctor. I have one brother, Tim. He is 7 years old. We also have a pet dog, Max. He is very playful. We are a happy family!

Section 6: Speaking

➤ Objectives:

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

- Demonstrate understanding of sentence structures using subject pronouns and the verbs 'to be' to describe people and objects.

- Describe people using the appropriate sentence structures and vocabulary.
- Engage in a dialogue about the people in the pictures, practicing clear communication with subject pronouns and the verbs "is" and "are."

➤ **Instructional Techniques:**

- Display the relevant pictures with people, such as a girl with short brown hair, a boy with curly hair, a girl with long blond hair, and others as described in the new examples.
- Model the speaking activity by describing the people in the picture using the correct sentence structures, as in: "She is short with long black hair." and "They are tall with curly hair."
- Explain how to use subject pronouns ("she," "he," "they") with the verb "to be" to describe people's characteristics.

➤ **Activity:**

- Have students take turns describing the objects in the picture using the correct structures: "She is..." for singular subjects (e.g., "She is short with long black hair") "They are..." for plural subjects (e.g., "They are tall with curly hair")
- Encourage students to use the vocabulary provided (e.g., tall, short, curly, straight, blond, brown, etc.) in their sentences.
- Promote peer feedback to help students improve their speaking skills and confidence, reminding them to focus on correct sentence structure and pronunciation.

Section 6: Writing

➤ **Objectives:**

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

- Write an informal letter that includes a date, greeting, body, and closing.
- Rearrange words to form correct sentences using the simple present tense.
- Incorporate subject pronouns and descriptive language to describe people.
- Demonstrate clarity and relevance in descriptions of themselves and their family members.
- Enhance written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of simple present tense to describe people in sentences.
- Model the sentence structure using the example letter: "I am tall with long straight hair." "My dad is tall with short curly hair."
- Practice rearranging scrambled words into correct sentences: "She is kind."

➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences, such as "She is kind" or "They are boys."
- Have students follow the model letter and write an informal letter to a friend, using the simple present tense to describe themselves and their family.
- Encourage students to include all parts of the letter: date, greeting, body, and closing.
- Allow time for students to illustrate their letters with drawings that clarify their descriptions.
- Provide an opportunity for students to share their letters with a partner or in small groups, encouraging peer feedback.

Answer Key
Student's Book, page 18
 Q. 1.
 A. She is kind.
 B. They are boys.

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 He is (tall with short black hair).

Q.2 pants

Q.3 blouse

Q.4 "It is a car."

Q.5 "We are friends."

Q.6 "She is a doctor."

Q.7 "bed"

Q.8 "ten"

Q.9 She is short with long blond hair.

Q.10 They are medium height with curly hair.

Unit Three

In My Room

Unit	Vocabulary	Grammar	Phonics	Skills
3 In My Room page 20	chair, table, bed, cosy, soft, couch, draw, lamp, shelf	Adjectives <i>A happy girl</i> <i>She is a happy girl.</i> Simple present: negative (verbs to be) <i>I am not happy.</i> <i>She is not kind.</i> <i>They are not strong.</i>	CVC words with short i <i>/i/: sit, kit, pin, fin, fig, wig, kid, lid, fix, mix</i>	Reading: a dialogue about the objects in Sue's room
				Listening: listening for details about visiting the farm
				Speaking: describing characters' personalities
				Writing: writing a fact file

General Outcomes

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

- read a short illustrated dialogue and identify specific details about items and activities in a bedroom.
- recognise and name furniture and room-related vocabulary (e.g., bed, lamp, shelf, chair, table) and use them in context.
- use adjectives to describe nouns and form negative sentences in the simple present using the verb “to be” (e.g., “The box is not light”).
- blend and read short CVC words with short /i/ vowel sounds (e.g., sit, kit, fix, lid).
- listen to a short spoken passage and identify true or false statements about farm animals and activities.
- describe people or things using affirmative and negative forms of the verb “to be” with adjectives (e.g., “He is not lazy. He is hard-working.”).
- write a short fact file describing a family member using both negative and positive adjectives (e.g., “My mum isn't strict. She is friendly.”).

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 3 - In My Room	WEEK 9	Lesson 1	Reading 1	p.20 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.20 (ex.3)	p.14 (ex.1)	
		Lesson 3	Reading 3	p.20	p.14 (ex.2)	
		Lesson 4	Vocabulary	p.21	p.15	
		Lesson 5	Grammar 1	p.22 (ex.1 + ex.2) p.23 (ex.3)		
	WEEK 10	Lesson 1	Grammar 2		p.16 (ex.1 + ex.2)	
		Lesson 2	Grammar 3	p.23 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.17 (ex.3 + ex.4)	
		Lesson 4	Grammar 5		p.18 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.24		
	WEEK 11	Lesson 1	Phonics 2	Listening p.25 ex.1 for homework	p.19	
		Lesson 2	Listening	p.25 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.25		
		Lesson 4	Writing	p.26		
		Lesson 5	Board Game & Assessment	p.27		Unit 3 Assessment

Section 1: Reading

➤ Objectives:

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

- Recognise and identify common furniture items in a room.
- Read and understand a simple conversation about furniture in a room.
- Read aloud in a group, with a partner, or individually.
- Discuss the illustrations and details from the text, describing furniture items and their uses.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the furniture described.
- Describe the furniture in their own room and its uses, providing additional detail and support.

➤ Instructional Techniques:

- Begin by engaging pupils with a picture-based discussion. Point to the unit opener and ask, "What furniture can you see in the room?" to activate prior knowledge.
- Introduce the reading text by discussing its title, "In My Room." Ask pupils who they think the speaker is and what the room might look like.
- Play the recording of the dialogue as pupils follow along in their books. This models fluent reading and supports listening comprehension.
- Point to each line as it's read aloud, either by the teacher or in the audio, so pupils can track the text visually while listening.
- Read the dialogue aloud again, this time in parts. Have pupils repeat each segment after you, focusing on pronunciation and intonation.
- Highlight descriptive language and adjectives in the text (e.g., soft, cosy, excellent) and explain their meaning in context.
- Point out how the dialogue uses phrases like "next to," "on the shelf," and "where I draw and paint" to describe location and function.
- Ask pupils to make a personal connection by answering: "What furniture do you have in your room?" This encourages vocabulary recall and speaking practice.

➤ Activity:

- Have pupils turn to the reading questions in their activity books. Begin with the matching task: pupils match each question to the correct answer based on the dialogue.
- Read the dialogue together as a class. Encourage pupils to take turns reading aloud to practise fluency and build confidence.
- Ask guided comprehension questions, such as "Where does James keep his books?" or "What does James like to do at the table?" to assess understanding.
- Write the correct answers to the matching questions on the board. Pupils can check their work and copy answers to reinforce accurate sentence structure.
- Guide pupils through the True/False activity. Read each sentence and help them decide if it is correct based on what they read.
- Encourage pupils to draw and label furniture items from the story. They can also act out parts of the dialogue in pairs to practise speaking.
- If time allows, provide an optional extension task where pupils colour or match furniture items to their names and locations in the room.

Answer Key
Activity Book, page 14

Q. 1

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

Q. 2.

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

Section 2: Vocabulary

➤ Objectives:

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "chair," "table," or "bed."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, "This is a lamp," or "It's a shelf."
- Encourage pupils to use the vocabulary words in sentences, such as "My bed is soft," or "The couch is cosy."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "desk" next to the picture of a desk.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key

Activity Book, page 15

Q. 1.

A. draw B. table C. chair D. cosy

Q. 2.

A. soft B. lamp C. bed D. couch E. shelf

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using adjectives to describe people, animals, places, or things.
- Identify and use adjectives in simple sentences (affirmatives, negations, and questions).
- Recognise and correctly use the demonstratives "this" and "these" in sentences, with singular and plural nouns respectively.

➤ Instructional Techniques:

- Start by explaining the basic structure of sentences with adjectives, focusing on how adjectives modify nouns (e.g., "a happy girl," "a small cat").

- Introduce the ready-written dialogue from the book that incorporates adjectives to describe people, animals, places, or things.
- Demonstrate how to use adjectives in affirmative sentences with the verb "to be" (e.g., "She is a happy girl," "It is a small cat").
- Explain the use of "not" after the verb "to be" to form negative sentences, and show how adjectives are used in this structure (e.g., "She is not kind," "They are not strong").
- Encourage students to listen and repeat sentences using adjectives with the correct verb form in both affirmative and negative sentences.
- Demonstrate on the board how to structure sentences using adjectives with "to be" in both affirmative and negative forms.
- Provide more examples of sentences with adjectives to clarify the structure: Affirmative: "She is a happy girl." Negative: "She is not a happy girl." Affirmative: "It is a small cat." Negative: "It is not a small cat."

➤ **Activity:**

- Have students open their student's books to page 23, Exercise 3. Instruct them to look at each sentence carefully and circle the adjective in each sentence. Explain that they should identify the adjective that describes the noun. For example, they should circle "tall" in "A tall boy" and "blue" in "It is a blue bird."
- Have students open their student's books to page 23, Exercise 5. Students should carefully read each sentence and circle the correct form of the verb "to be" in the negative. Remind them that "am not" is used with "I," "is not" is used with singular subjects, and "are not" is used with plural subjects. For example, they should circle "am not" in "I am not a teacher" and "is not" in "He is not my friend."
- Have students open their activity books to page 16, Exercise 1. Students should carefully read each phrase and identify the adjective and the noun. Instruct them to circle the adjective and underline the noun in each phrase. Remind them that adjectives describe people, animals, places, or things, while nouns name them. For example, in "A big car," students should circle "big" and underline "car."
- Have students open their activity books to page 16, Exercise 2. Instruct them to carefully read each sentence and choose the correct adjective that best describes the noun in the picture. Remind them that adjectives give more information about people, animals, places, or things. For example, in "He is a _____ (tall / short) boy," students should select "short" if the picture shows a short boy.
- Have students open their activity books to page 17, Exercise 3. Instruct them to complete the sentences using the correct forms of the verb "to be" in the negative form. Remind them that "am not" is used with "I," "is not" (isn't) is used with singular nouns and pronouns (he, she, it), and "are not" (aren't) is used with plural nouns and pronouns (we, you, they). Encourage them to look at the pictures for clues to choose the correct verb form.
- Have students open their activity books to page 17, Exercise 4. Instruct them to carefully read each sentence and rewrite it in the negative form using "is not" (isn't) for singular subjects and "are not" (aren't) for plural subjects. Remind them to pay attention to whether the subject is singular or plural before making the change. Encourage them to refer to the pictures for context and ensure proper sentence structure.
- Have students open their activity books to page 18, Exercise 5. Instruct them to look at the pictures and match them to the correct sentences. Then, have students rewrite the sentences using the contracted forms of "is not" (isn't) and "are not" (aren't). Remind them to pay attention to whether the subject is singular or plural before choosing the correct verb form.

Answer Key

Student's Book, page 23

Q. 3

A. tall B. blue C. fast D. strong E. small

Q. 5

A. am not B. is not C. are not D. is not E. is not F. are not

Answer Key

Activity Book, pages 16-18

Q. 1.

A. Adjective: big / Noun: car

D. Adjective: tall / Noun: tree

G. Adjective: beautiful / Noun: house

B. Adjective: small / Noun: dog

E. Adjective: happy / Noun: girl

H. Adjective: cosy / Noun: room

C. Adjective: soft / Noun: pillow

F. Adjective: round / Noun: ball

Q. 2

A. short B. kind C. delicious D. slow E. happy F. light G. friendly H. dirty

Q. 3

A. am not B. is not C. are not D. are not E. is not F. is not G. are not H. are not

Q. 4.

A. The trees are not tall.

D. The boys are not hungry.

B. Noah is not smart.

E. Maya is not ready.

C. John is not a doctor.

F. The sky is not sunny.

Q. 5

B. 4 > The desks aren't tidy.

C. 5 > The box isn't light.

D. 2 > The cars aren't slow.

E. 1 > The boy isn't happy.

Section 4: Phonics

➤ Objectives:

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

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

➤ Instructional Techniques:

- Engage students with a stimulating question: "Can you think of a word with three letters that starts with 's' and has the sound 'i' in the middle?" (e.g., "sit").
- Introduce the concept of CVC words by explaining that these words are made up of a consonant, followed by a vowel, and ending with a consonant.
- Model the CVC words using the "i" vowel sound, with examples like sit, kit, pin, fin, fig, wig, kid, lid, fix, and mix.
- Demonstrate the pronunciation of the short "i" sound in each word. Encourage students to listen and repeat the words after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of a fig while saying the word "fig."
- Reinforce understanding by practising reading CVC words aloud. Highlight how the vowel "i" is pronounced the same in each word.
- Have students match the pictures to the words. Encourage students to write the words, focusing on spelling them correctly. Use rhyming games with these words (e.g., "What rhymes with 'pin'?").

➤ Activity:

- Before starting the activities, review the CVC words learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 19, Exercise 1. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 19, Exercise 2. Ask them to unscramble the CVC words, referring to the pictures in their books for assistance.

Answer Key**Activity Book, page 19**

Q. 1.

A. sit B. kit C. pin D. fin E. fig

Q. 2

A. wig B. kid C. lid D. fix E. mix

Section 5: Listening

➤ Objectives:

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

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

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about a day at the farm. Ask them to look carefully at the animals and what they are doing. Encourage them to think about questions like "What animals can you see?" and "What is happening on the farm?" This will help them focus and understand the video before they complete the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 25 and listen carefully to the recording again. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key**Student's Book, page 25**

Q. 1.

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

Transcript**A Day at the Farm**

Today, I visit a farm. I see cows, sheep, and hens. The cows eat grass. The hens peck at the ground. The farmer gives the sheep some food. I hear the ducks quack. The sun is shining, and the air is fresh. I love the farm!

Section 6: Speaking

➤ Objectives:

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

- Demonstrate understanding of sentence structures with affirmative and negative verbs "to be" (is, are).
- Use adjectives to describe people and objects correctly in both affirmative and negative forms.
- Form sentences using "is" and "are" in both the affirmative and negative forms, and apply adjectives to describe people and things (e.g., "She is kind," "They are not funny").

➤ **Instructional Techniques:**

- Display pictures of people and objects with accompanying adjectives (e.g., serious/funny, ugly/beautiful, stingy/generous, nervous/calm).
- Model the speaking activity by describing the people and objects in the pictures using "is" for singular subjects and "are" for plural subjects, along with the appropriate use of "to be" in affirmative and negative forms. For example: "She is not ugly. She is beautiful." "My grandpa is not stingy. My grandpa is generous."
- Explain the structure for using "is" and "are" with adjectives and emphasise the use of "not" in negative sentences (e.g., "He is not serious").
- Provide examples of how to use both affirmative and negative sentences in context, using the target adjectives.

➤ **Activity:**

- Have students take turns describing the people in the pictures using the correct structures: "(He) is..." for affirmative and "(He) is not..." for negative.
- Encourage students to use the adjectives provided (e.g., stingy, generous, serious, funny, ugly, beautiful, nervous, calm) in their sentences.
- Promote peer feedback to help students improve their speaking skills and confidence, reminding them to focus on correct sentence structure and pronunciation.

Section 6: Writing

➤ **Objectives:**

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

- Write a fact file about their mum, including the mum's name, age, and a description of her personality and traits.
- Rearrange words to form correct sentences using the simple present tense.
- Use "is" and "isn't" to describe what their mum is like and what she isn't like.
- 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: picture of the mum, mum's name, mum's age, and description (what she is like and what she isn't like).
- Explain how to use "is" and "isn't" in sentences to describe their mum's traits (e.g., "My mum is friendly," "My mum isn't strict").

➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences, such as "He is not ugly." or "They are not lazy."
- Have students follow the model and write a fact file about their mum, including sections for her name, age, and descriptions of what she is like and what she isn't like.
- Encourage students to use clear sentences with "is" and "isn't" to describe their mum (e.g., "My mum isn't serious. She is funny").
- 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.

Answer Key
Student's Book, page 26
Q. 1.
A. He is not ugly.
B. They are not lazy.

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. I have (a bed, a desk, and a cosy bed).
- Q. 2. couch
- Q. 3. lamp
- Q. 4. "He is a happy boy."
- Q. 5. "I am not lazy."
- Q. 6. "It is a fast animal."
- Q. 7. "sit"
- Q. 8. "mix"
- Q. 9. He is serious.
- Q. 10. She is angry.

Unit Four

My Amazing Body

Unit	Vocabulary	Grammar	Phonics	Skills
4 My Amazing Body page 28	eye, nose, mouth, ear, brush, arm, hand, leg, foot	Prepositions: in, on, under <i>The cat is in the box.</i> <i>The cat is on the bed.</i> <i>The cat is under the table.</i> Simple present: questions (verbs to be) <i>Am I happy? Yes, you are. / No, you are not.</i>	CVC words with short o <i>/o/:</i> dog, log, hot, pot, top, mop, hop, cop, box, fox	Reading: text about the parts of the body
				Listening: listening for details about four friends
				Speaking: describing the places of objects
				Writing: writing an informal letter

General Outcomes

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

- read a short informational text about the human body and identify specific functions of body parts through comprehension and true/false questions.
- recognise and name body parts and daily actions (e.g., brush, walk, jump), and use the vocabulary in context.
- use prepositions of place (in, on, under) and form yes/no questions using the verb “to be” in the present simple (e.g., “Is the cat on the chair?”).
- blend and read short CVC words with the short /o/ vowel sound (e.g., dog, top, box, cop).
- listen to a spoken text and determine true or false answers based on actions and settings involving children at the park.
- ask and answer simple questions about location and position using prepositions, and describe objects using picture prompts (e.g., “Is the toy car on the rug?”).
- write an informal letter describing a room and the position of objects using in, on, and under, following a guided example.

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 4 - My Amazing Body	WEEK 12	Lesson 1	Reading 1	p.28 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.28 (ex.3)	p.20 (ex.1)	
		Lesson 3	Reading 3	p.28	p.20 (ex.2)	
		Lesson 4	Vocabulary	p.29	p.21	
		Lesson 5	Grammar 1	p.30 (ex.1 + ex.2) p.31 (ex.3)		
	WEEK 13	Lesson 1	Grammar 2		p.22 (ex.1 + ex.2) p.23 (ex.3)	
		Lesson 2	Grammar 3	p.31 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.23 (ex.4) p.24 (ex.5)	
		Lesson 4	Grammar 5		p.24 (ex.6)	Worksheet
		Lesson 5	Phonics 1	p.32		
	WEEK 14	Lesson 1	Phonics 2	Listening p.33 ex.1 for homework	p.25	
		Lesson 2	Listening	p.33 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.33		
		Lesson 4	Writing	p.34		
		Lesson 5	Board Game & Assessment	p.35		Unit 4 Assessment

Section 1: Reading

➤ Objectives:

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

- Read and recognise simple decodable text related to body parts and their functions.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, describing body parts and their uses.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe familiar body parts and their functions, providing additional detail and support.

➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, “Look at the pictures. What do you think the text is about?”
- Introduce the reading text and discuss its title, "My Amazing Body." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, capitalisation, and punctuation marks. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps pupils with pronunciation and comprehension.
- Point out specific elements, such as the use of phrases like “I use my hands to hold books” to describe actions. This highlights how verbs and pronouns are used in context.
- After reading the text, ask pupils, “What body part do you use to play your favourite game, and how does it help you?” This encourages deeper thinking and personal connections to the lesson.

➤ Activity:

- Start by having pupils refer to the text in their student books and match the questions with their correct answers. This allows them to practise understanding the text and finding information.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as “Where is our head located on our body?” or “What do we use our eyes for?” These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their understanding of the content.
- Encourage pupils to act out different body movements mentioned in the text, such as walking, running, or holding objects. This fosters engagement and helps them connect with the material.
- If time allows, include additional activities such as drawing pictures of body parts mentioned in the text or matching body parts with their functions. These activities provide further engagement and practice opportunities.

Answer Key**Activity Book, page 20**

Q. 1

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

Q. 2.

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

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "eye," "nose," or "mouth."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, "This is an ear," or "It's a hand."
- Encourage pupils to use the vocabulary words in sentences, such as "I have two arms," or "I use a brush for my hair."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "foot" next to the picture of a foot.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key**Activity Book, page 21**

Q. 1.

A. brush B. nose C. eye D. ear

Q. 2.

A. mouth B. arm C. foot D. leg E. hand

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

- Engage in brief dialogues using prepositions of place (in, on, under) and the verb "to be" in simple present questions to enhance communication skills.
- Identify and use prepositions "in," "on," and "under" to describe locations in simple sentences (affirmatives, negations, and questions).
- Recognise and correctly use the verb "to be" (am, is, are) in questions, with appropriate subject-verb agreement.

➤ **Instructional Techniques:**

- Start by explaining the basic structure of sentences using prepositions of place to show where objects are located.
- Introduce the ready-written dialogue from the book that incorporates prepositions (in, on, under) and "to be" questions.
- Demonstrate the usage of "in," "on," and "under" with simple sentences in affirmative, negative, and question forms.
- Discuss how to form questions using the verb "to be" by placing it before the subject (e.g., "Is she happy?" "Are they strong?").
- Encourage students to listen and repeat sentences using prepositions of place and "to be" questions.
- Demonstrate on the board how to structure sentences using prepositions and "to be" in different forms, ensuring clarity in their use.
- Explain that "in" means inside something, "on" means on top of a surface, and "under" means below something.
- Provide more examples to highlight the difference: "The cat is in the box." "The cat is on the bed." "The cat is under the table." "Is she kind?" → "Yes, she is." / "No, she isn't." "Are they strong?" → "Yes, they are." / "No, they aren't."

➤ **Activity:**

- Have students open their student's books to page 31, Exercise 3. Instruct them to look at each picture carefully and circle the correct preposition to match the picture. Explain that they should select "in," "on," or "under" based on where the object is. For example, if the cat is inside the box, they should circle "in."
- Have students open their student's books to page 31, Exercise 5. Instruct them to look at each picture carefully and circle the correct verb ("Am," "Is," or "Are") to complete the question. Explain that "Am" is used with "I," "Is" is used with singular subjects, and "Are" is used with plural subjects.
- Have students open their activity books to page 22, Exercise 1. Instruct them to look at each phrase and match it with the correct picture. Remind them that they should carefully observe the nouns in each phrase (e.g., "cup," "pencil," "hat," "phone") and make sure they match the pictures accordingly.
- Have students open their activity books to page 22, Exercise 2. Instruct them to carefully read each sentence and circle the correct preposition ("in," "on," or "under") based on the context of the picture. Encourage them to focus on understanding the relationship between the object and its location as shown in the images.
- Have students open their activity books to page 23, Exercise 3. Instruct students to carefully complete the sentences using the correct prepositions ("in," "on," or "under") based on the pictures. Encourage them to focus on understanding the relationships between the objects and their locations in the images.
- Have students open their activity books to page 23, Exercise 4. Instruct students to carefully read each sentence and decide whether to use "This is" or "These are." Encourage them to focus on whether the subject is singular or plural to select the appropriate phrase. After identifying the correct phrase, students should complete the sentences using the correct form of "This is" or "These are."
- Have students open their activity books to page 24, Exercise 5. Direct students to look at each picture and fill in the blanks with the correct question. They should choose from: "Is he sitting on the bed?", "Is the cat under the chair?", or "Are the balls in the box?" Afterward, they should match the appropriate answers for each picture.
- Have students open their activity books to page 24, Exercise 6. Ask students to look at each question and match it with the correct answer. Remind them that the answers depend on the subject and whether the question is asking about a singular or plural subject. Encourage students to pay attention to the context of each question to select the appropriate response.

Answer Key

Student's Book, page 31

Q. 3

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

Q. 5

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

Activity Book, pages 22-24

Q. 1.

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

Q. 2

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

Q. 3

A. on B. on C. under D. on E. in F. under G. on H. in I. on

Q. 4.

A. Yes, he is. B. No, they aren't. C. Yes, she is. D. No, it isn't.

Q. 5

A. Are the balls in the box? B. Is he sitting on the bed? C. Is the cat under the chair?

Q. 6

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

Section 4: Phonics

➤ Objectives:

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

- Identify and read CVC (consonant-vowel-consonant) words with short vowel sounds.
- Recognise short vowel sounds (o) in three-letter words.
- Provide examples of CVC words with the short vowel sound "o."
- Write simple CVC words from memory using short vowels.
- Expand vocabulary through phonics activities focused on short vowel CVC words.

➤ Instructional Techniques:

- Engage students with a stimulating question: "Can you think of a word with three letters that starts with 'd' and has the sound 'o' in the middle?" (e.g., "dog").
- Introduce the concept of CVC words by explaining that these words are made up of a consonant, followed by a vowel, and ending with a consonant.
- Model the CVC words using the "o" vowel sound, with examples like dog, log, hot, pot, top, mop, hop, cop, box, and fox.
- Demonstrate the pronunciation of the short "o" sound in each word. Encourage students to listen and repeat the words after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of a dog while saying the word "dog."
- Reinforce understanding by practising reading CVC words aloud. Highlight how the vowel "o" is pronounced the same in each word.
- Have students match the pictures to the words. Encourage students to write the words, focusing on spelling them correctly. Use rhyming games with these words (e.g., "What rhymes with 'dog'?").

➤ Activity:

- Before starting the activities, review the CVC words learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 25, Exercise 1. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 25, Exercise 2. Ask them to unscramble the CVC words, referring to the pictures in their books for assistance.

Answer Key**Activity Book, page 25**

Q. 1.

A. dog B. log C. hot D. pot E. top

Q. 2

A. mop B. hop C. cop D. box E. fox

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

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

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about a group of friends at the park. Ask them to pay attention to what each child is doing. Encourage them to think about questions like "Who is at the park?" and "What activities are they doing?" This will help them focus and understand the video before completing the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 33 and listen carefully to the recording again. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.

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

Q. 1.

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

Transcript**At the Park**

Andy, Alice, Jack, and Maya are best friends. They go to the park every week. At the park, Andy skates on the path. Alice likes to swing on the swings and watch the clouds. Jack runs around with his dog and sometimes plays catch. Maya enjoys riding her bike around the park. After playing, they all sit together, eat snacks, and talk about their week.

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

- Demonstrate understanding of sentence structures with prepositions "in," "on," and "under."
- Describe objects using the appropriate singular or plural forms with the correct prepositions.
- Engage in a dialogue about the objects in the picture, practicing clear communication with the correct use of prepositions.

➤ **Instructional Techniques:**

- Display the relevant scene, showing a living room with various objects: a lamp on the table, a basket with apples, shoes on the rug, a teddy bear on the rug, a cat under the table, a toy car on the rug, and a ball in a basket.
- Model the speaking activity by describing the objects in the picture using prepositions in, on, and under. For example: "Is the lamp on the table?" "Yes, it is." "Are the apples in the basket?" "No, they aren't. They are in the bowl."
- Explain the difference between the prepositions "in," "on," and "under" and how they describe the location of objects in relation to other items.

➤ **Activity:**

- Have students take turns describing the objects in the picture using the correct prepositions: "in," "on," or "under."
- Encourage students to use the vocabulary provided (e.g., toy car, apples, shoes, teddy bear, lamp, cat, basket) in their sentences.
- Promote peer feedback to help students improve their speaking skills and confidence, reminding them to focus on correct sentence structure and pronunciation.

Section 6: Writing

➤ **Objectives:**

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

- Write an informal letter that includes a date, greeting, body, and closing.
- Rearrange words to form correct sentences using prepositions (e.g., in, on, under).
- Incorporate regular present-tense verbs in sentences.
- Demonstrate clarity and relevance in descriptions of people, places, and things.
- Enhance written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of prepositions (e.g., in, on, under) to describe the places of objects in sentences.
- Model the sentence structure using the example letter: "My teddy bear is on the bed. My shoes are under the bed."
- Practice rearranging scrambled words into correct sentences: "The book is on the table."

➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences, such as "The book is on the table." or "The cat is under the bed."
- Have students follow the model letter and write an informal letter to a friend, using prepositions (e.g., in, on, under) to describe their room and the things in it.
- Encourage students to include all parts of the letter: date, greeting, body, and closing.
- Allow time for students to illustrate their letters with drawings that clarify their descriptions.
- Provide an opportunity for students to share their letters with a partner or in small groups, encouraging peer feedback.

Answer Key

Student's Book, page 34

Q. 1.

A. The book is on the table.

B. The cat is under the bed.

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 I can (clap, wave, run, and jump).

Q. 2 foot

Q. 3 eye

Q. 4 "The cat is under the table."

Q. 5 "Yes, it is."

Q. 6 "No, it isn't. It is in the box."

Q. 7 "pot"

Q. 8 "fox"

Q. 9 The oranges are in the bowl.

Q. 10 The notebook is on the bed.

Unit Five

I Like Foods and Drinks

Unit	Vocabulary	Grammar	Phonics	Skills
5 I Like Foods and Drinks page 36	toast, butter, jam, fruits, vegetables, crunchy, pasta, milk, tea	Simple present: main verbs— 'like' <i>You like eating fruits.</i> <i>Ali likes playing football.</i> Gerunds <i>drawing</i> <i>eating</i> <i>playing</i>	CVC words with short u <i>/u/:</i> cup, bug, jug, mud, hut, nut, cut, sun, run, tub	Reading: a text about foods and drinks
				Listening: listening for details about Tom's family
				Speaking: describing what family members like
				Writing: writing a descriptive paragraph

General Outcomes

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

- read a short personal text and identify meals, food choices, and reasons for eating or drinking specific items through comprehension questions and categorisation tasks.
- recognise and name a variety of foods and drinks, including toast, butter, vegetables, milk, and tea, and match them to their corresponding pictures.
- use the verb "like" or "likes" correctly in the simple present tense, and form sentences with gerunds to express preferences (e.g., "I like eating bananas").
- blend and read short CVC words with the short vowel /u/ sound (e.g., cup, bug, sun, tub), completing missing letters and unscrambling simple words.
- listen to a short spoken story and identify key preferences and activities by responding to true or false questions with contextual understanding.
- describe what they and others like to eat and drink using "like/likes" with nouns and gerunds, based on picture cues and prompts.
- write a short descriptive paragraph about their family's food preferences, using a guided structure that includes topic and closing sentences.

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 5 - I Like Foods and Drinks	WEEK 15	Lesson 1	Reading 1	p.36 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.36 (ex.3)	p.26 (ex.1)	
		Lesson 3	Reading 3	p.36	p.26 (ex.2)	
		Lesson 4	Vocabulary	p.37	p.27	
		Lesson 5	Grammar 1	p.38 (ex.1 + ex.2) p.39 (ex.3)		
	WEEK 16	Lesson 1	Grammar 2		p.28 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.29 (ex.3)	
		Lesson 3	Grammar 4	p.39 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.30 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.40		
	WEEK 17	Lesson 1	Phonics 2	Listening p.41 ex.1 for homework	p.31	
		Lesson 2	Listening	p.41 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.41		
		Lesson 4	Writing	p.42		
		Lesson 5	Board Game & Assessment	p.43		Unit 5 Assessment

Section 1: Reading

➤ Objectives:

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

- By the end of this lesson, students will be able to:
- Read and recognise simple decodable text related to foods and drinks.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, describing different foods, meals, and drinks.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe familiar foods and drinks, expressing their preferences and providing reasons.

➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What foods and drinks can you see?"
- Introduce the reading text and discuss its title, "I Like Foods and Drinks." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, conjunctions, and punctuation marks. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps with pronunciation and comprehension.
- Point out specific elements, such as the use of "for breakfast," "for lunch," and "for dinner" to describe meal times. This highlights how time expressions are used in context.
- After reading the text, ask pupils, "What foods and drinks do you like, and when do you eat them?" This encourages deeper thinking and personal connections to the lesson.

➤ Activity:

- Start by having pupils refer to the text in their student books and match the questions with their correct answers. This allows them to practise understanding the text and locating information.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and shared reading practice.
- Ask comprehension questions about the text, such as "What does Noah eat for breakfast?" or "What fruit does Noah sometimes have for dessert?" These questions assess pupils' understanding of key details in the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces comprehension and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the food classification exercise. They should read each food and drink item carefully and write it under the correct meal: breakfast, lunch, dinner, or drinks. This helps pupils categorise information and improve their understanding of meal-related vocabulary.
- Encourage pupils to discuss their favourite meals and drinks with a partner. This fosters engagement and personal connections to the lesson.

- If time allows, include additional activities such as drawing pictures of different meals mentioned in the text or matching foods to their correct meal category. These activities provide further engagement and reinforcement.

Answer Key

Activity Book, page 26

Q. 1.

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

Q. 2.

A. drinks B. breakfast C. lunch D. dinner

Section 2: Vocabulary

➤ Objectives:

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "toast," "butter," or "jam."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, "This is pasta," or "Tea is a drink."
- Encourage pupils to use the vocabulary words in sentences, such as "I like eating fruits," or "Vegetables are healthy."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "milk" next to the picture of a milk carton.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key

Activity Book, page 27

Q. 1.

A. jam B. crunchy C. toast D. butter

Q. 2.

A. fruits B. vegetables C. pasta D. milk E. tea

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using the simple present tense with main verbs, focusing on the verb "like" in different subject forms.
- Recognise and correctly use "like" and "likes" in affirmative sentences.

- Identify and use gerunds (verb + -ing) after the verb "like."
Use the correct form of "like" or "likes" based on the subject of the sentence.

➤ **Instructional Techniques:**

- Start by explaining that the simple present tense is used to talk about things we do often, facts, or things that are always true.
- Introduce the verb "like" as a main verb that shows what someone enjoys or prefers.
- Demonstrate the correct subject-verb agreement by explaining that we use "like" with I, you, we, they, and plural nouns, and "likes" with he, she, it, and singular nouns.
- Explain that after "like," we can use either a noun (e.g., "I like chocolate") or a gerund (verb + -ing) (e.g., "I like swimming").
- Write examples on the board, such as: "Ali likes playing football.", "She likes jumping on the trampoline.", "The cat likes sleeping.", and "We like cooking pasta."
- Encourage students to listen and repeat sentences using "like" and "likes" correctly in simple present tense.
- Demonstrate how to form gerunds by adding "-ing" to verbs, providing a list such as draw → drawing, eat → eating, play → playing, jump → jumping, paint → painting, cook → cooking.
- Provide examples where gerunds follow "like" in sentences, such as: "I like reading books.", "They like painting.", and "We like cooking pasta."
- Guide students to practise forming sentences using "like/likes" and gerunds, ensuring they use the correct structure in affirmative sentences.
- Encourage students to create their own sentences using "like" and gerunds to express their preferences.
- If time allows, engage students in a speaking activity where they ask and answer questions about what they like doing using gerunds.

➤ **Activity:**

- Have students open their student's books to page 39, Exercise 3. Instruct them to look at each picture carefully and circle the correct word to complete the sentence. Explain that they should select "like" or "likes" based on the subject of the sentence. For example, they should circle "likes" for "Tom likes drawing pictures" because Tom is singular, and "like" for "They like running" because "they" is plural.
- Have students open their student's books to page 39, Exercise 5. Instruct them to look at each picture carefully and circle the correct gerund (-ing form of the verb) to complete the sentence. Explain that they should select the correct form based on the verb provided. For example, they should write "reading" for "read → reading" in a sentence like "He likes reading." and "playing" for "play → playing." This activity helps reinforce the use of gerunds in context.
- Have students open their activity books to page 28, Exercise 1. Students should carefully read each sentence and match it to the correct picture. Instruct them to focus on the subject of the sentence to ensure proper understanding. Remind them that "likes" is used with singular subjects, while "like" is used with plural subjects. For example, in "My mum likes cooking," they should match it to a picture of a mother cooking, while in "The boys like playing tennis," they should match it to an image of boys playing tennis. This activity helps reinforce subject-verb agreement in simple present tense sentences.
- Have students open their activity books to page 28, Exercise 2. Encourage them to focus on the correct use of "like" and "likes" based on the subject of each sentence. Explain that "like" is used with I, you, we, they, and plural nouns, while "likes" is used with he, she, it, and singular nouns. Remind students to carefully read each sentence and look at the pictures to determine the correct verb form. For example, in "She likes swimming in the sea," they should choose "likes" because the subject is singular, while in "They like playing basketball," they should choose "like" because the subject is plural. This activity reinforces subject-verb agreement in the simple present tense.
- Have students open their activity books to page 29, Exercise 3. Instruct them to complete the sentences using "like" or "likes" based on the subject. Remind them that "likes" is used with singular subjects, while

"like" is used with plural subjects. Encourage them to refer to the table to ensure correct subject-verb agreement in the simple present tense. For example, "Jack likes fishing and singing."

- Have students open their activity books to page 30, Exercise 4. Instruct them to carefully read each sentence and choose the correct gerund (-ing form of the verb) based on the given subject. Remind them that gerunds act as nouns and follow the verb "like" or "likes." Encourage students to refer to the word bank and match each verb correctly to complete the sentences. This activity reinforces the correct use of gerunds in simple present tense sentences.
- Have students open their activity books to page 30, Exercise 5. Instruct them to carefully read each sentence and identify the mistake in the verb form. Encourage them to focus on the correct use of gerunds (-ing form of the verb) after "like" or "likes." Remind them that verbs following "like" must be in the gerund form (e.g., "likes drawing" instead of "likes draw"). After identifying the mistakes, students should rewrite the sentences correctly. This activity reinforces the correct use of gerunds in simple present tense sentences.

Answer Key

Student's Book, page 39

Q. 3

A. likes B. likes C. like

Q. 5

A. reading B. playing C. drawing D. cooking E. watching F. painting

Activity Book, pages 28-30

Q. 1.

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

Q. 2

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

Q. 3

C. likes fishing and painting.

B. like playing football and reading.

C. likes fishing and singing.

D. like playing football and painting.

Q. 4.

A. eating B. swimming C. playing D. sleeping E. reading F. cooking

Q. 5

A. drawing B. playing C. reading D. sleeping

Section 4: Phonics

➤ Objectives:

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

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

➤ Instructional Techniques:

- Engage students with a stimulating question: "Can you think of a word with three letters that starts with 'c' and has the sound 'u' in the middle?" (e.g., "cup").
- Introduce the concept of CVC words by explaining that these words are made up of a consonant, followed by a vowel, and ending with a consonant.
- Model the CVC words using the "u" vowel sound, with examples like cup, bug, jug, mud, hut, nut, cut, sun, run, and tub.
- Demonstrate the pronunciation of the short "u" sound in each word. Encourage students to listen and repeat the words after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of a cup while saying the word "cup."

- Reinforce understanding by practising reading CVC words aloud. Highlight how the vowel "u" is pronounced the same in each word.
- Have students match the pictures to the words. Encourage students to write the words, focusing on spelling them correctly. Use rhyming games with these words (e.g., "What rhymes with 'sun'?").

➤ **Activity:**

- Before starting the activities, review the CVC words learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 31, Exercise 1. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 31, Exercise 2. Ask them to unscramble the CVC words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, page 31

Q. 1.

A. cup B. bug C. jug D. mud E. hut

Q. 2

A. nut B. run C. sun D. cut E. tub

Section 5: Listening

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short story about Tom's favourite day. Ask them to listen carefully to what Tom and his family do on Saturdays. Encourage them to think about questions like "What does Tom like to do?" and "What do the other family members enjoy?" This will help them focus and understand the video before completing the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 41 and listen carefully to the recording again. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- Ask students to answer comprehension questions about the listening text, either orally or in writing. Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student's Book, page 41

Q. 1.

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

Transcript

My Favourite Day

Hi! My name is Tom. I like Saturdays! On Saturdays, I play football with my friends. After that, I eat ice cream with my family. My sister likes painting pictures, and my mum likes cooking. In the evening, my family likes watching a movie together. Saturdays are fun!

Section 6: Speaking

➤ Objectives:

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

- Demonstrate understanding of simple present tense sentence structures using "like" and "likes."
- Describe preferences using "like" for plural subjects and "likes" for singular subjects.
- Engage in a dialogue about personal and family food preferences, practicing clear communication.

➤ Instructional Techniques:

- Display relevant pictures showing different people enjoying various foods, such as strawberries, bananas, cucumbers, watermelons, cupcakes, and butter with jam.
- Model the speaking activity by describing the pictures using "like" and "likes." For example: "I like eating apples." "My sister likes eating pasta."
- Explain the difference between using "like" for plural subjects (my parents, my friends, my cousins) and "likes" for singular subjects (my sister, my brother, my grandpa).

➤ Activity:

- Have students take turns describing the pictures using the correct sentence structures: "[Subject] like/likes eating [food]."
- Encourage students to use the vocabulary provided (e.g., strawberries, bananas, cucumbers, watermelons, cupcakes, butter and jam) in their sentences.
- Promote peer feedback to help students improve their speaking skills and confidence, reminding them to focus on correct sentence structure and pronunciation.

Section 6: Writing

➤ Objectives:

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

- Write a descriptive paragraph that includes a topic sentence, body sentences, and a concluding sentence.
- Rearrange words to form correct sentences using the simple present tense with "like" and "likes."
- Describe the foods their family members like in a structured paragraph.
- Demonstrate clarity and coherence in their descriptions.
- Enhance their written work with illustrations that complement the text.

➤ Instructional Techniques:

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

➤ Activity:

- Have students rearrange words to form correct sentences, ensuring proper use of "like" and "likes" in the simple present tense.

- Encourage students to follow the model paragraph and write a descriptive paragraph about the foods their family members like.
- Ensure students include all parts of the paragraph: a clear topic sentence, body sentences listing different family members' preferences, and a concluding sentence.
- Allow time for students to illustrate their paragraphs with drawings that match their descriptions.
- Provide an opportunity for students to share their paragraphs with a partner or in small groups, encouraging peer feedback and discussion.

Answer Key

Student's Book, page 42

Q. 1.

A. They like eating fruits.

B. She likes eating vegetables.

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 I like (carrots and milk).

Q. 2 toast

Q. 3 pasta

Q. 4 "Mia likes drawing pictures."

Q. 5 "The girls like watching TV."

Q. 6 "He likes playing tennis."

Q. 7 "cut"

Q. 8 "run"

Q. 9 They like swimming.

Q. 10 He likes watching TV.

Unit Six

Sports Are Fun

Unit	Vocabulary	Grammar	Phonics	Skills
6 Sports Are Fun page 44	football, basketball, running, jogging, swimming, tennis, badminton, race, strong	Simple present: main verbs—all verbs <i>You play in the garden.</i> <i>He plays basketball.</i> Suggestions: let's <i>I feel bored.</i> <i>Let's play basketball!</i> <i>Great! / Maybe later.</i>	Words with ch <i>/ch/: chop, chin, child, chick, cheese, chill, chase, chicken, cherry, chocolate</i>	Reading: a dialogue about sports
				Listening: listening for details about Bella, the cat
				Speaking: making suggestions
				Writing: writing an informal letter

General Outcomes

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

- read a dialogue and identify specific details about sports, preferences, and actions through comprehension and true/false questions.
- recognise and name a variety of sports (e.g., football, swimming, badminton, jogging) and describe related actions using pictures and written cues.
- use the simple present tense with action verbs to describe daily routines and habits (e.g., “He swims every morning” and “They play football”). and make suggestions using “Let’s...”
- blend and read short words with the /ch/ sound (e.g., cheese, chicken, cherry), and complete phonics-based tasks, including unscrambling and filling in missing letters.
- listen to a short spoken story and identify true or false statements based on familiar names, actions, and settings (e.g., Bella the cat’s routine).
- make suggestions using “Let’s...” in response to various everyday situations (e.g., “Let’s eat lunch,” “Let’s watch a movie”) with appropriate expressions of agreement.
- write a short informal letter responding to a friend’s feelings and making three suggestions using the structure “Let’s...” following a guided example.

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 6 - Sports Are Fun	WEEK 18	Lesson 1	Reading 1	p.44 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.44 (ex.3)	p.32 (ex.1)	
		Lesson 3	Reading 3	p.44	p.32 (ex.2)	
		Lesson 4	Vocabulary	p.45	p.33	
		Lesson 5	Grammar 1	p.46 (ex.1 + ex.2) p.47 (ex.3)		
	WEEK 19	Lesson 1	Grammar 2		p.34 (ex.1 + ex.2)	
		Lesson 2	Grammar 3	p.47 (ex.4 + ex.5)		
		Lesson 3	Grammar 4		p.35 (ex.3) p.36 (ex.4)	
		Lesson 4	Grammar 5		p.36 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.48		
	WEEK 20	Lesson 1	Phonics 2	Listening p.49 ex.1 for homework	p.37	
		Lesson 2	Listening	p.49 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.49		
		Lesson 4	Writing	p.50		
		Lesson 5	Board Game & Assessment	p.51		Unit 6 Assessment

Section 1: Reading

➤ Objectives:

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

- Read and recognise simple decodable text related to sports.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, describing different sports, actions, and locations.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe familiar sports and their benefits, providing additional detail and support.

➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What sports can you see?"
- Introduce the reading text and discuss its title, "Sports Are Fun." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, capitalisation, and punctuation marks. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps pupils with pronunciation and comprehension.
- Point out specific elements, such as the use of phrases like "I like" and "Let's" to express preferences and make suggestions. This highlights how these structures are used in context.
- After reading the text, ask pupils, "What sports do you play with your friends, and why do you enjoy them?" This encourages deeper thinking and personal connections to the lesson.

➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "What is Jennifer's favourite sport?" or "Where does Jennifer play football?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the dialogue. This helps assess their understanding of the text.
- Encourage pupils to act out the text by miming different sports or drawing pictures of their favourite sports. This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as colouring pictures of different sports or matching sports with their descriptions. These activities provide further engagement and practice opportunities.

Answer Key
Activity Book, page 32

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

Section 2: Vocabulary

➤ Objectives:

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as “football,” “basketball,” or “swimming.”
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the sports aloud. For example, “This is football,” or “It’s badminton.”
- Encourage pupils to use the vocabulary words in sentences, such as “I like playing tennis,” or “We run in a race at the park.”
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, “running” next to the picture of a person running.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key

Activity Book, page 33

Q. 1.

A. badminton B. race C. football D. basketball

Q. 2.

A. running B. jogging C. swimming D. tennis E. strong

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using the simple present tense and “Let’s” to enhance communication skills.
- Identify and correctly use the simple present tense with singular and plural subjects in affirmative forms.
- Make suggestions using “let’s.”
- Recognise and correctly use “Let’s” to make suggestions in conversations.

➤ Instructional Techniques:

- Start by explaining the basic structure of sentences in the simple present tense, focusing on how verbs change with singular and plural subjects.

- Introduce the ready-written dialogue from the book that incorporates both simple present verbs and suggestions with "Let's."
- Demonstrate the correct usage of verbs in the simple present tense with different subjects, such as "He plays" vs. "They play."
- Discuss how "Let's" is used with a verb in its base form to invite someone to do something together.
- Encourage students to listen and repeat sentences using the simple present tense with correct subject-verb agreement.
- Demonstrate on the board how to structure affirmative, negative, and question forms using simple present verbs.
- Explain that "Let's" is used for making suggestions and provide examples in different situations.
- Provide more examples to highlight the difference: "She plays football" (third-person singular) vs. "We play football" (plural subjects).
- Guide students in practising conversations where they respond to suggestions using affirmative or negative responses such as "Great!" or "Maybe later."

➤ **Activity:**

- Have students open their student's books to page 47, Exercise 3. Instruct them to look at each picture carefully and circle the correct verb to match the picture. Explain that they should select the correct verb form based on the subject of the sentence. For example, they should circle "cooks" for "He _____ dinner every night."
- Have students open their student's books to page 47, Exercise 5. Instruct them to look at each situation carefully and match it with the correct suggestion. Explain that they should choose the suggestion that best fits the situation. For example, they should match "I feel bored." with "Let's watch TV!" and "It's a sunny day." with "Let's eat ice cream!"
- Have students open their activity books to page 34, Exercise 1. Students should carefully read each sentence, focusing on identifying whether the verb should be in the singular or plural form based on the subject. Remind them that verbs ending in -s are used with he, she, it, or singular nouns, while the base form of the verb is used with I, you, we, they, or plural nouns.
- Have students open their activity books to page 34, Exercise 2. Encourage students to focus on the correct form of the verb in the simple present tense. Explain that they need to add "-s" to verbs when the subject is he, she, it, or a singular noun, while the base form of the verb is used with I, you, we, they, or plural nouns.
- Have students open their activity books to page 35, Exercise 3. Instruct students to focus on matching each situation with the correct suggestion. Guide them to carefully read each situation and choose the most appropriate "Let's" statement that fits. Encourage them to think about what action makes sense in each scenario, such as taking an umbrella when it is raining or eating lunch when feeling hungry.
- Have students open their activity books to page 36, Exercise 4. Instruct students to carefully read each sentence and determine the correct verb to complete the "Let's" suggestion. Encourage them to focus on the context of each situation and select the most appropriate verb from the provided options (fix, watch, buy, listen). After identifying the correct verb, students should write the full sentence using the correct suggestion.
- Have students open their activity books to page 36, Exercise 5. Direct students to look at each picture and write the best response based on the situation. Encourage them to carefully consider whether they agree or disagree with the suggestion. If they agree, they can write responses such as "That's a good idea!" or "Great! I love drawing." If they disagree, they can write "Maybe later." Afterward, students should complete each response appropriately.

Answer Key
Student's Book, page 47

Q. 3

A. cooks B. drink C. run

Q. 5

A. 2 B. 1

Answer Key**Activity Book, pages 34-36**

Q. 1.

A. make B. swims C. play D. drink E. loves F. explains

Q. 2

A. eat B. likes C. cooks D. shines E. sing F. ride

Q. 3

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

Q. 4.

A. fix B. watch C. buy D. listen

Q. 5

A. That's a good idea! B. Maybe later. C. Great! I love drawing.

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

- Identify and read words containing the digraph "ch."
- Recognise the "ch" sound at the beginning of words.
- Provide examples of words that start with "ch", such as chop, chin, child, chick, cheese, chill, chase, chicken, cherry, and chocolate.
- Write simple "ch" words from memory.
- Expand vocabulary through phonics activities focused on digraphs.

➤ Instructional Techniques:

- Engage students with a stimulating question: "Can you think of a word that starts with 'ch'?" (e.g., "chop").
- Introduce the concept of digraphs, explaining that a digraph is two letters that make one sound. Show that "c" and "h" together make the /ch/ sound.
- Model the "ch" digraph with examples like chop, chin, child, chick, cheese, chill, chase, chicken, cherry, and chocolate.
- Demonstrate the pronunciation of the "ch" sound in each word. Encourage students to listen and repeat the words after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of cheese while saying the word "cheese."
- Reinforce understanding by practising reading "ch" words aloud and highlighting the common /ch/ sound.
- Have students match the pictures to the words. Encourage students to write the words, focusing on spelling them correctly. Use rhyming or word association games (e.g., "Which word goes with 'sandwich'? Cheese!").

➤ Activity:

- Before starting the activities, review the "ch" words learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 37, Exercise 1. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 37, Exercise 2. Ask them to unscramble the "ch" words, referring to the pictures in their books for assistance.

Answer Key**Activity Book, page 37**

Q. 1.

A. cheese B. chase C. chicken D. cherry E. chocolate

Q. 2

A. chop B. chin C. child D. chick E. chill

Section 5: Listening

➤ Objectives:

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

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

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about a boy and his pet cat. Ask them to listen carefully to what the cat looks like and what she does every day. Encourage them to think about questions like "What is the cat's name?" and "What does she like to do?" This will help pupils focus and understand the video before completing the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

- Have students open their students' books to page 49 and listen carefully to the recording again. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- Ask students to answer comprehension questions about the listening text, either orally or in writing. Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student's Book, page 49

Q. 1.

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

Transcript

My Pet Cat

I have a pet cat. Her name is Bella. She is small and white. Bella likes to run and jump. She plays with a ball and sleeps on my bed. Every morning, I give her food and water. She drinks milk and eats fish. I love my cat so much!

Section 6: Speaking

➤ Objectives:

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

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

➤ Instructional Techniques:

- Display relevant pictures illustrating different situations, such as a child feeling bored, tired, cold, sleepy, sick, hot, or hungry.
- Model the speaking activity by making a suggestion based on a picture, such as: "I feel bored. Let's play tennis!" and responding with "That's a good idea!"

- Explain how "Let's" is used to invite someone to do something together and how to respond to a suggestion by agreeing (e.g., "Sure!" "Great idea!") or disagreeing (e.g., "Maybe later." "Not now, thank you.").

➤ **Activity:**

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

Section 6: Writing

➤ **Objectives:**

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

- Write an informal letter that includes a date, greeting, body, and closing.
- Use "Let's" to make suggestions in sentences.
- Respond appropriately to a friend's feelings using correct sentence structure.
- Demonstrate clarity and relevance in descriptions of activities and suggestions.
- Enhance written work with drawings or visual elements that complement the text.

➤ **Instructional Techniques:**

- Display the example informal letter on the board, highlighting its parts: date, greeting, body, and closing.
- Explain the writing process, emphasising the use of "Let's" to make suggestions in response to a friend's feelings.
- Model the sentence structure using the example letter: "I got your letter. You said you feel bored. Let's play a game! Let's go to the park!"
- Practice rearranging scrambled words into correct sentences with "Let's", such as: "Let's eat lunch." "Let's go outside."

➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences using "Let's", such as: "lunch / eat / Let's" → "Let's eat lunch." "outside / go / Let's" → "Let's go outside."
- Have students follow the model letter and write an informal letter to a friend, responding to their feelings and making suggestions using "Let's."
- Encourage students to include all parts of the letter: date, greeting, body, and closing.
- Allow time for students to illustrate their letters with drawings that show their suggested activities.
- Provide an opportunity for students to share their letters with a partner or in small groups, encouraging peer feedback.

Answer Key
Student's Book, page 50
 Q. 1.
 A. I feel bored.
 B. Let's play a game.

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 I play (basketball).
- Q. 2 park
- Q. 3 running
- Q. 4 "She drinks milk every day."
- Q. 5 "The kids play tennis every day."
- Q. 6 "Let's eat lunch."
- Q. 7 "chick"
- Q. 8 "chop"
- Q. 9 "Let's eat a sandwich."
- Q. 10 "Let's wear jackets."

Unit Seven

At Home

Unit	Vocabulary	Grammar	Phonics	Skills
7 At Home page 52	football, basketball, running, jogging, swimming, tennis, badminton, race, strong	There is and there are: affirmative and negative <i>There is (not) a book on the table. / There are (not) any books on the table.</i> There is and there are: questions <i>Is there a book on the table? Yes, there is. / No, there isn't.</i> <i>Are there any books on the table? Yes, there are. / No, there aren't.</i>	Words with sh /sh/: shoes, ship, shop, shark, shine, shell, shy, shirt, sheep, sharp	Reading: a text about rooms in the house
				Listening: listening for details about Adam's house
				Speaking: asking and answering questions about the items in the room
				Writing: writing a descriptive paragraph

General Outcomes

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

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

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 7 - At Home	WEEK 21	Lesson 1	Reading 1	p.52 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.52(ex.3)	p.38 (ex.1)	
		Lesson 3	Reading 3	p.52	p.38 (ex.2)	
		Lesson 4	Vocabulary	p.53	p.39	
		Lesson 5	Grammar 1	p.54 (ex.1 + ex.2) p.55 (ex.3)		
	WEEK 22	Lesson 1	Grammar 2		p.40 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.41 (ex.3)	
		Lesson 3	Grammar 4	p.55 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.42 (ex.4)	Worksheet
		Lesson 5	Phonics 1	p.56		
	WEEK 23	Lesson 1	Phonics 2	Listening p.57 ex.1 for homework	p.43	
		Lesson 2	Listening	p.57 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.57		
		Lesson 4	Writing	p.58		
		Lesson 5	Board Game & Assessment	p.59		Unit 7 Assessment

Section 1: Reading

➤ Objectives:

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

- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, describing rooms, objects, and activities in the home.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe familiar rooms and household activities, providing additional detail and support.

➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, “Look at the pictures. What rooms can you see?”
- Introduce the reading text and discuss its title, “At Home.” This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text’s structure, such as the use of simple sentences, capitalisation, and punctuation marks. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps pupils with pronunciation and comprehension.
- Point out specific elements, such as the use of phrases like next to and downstairs/upstairs to describe locations. This highlights how prepositions are used in context.
- After reading the text, ask pupils, “What rooms does your house have, and what do you do in each room?” This encourages deeper thinking and personal connections to the lesson.

➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as “What does Emily’s mum like to do in the kitchen?” or “Where is the bathroom located in Emily’s house?” These questions assess pupils’ understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their understanding.
- Encourage pupils to act out the text by miming household activities or drawing pictures of different rooms in Emily’s house. This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as colouring pictures of Emily’s house or matching household activities with their locations. These activities provide further engagement and practice opportunities.

Answer Key

Activity Book, page 38

Q. 1.

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

Q. 2.

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

Section 2: Vocabulary

➤ Objectives:

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as living room, kitchen, or bedroom.
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the rooms aloud. For example, "This is the dining room," or "It's the bathroom."
- Encourage pupils to use the vocabulary words in sentences, such as "I play in the garden," or "The kitchen is downstairs."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "garage" next to the picture of a garage.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key

Activity Book, page 39

Q. 1.

A. bathroom B. upstairs C. garage D. garden

Q. 2.

A. living room B. dining room C. kitchen D. bedroom E. downstairs

Section 3: Grammar

➤ Objectives:

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

- Engage in brief dialogues using there is and there are to enhance communication skills.
- Use there is and there are to describe the existence of singular and plural nouns in a place.
- Form affirmative and negative sentences using there is with singular nouns and there are with plural nouns.
- Construct yes/no questions using Is there...? for singular nouns and Are there...? for plural nouns.

- Respond correctly to questions using affirmative (Yes, there is/are.) and negative (No, there isn't/aren't.) answers.

➤ **Instructional Techniques:**

- Start by explaining that 'there is' is used with singular nouns, while there are is used with plural nouns to describe the existence of things in a place.
- Provide example sentences to illustrate: "There is a book on the table." (singular) "There are two books on the table." (plural)
- Explain how to make sentences negative by adding not to the verb to be: "There is not a book on the table." "There are not any books on the table."
- Introduce yes/no question formation by placing Is or Are at the beginning of the sentence: "Is there a book on the table?" → Yes, there is. / No, there isn't. "Are there any books on the table?" → Yes, there are. / No, there aren't.
- Encourage students to listen and repeat affirmative, negative, and question sentences using there is and there are correctly.
- Demonstrate on the board how to structure different sentence types (affirmative, negative, and questions) using singular and plural nouns.
- Provide guided practice by asking students to describe objects in the classroom using there is and there are.
- Reinforce understanding by having students ask and answer questions with a partner, such as: "Is there a pencil on your desk?" "Are there any chairs in the classroom?"
- Conclude by reviewing the key differences and encouraging students to create their own sentences.

➤ **Activity:**

- Have students open their student's books to page 55, Exercise 3. Instruct them to look at each picture carefully and circle the correct word to complete the sentence. Explain that they should choose 'is' for singular nouns and 'are' for plural nouns based on what they see. For example, they should circle 'is' for 'There is a cat on the sofa' and 'are' for 'There are three apples on the plate.'
- Have students open their student's books to page 55, Exercise 5. Instruct them to look at each picture carefully and circle the correct question form (Is there or Are there) to match the subject in the picture. Explain that 'Is there' is used for singular nouns and 'Are there' is used for plural nouns.
- Have students open their activity books to page 40, Exercise 1. Students should carefully read each sentence, focusing on identifying whether they should use is or are based on the noun that follows. Remind them that 'is' is used with singular nouns, while 'are' is used with plural nouns.
- Have students open their activity books to page 40, Exercise 2. Encourage students to focus on the singular and plural forms of nouns. Explain that they need to choose 'isn't' for singular nouns and 'aren't' for plural nouns. Remind them that 'isn't' is used when referring to one item, while 'aren't' is used when referring to multiple items.
- Have students open their activity books to page 41, Exercise 3. Instruct students to focus on completing the sentences using There is, There are, There isn't, or There aren't based on the picture. Guide them to carefully observe the details in the image and choose True or False before completing each sentence correctly. Remind them that 'There is' is used for singular nouns, while 'There are' is used for plural nouns. Similarly, 'There isn't' and 'There aren't' are used to form negative sentences based on whether the noun is singular or plural.
- Have students open their activity books to page 42, Exercise 4. Instruct students to carefully read each question and determine whether to answer 'Yes, there is,' 'Yes, there are,' 'No, there isn't,' or 'No, there aren't.' Encourage them to pay attention to whether the subject is singular or plural to select the correct response. After identifying the correct answer, students should write the full response using the appropriate form of There is or There are.

Answer Key**Student's Book, page 55**

Q. 3

A. is B. isn't C. are

Q. 5

A. Is there B. Are there C. Are there D. Is there

Activity Book, pages 40-42

Q. 1.

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

Q. 2

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

Q. 3

A. There is B. There isn't C. There is D. There aren't

E. There is F. There are G. There isn't H. There are

Q. 4.

A. Yes, there are. B. No, there aren't. C. Yes, there is. D. No, there isn't.

E. Yes, there are. F. No, there isn't. G. No, there aren't. H. No, there isn't.

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

- Identify and read words containing the digraph "sh."
- Recognise the "sh" sound at the beginning of words.
- Provide examples of words that start with "sh," such as shoes, ship, shop, shark, shine, shell, shy, shirt, sheep, and sharp.
- Write simple "sh" words from memory.
- Expand vocabulary through phonics activities focused on digraphs.

➤ Instructional Techniques:

- Engage students with a stimulating question: "Can you think of a word that starts with 'sh'?" (e.g., "shoes").
- Introduce the concept of digraphs, explaining that a digraph is two letters that make one sound. Show that "s" and "h" together make the /sh/ sound.
- Model the "sh" digraph with examples like shoes, ship, shop, shark, shine, shell, shy, shirt, sheep, and sharp.
- Demonstrate the pronunciation of the "sh" sound in each word. Encourage students to listen and repeat the words after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of a ship while saying the word "ship."
- Reinforce understanding by practising reading "sh" words aloud and highlighting the common /sh/ sound.
- Have students match the pictures to the words. Encourage students to write the words, focusing on spelling them correctly. Use rhyming or word association games (e.g., "Which word goes with 'ship'? Shell!").

➤ Activity:

- Before starting the activities, review the "sh" words learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 43, Exercise 1. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 43, Exercise 2. Ask them to unscramble the "sh" words, referring to the pictures in their books for assistance.

Answer Key
Activity Book, page 43

Q. 1.

A. sheep B. sharp C. shark D. shine E. shell

Q. 2

A. ship B. shop C. shy D. shirt E. shoes

Section 5: Listening

➤ Objectives:

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

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

➤ Instructional Techniques:

- Before playing the video, tell pupils they will watch and listen to a short story about a boy describing his house. Ask them to listen carefully to how many rooms there are and what objects are in each room. Encourage them to think about questions like "What is in the kitchen?" and "How many chairs are there?" This will help pupils focus and understand the video before completing the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ Activity:

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

Answer Key
Student's Book, page 57

Q. 1.

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

Transcript

My House

Hi! I am Adam. I live in a small house. There is a big door and two windows. There are three rooms in my house. There is a small kitchen with a fridge and a table. There are four chairs around the table. There is a TV in the living room. There aren't any toys in the kitchen. My house is very nice!

Section 6: Speaking

➤ Objectives:

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

- Demonstrate understanding of sentence structures with 'There is' and 'There are.'
- Ask and answer yes/no questions using 'Is there...?' and 'Are there...?' correctly.
- Engage in a dialogue about the objects in the picture, practicing clear communication using 'There is' for singular objects and 'There are' for plural objects.

➤ **Instructional Techniques:**

- Display the relevant picture with objects such as a desk, table, vase, clock, lamp, toy car, chairs, robots, dolls, books, balls, and pictures.
- Model the speaking activity by asking and answering questions using 'Is there...?' for singular objects and 'Are there...?' for plural objects, as in: 'Is there a TV in the room? → Yes, there is.' 'Are there two windows?' → No, there aren't.
- Explain the difference between 'Is there...?' for singular items and 'Are there...?' for plural items.

➤ **Activity:**

- Have students take turns asking and answering questions about the objects in the picture using the correct structures: Is there a...? → Yes, there is. / No, there isn't. Are there any...? → Yes, there are. / No, there aren't.
- Encourage students to use the vocabulary provided (desk, table, vase, clock, lamp, toy car, chairs, robots, dolls, books, balls, and pictures) in their questions and answers.
- Promote peer feedback to help students improve their speaking skills and confidence, reminding them to focus on correct sentence structure and pronunciation.

Section 6: Writing

➤ **Objectives:**

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

- Write a descriptive paragraph that includes a topic sentence, body sentences, and a concluding sentence.
- Rearrange words to form correct sentences using 'There is' and 'There are' in affirmative and negative forms.
- Describe the items that exist or do not exist in their room in a structured paragraph.
- Demonstrate clarity and coherence in their descriptions.
- Enhance their written work with illustrations that complement the text.

➤ **Instructional Techniques:**

- Display the example descriptive paragraph on the board, highlighting its structure: topic sentence, body sentences, and a concluding sentence.
- Explain the writing process, emphasising the correct use of 'There is' for singular nouns and 'There are' for plural nouns.
- Demonstrate how to form negative sentences using There isn't and There aren't to describe missing objects.

➤ **Activity:**

- Have students rearrange words to form correct sentences, ensuring proper use of 'There is' and 'There are' in affirmative and negative sentences.
- Encourage students to follow the model paragraph and write a descriptive paragraph about the items that exist or do not exist in their room.
- Ensure students include all parts of the paragraph: a clear topic sentence, body sentences listing different objects and their presence or absence, and a concluding sentence.
- Allow time for students to illustrate their paragraphs with drawings that match their descriptions.
- Provide an opportunity for students to share their paragraphs with a partner or in small groups, encouraging peer feedback and discussion.

Answer Key
Student's Book, page 58

- Q. 1.
A. There is a bed in my room.
B. There aren't any toys.

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 My house has (a living room, a kitchen, and two bedrooms).
- Q. 2 garage
- Q. 3 bedroom
- Q. 4 "There are two dolls on the sofa."
- Q. 5 "There is an apple on the plate."
- Q. 6 "Is there a clock on the wall?"
- Q. 7 "shell"
- Q. 8 "ship"
- Q. 9 "There are three balls in the box."
- Q. 10 "There is a backpack on the bed."

Unit Eight

At the Mall

Unit	Vocabulary	Grammar	Phonics	Skills
8 At the Mall page 60	mall, clothing store, dress, shirt, food court, slice, bowl, toy shop, fountain	Possessive adjectives: my and your <i>This is my book.</i> <i>This is your book.</i> Asking questions with possessive adjectives <i>Is this your book? Yes, it is. / No, it isn't.</i>	Words with voiceless th /th/: <i>thumb, thin, throw, three, thorn, mouth, math, cloth, bath, tooth</i>	Reading: a story about Oliver at the mall
				Listening: listening for details about the rabbit
				Speaking: asking and answering questions about possession
				Writing: writing a descriptive paragraph

General Outcomes

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

- read a short narrative and identify specific events and details about a family visit to the mall using comprehension and true/false activities.
- recognise and name vocabulary related to places and items in a mall (e.g. clothing store, toy shop, food court, fountain) and match words to images.
- use the possessive adjectives “my” and “your” correctly in sentences and ask and answer yes/no questions using “Is this...?” with singular nouns.
- spell and read words with /th/ sounds (e.g. mouth, tooth, cloth) and complete phonics exercises like filling in missing letters and unscrambling.
- listen to a short spoken text and answer true or false questions about items and people using visual support and familiar context.
- ask and answer questions using “my” and “your” with familiar objects (e.g. “Is this your ball?” – “Yes, it is.”) and describe belongings.
- write a short descriptive paragraph about what is in their closet using possessive adjectives and a guided structure (e.g. “This is my blue skirt.”).

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 8 - At the Mall	WEEK 24	Lesson 1	Reading 1	p.60 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.60 (ex.3)	p.44 (ex.1)	
		Lesson 3	Reading 3	p.60	p.44 (ex.2)	
		Lesson 4	Vocabulary	p.61	p.45	
		Lesson 5	Grammar 1	p.62 (ex.1 + ex.2) p.63 (ex.3)		
	WEEK 25	Lesson 1	Grammar 2		p.46 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.47 (ex.3)	
		Lesson 3	Grammar 4	p.63 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.48 (ex.4 + ex.5)	Worksheet
		Lesson 5	Phonics 1	p.64		
	WEEK 26	Lesson 1	Phonics 2	Listening p.65 ex.1 for homework	p.49	
		Lesson 2	Listening	p.65 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.65		
		Lesson 4	Writing	p.66		
		Lesson 5	Board Game & Assessment	p.67		Unit 8 Assessment

Section 1: Reading

➤ Objectives:

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

- Recognise and read simple descriptive texts related to visiting the mall.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, describing places in the mall, activities, and shopping experiences.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their own experiences at the mall, including places they visited, items they bought, and their favourite shops.

➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What do you think the story is about?"
- Introduce the reading text and discuss its title, "At the Mall." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, past tense verbs, and descriptive details about the mall and shopping experiences. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps pupils with pronunciation and comprehension.
- Point out specific elements, such as the use of adjectives to describe places, food, and items purchased. For example, "big," "yummy," "red dress," and "curly hair." This highlights how descriptive language is used in context.
- After reading the text, ask pupils, "What is your favourite place in the mall?" This encourages deeper thinking and personal connections to the lesson while also practising descriptive language.

➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "What did Oliver's family do first at the mall?" or "What did Oliver eat at the mall?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their understanding and recall skills.
- Encourage pupils to act out scenes from the text by miming shopping activities or drawing pictures of the items Oliver and his family bought. This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as colouring pictures of the mall scene or matching items with their descriptions. These activities provide further engagement and practice opportunities.

Answer Key**Activity Book, page 44**

Q. 1.

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

Q. 2.

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

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "clothing store," "dress," "shirt," "food court," "slice," "bowl," "toy shop," or "fountain."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, "This is a clothing store," or "This is a fountain."
- Encourage pupils to use the vocabulary words in sentences, such as "I went to the clothing store," or "We saw a fountain at the mall."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "toy shop" next to the picture of a toy shop.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key**Activity Book, page 45**

Q. 1.

A. shirt B. slice C. dress D. mall

Q. 2.

A. clothing store B. food court C. bowl D. toy shop E. fountain

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

- Recognise and use possessive pronouns "my" and "your" to show ownership.
- Form simple affirmative sentences using "my" and "your" to describe possessions.
- Ask and answer yes/no questions using "my" and "your" correctly.

- Practise speaking and writing sentences with possessive pronouns in a meaningful context.

➤ **Instructional Techniques:**

- Start by explaining the basic structure of sentences with possessive pronouns, focusing on the use of "my" to show something belongs to the speaker and "your" to show something belongs to the listener. Explain that "my" is used when something belongs to the person speaking, such as "This is my book." and "your" is used when something belongs to the person being spoken to, such as "This is your book."
- Introduce the ready-written dialogue from the book that incorporates possessive pronouns in real-life contexts, such as asking and answering about personal belongings. Highlight simple exchanges like "Is this your bag?" and "Yes, it is!" or "No, it isn't." to help students understand how to use these words in everyday conversations.
- Demonstrate the usage of "my" and "your" in affirmative, negative, and question forms. Provide examples like "This is my pencil." and "This is your jacket." for affirmative sentences, "This is not my bag." and "This is not your cap." for negative sentences, and "Is this my lunchbox?" and "Is this your scarf?" for questions to show the different structures.
- Discuss the correct use of possessive pronouns ("my" and "your") to identify ownership of objects and describe personal belongings. Emphasise how "This is my coat." means the coat belongs to the speaker, whereas "This is your book." means the book belongs to the listener.
- Encourage students to listen and repeat sentences using "my" and "your" in different contexts. Provide sentences such as "This is my coat." and "This is your book." and question-answer pairs like "Is this your shoe? Yes, it is!" to reinforce their understanding through repetition and speaking practice.
- Demonstrate on the board how to structure sentences using "my" and "your", showing how to ask and answer possession-related questions. Write sentence structures like "Is this my school bag?" and "Is this your phone?" while modelling correct responses.
- Provide more examples to highlight the difference. Show clear distinctions by using sentences such as "This is my school bag." to indicate ownership by the speaker and "This is your pencil." to indicate ownership by the listener. Extend the practice with yes/no questions like "Is this your phone?" with answers "Yes, it is!" or "No, it isn't!" to further solidify the concept.

➤ **Activity:**

- Have students open their student's books to page 63, Exercise 3. Instruct them to look at each picture carefully and circle the correct answer. Explain that they should choose "my" if the item belongs to the character holding it and "your" if the item is being given to someone else. For example, if a character is holding their own backpack, they should circle "my" in "This is my backpack." If a character is handing a shirt to another person, they should circle "your" in "This is your shirt." Encourage students to observe the pictures closely to determine the correct possessive pronoun.
- Have students open their student's books to page 63, Exercise 5. Instruct them to read each sentence carefully and circle the correct possessive pronoun ("my" or "your") to complete the sentence. Explain that "my" is used when something belongs to the person holding it, and "your" is used when something is being given to someone else. For example, if a character is holding their own ball, they should circle "my" in "Is this my ball?" If a character is handing a doll to another person, they should circle "your" in "Is this your doll?" Encourage students to observe the pictures closely to determine the correct possessive pronoun.
- Have students open their activity books to page 46, Exercise 1. Instruct them to carefully look at each picture and tick the correct possessive pronoun ("my" or "your") based on what is shown in the picture. Explain that "my" is used when the object belongs to the person holding it, and "your" is used when the object is being given to someone else. For example, if a picture shows a person holding their own watch, students should tick "my" in "This is my watch." If a picture shows a person handing a water bottle to a friend, students should tick "your" in "This is your water bottle." Encourage students to observe the pictures closely before selecting their answers.

- Have students open their activity books to page 46, Exercise 2. Instruct them to focus on completing the sentences by selecting the correct possessive pronoun ("my" or "your") to match the pictures. Explain that "my" is used when the item belongs to the person holding it, and "your" is used when the item is being given to someone else. For example, in the picture where a character is holding their own book, they should circle "my" in "This is my book." In the picture where a character is handing a pencil to another person, they should circle "your" in "This is your pencil." Encourage students to carefully observe each picture before choosing their answers.
- Have students open their activity books to page 47, Exercise 3. Instruct them to focus on matching the pictures with the correct sentence and filling in the blanks with "my" or "your" based on the context of the sentence. Explain that "my" is used when the object belongs to the person holding it, while "your" is used when the object is being given to someone else. For example, in the picture where a child is holding their favourite toy, they should complete the sentence as "This is my toy." In the picture where a person is handing their sunglasses to a friend, they should complete the sentence as "This is your sunglasses." Encourage students to carefully observe each picture before selecting the correct possessive pronoun.
- Have students open their activity books to page 48, Exercise 4. Instruct them to carefully read each question and complete it by choosing the correct possessive pronoun ("my" or "your"). Encourage them to focus on the context of each picture to determine the correct word. Explain that "my" is used when the item belongs to the person holding or using it, while "your" is used when the item is being given to someone else. For example, in the picture where a child is holding their own bicycle, they should complete the sentence as "Is this my bicycle?" In the picture where a child is handing a soccer ball to a friend, they should complete the sentence as "Is this your soccer ball?" After completing the sentences, students should read them aloud to reinforce correct usage and pronunciation.
- Have students open their activity books to page 48, Exercise 5. Instruct them to look at the pictures and write the correct answers based on the given questions. Explain that they should focus on answering with "Yes, it is." / "No, it isn't." or "Yes, she is." / "No, she isn't." depending on the subject of the question. For example, in the picture where a child stands next to their grandmother, they should write "Yes, she is." for "Is this my grandmother?" If a picture shows a person handing a jacket to a friend, they should answer "Yes, it is." for "Is this your jacket?" Encourage students to carefully observe each image and provide the correct response based on whether the item or person belongs to them or someone else. After completing the exercise, students should read their answers aloud to reinforce correct sentence structure and pronunciation.

Answer Key

Student's Book, page 63

Q. 3

A. my B. your C. my

Q. 5

A. my B. your C. your D. my

Activity Book, pages 46-48

Q. 1.

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

Q. 2

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

Q. 3

A. 3 - my B. 4 - your C. 5 - my D. 1 - your E. 2 - your

Q. 4.

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

Q.5.

B. Yes, it is. C. No, he isn't. D. No, it isn't.

Section 4: Phonics

➤ Objectives:

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

- Identify and read words containing the voiceless "th" sound.
- Recognise the "th" sound at the beginning and end of words.

- Provide examples of words that contain "th," such as thumb, thin, throw, three, thorn, mouth, math, cloth, bath, and tooth.
- Write simple "th" words from memory.
- Expand vocabulary through phonics activities focused on digraphs.

➤ **Instructional Techniques:**

- Engage students with a stimulating question: "Can you think of a word that has the 'th' sound?" (e.g., "thumb") to activate prior knowledge.
- Introduce the concept of digraphs, explaining that a digraph is two letters that make one sound. Show that "t" and "h" together create the voiceless /th/ sound, as heard in words like thumb and thin.
- Model the "th" digraph with examples like thumb, thin, throw, three, thorn, mouth, math, cloth, bath, and tooth.
- Demonstrate the pronunciation of the "th" sound in each word. Encourage students to listen carefully and repeat after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of a thumb while saying the word "thumb."
- Reinforce understanding by practising reading "th" words aloud and highlighting the common /th/ sound at the beginning or end of words.
- Have students match the pictures to the words. Encourage them to write the words, focusing on spelling them correctly. Use rhyming or word association games (e.g., "Which word goes with 'bath'?" "Math!").

➤ **Activity:**

- Before starting the activities, review the "th" words learnt in the lesson to reinforce students' understanding.
- Have students open their activity books to page 49, Exercise 1. Ask them to fill in the missing vowels for each word, using the pictures in their student books as a reference.
- Have students open their activity books to page 49, Exercise 2. Ask them to unscramble the "th" words, referring to the pictures in their books for assistance.

Answer Key

Activity Book, page 49

Q. 1.

A. thumb B. throw C. thorn D. mouth E. tooth

Q. 2

A. math B. cloth C. bath D. thin E. three

Section 5: Listening

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short story about a boy and his favourite animal. Ask them to listen carefully to what kind of animal it is, what it looks like, and what it does. Encourage them to think about questions like "What does the rabbit look like?" and "What does it like to eat?" This will help pupils focus and understand the video before completing the True or False activity.

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

➤ **Activity:**

- Have students open their students' books to page 65 and listen carefully to the recording again. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- Ask students to answer comprehension questions about the listening text, either orally or in writing. Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key

Student's Book, page 65

Q. 1.

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

Transcript

My Favourite Animal

I love animals! My favourite animal is a rabbit. Rabbits are small and soft. They have big ears and a little nose. My rabbit is white. It likes to eat carrots and grass. It can jump very fast! I play with my rabbit every day. It is my best friend!

Section 6: Speaking

➤ **Objectives:**

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

- Demonstrate understanding of sentence structures using possessive pronouns ("my" and "your") to describe and ask about closet items.
- Engage in a dialogue about the items in the pictures, practising clear communication using "my" and "your" in questions and answers.
- Ask and answer yes/no questions using "Is this my...?" and "Is this your...?" correctly.

➤ **Instructional Techniques:**

- Display the relevant pictures of closet items, such as a jacket, a shirt, a skirt, a blouse, a glove, a dress, a shoe, a scarf, a bag, and a hat, indicating which items belong to the speaker and which belong to someone else.
- Model the speaking activity by asking questions about the items in the picture using the correct sentence structures. For example: "Is this your jacket?" → "Yes, it is." "Is this your shirt?" → "No, it isn't."
- Explain how to use "my" and "your" correctly when referring to objects. Emphasise that "my" is used when something belongs to the speaker ("This is my skirt.") and "your" is used when something belongs to the listener ("This is your blouse.").

➤ **Activity:**

- Have students take turns asking and answering questions about the objects in the pictures using the correct structures: "Is this your glove?" → "Yes, it is!" "Is this your scarf?" → "No, it isn't!"
- Encourage students to use the vocabulary provided (skirt, blouse, glove, dress, shoe, scarf, bag, hat) in their sentences.
- Promote peer interaction by having students practice in pairs or small groups, ensuring they alternate between asking and answering.
- Provide corrective feedback to help students improve their pronunciation, sentence structure, and confidence in speaking.

Section 6: Writing

➤ Objectives:

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

- Write a descriptive paragraph that includes a topic sentence, body sentences, and a concluding sentence.
- Rearrange words to form correct sentences using "This is my" to describe possessions.
- Describe the items they have in their closet in a structured paragraph.
- Demonstrate clarity and coherence in their descriptions.
- Enhance their written work with illustrations that complement the text.

➤ Instructional Techniques:

- Display the example descriptive paragraph on the board, highlighting its structure: a topic sentence, body sentences, and a concluding sentence to help students understand how to organise their writing.
- Explain the writing process, emphasising the correct use of "This is my" when describing personal belongings. Model how to correctly structure sentences such as "This is my red blouse." and "This is my black bag."
- Demonstrate how to rearrange words to form correct sentences, ensuring proper sentence structure. For example, students should change "blue my skirt is this." into "This is my blue skirt."

➤ Activity:

- Have students rearrange words to form correct sentences, ensuring proper use of "This is my" followed by the correct order of adjectives and nouns. For example: This is my purple scarf. This is my blue skirt.
- Encourage students to follow the model paragraph and write a descriptive paragraph about the items they have in their closet.
- Ensure students include all parts of the paragraph: a clear topic sentence, body sentences listing different clothing items, and a concluding sentence to summarise their description.
- Allow time for students to illustrate their paragraphs with drawings that match their descriptions to reinforce comprehension.
- Provide an opportunity for students to share their paragraphs with a partner or in small groups, encouraging peer feedback and discussion.

Answer Key
Student's Book, page 66
Q. 1.
A. This is my blue skirt.
B. This is my purple scarf.

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 The (toy shop).

Q. 2 dress

Q. 3 fountain

Q. 4 "This is my pencil."

Q. 5 "This is your ball."

Q. 6 "Is this your watch?"

Q. 7 "cloth"

Q. 8 "bath"

Q. 9 "This is my hat."

Q. 10 "This is your umbrella."

Unit Nine

A Day in the Park

Unit	Vocabulary	Grammar	Phonics	Skills
9 A Day in the Park page 68	park, tree, leaves, branch, colourful, path, smell, insect, nature	Imperatives <i>Commands: Stand up.</i> <i>Instructions: Open your book.</i> <i>Requests: Help me, please.</i> Negative imperatives <i>Don't run.</i> <i>Don't shout.</i> <i>Don't cut the paper.</i>	Words with voiced th <i>/th/: this, smooth, brother, father, mother, weather, leather, gather, bathe, breathe</i>	Reading: story about William in the park
				Listening: listening for details about trees
				Speaking: giving commands and instructions
				Writing: writing a fact file

General Outcomes

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

- read a short descriptive story and identify key ideas and events about a visit to the park, using matching, comprehension, and true/false tasks.
- recognise and name nature-related vocabulary such as "tree," "path," "insect," "flower," and "branch," and match them to visuals.
- use imperatives (e.g., Stand up, Don't run, Pass the pencil, please) and distinguish between commands, instructions, and requests in both affirmative and negative forms.
- blend and spell words with /th/ sounds (e.g., father, bath, leather, breathe), and complete tasks such as filling missing letters and unscrambling.
- listen to a spoken passage about nature and identify details by answering true or false questions (e.g., what they saw, where, and when).
- ask and give basic classroom instructions using correct imperative forms and respond appropriately to visual cues (e.g., "Raise your hand." / "Don't eat in class.").
- write a short fact file about their teacher, including classroom instructions using both affirmative and negative imperatives, following a structured model.

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 9 - A Day in the Park	WEEK 27	Lesson 1	Reading 1	p.68 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.68 (ex.3)	p.50 (ex.1)	
		Lesson 3	Reading 3	p.68	p.50 (ex.2)	
		Lesson 4	Vocabulary	p.69	p.51	
		Lesson 5	Grammar 1	p.70 (ex.1 + ex.2) p.71 (ex.3)		
	WEEK 28	Lesson 1	Grammar 2		p.52 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.53 (ex.3)	
		Lesson 3	Grammar 4	p.71 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.53 (ex.4) p.54 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.72		
	WEEK 29	Lesson 1	Phonics 2	Listening p.73 ex.1 for homework	p.55	
		Lesson 2	Listening	p.73 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.73		
		Lesson 4	Writing	p.74		
		Lesson 5	Board Game & Assessment	p.75		Unit 9 Assessment

Section 1: Reading

➤ Objectives:

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

- Recognise and read simple story related to visiting the park.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, describing nature, trees, birds, flowers, and outdoor activities.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe their own experiences at the park, including what they saw, what they did, and what they enjoyed the most.

➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What do you think the story is about?"
- Introduce the reading text and discuss its title, "A Day in the Park." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, past tense verbs, and descriptive details about nature and outdoor experiences. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps pupils with pronunciation and comprehension.
- Point out specific elements, such as the use of adjectives to describe nature and surroundings. For example, "big trees," "green leaves," "bright flowers," and "sweet song." This highlights how descriptive language is used in context.
- After reading the text, ask pupils, "What do you like to do when you are in a park?" This encourages deeper thinking and personal connections to the lesson while also practising descriptive language.

➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "How was the weather in the park?" or "What did William see in the tree?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Next, have pupils complete the True/False exercise. They should read each statement carefully and decide if it is true or false based on the text. This helps assess their understanding and recall skills.
- Encourage pupils to act out scenes from the text by miming activities such as looking at trees, listening to birds, or smelling flowers. This fosters creativity and helps them connect with the material.

- If time allows, include additional activities such as colouring pictures of the park scene or matching nature elements with their descriptions. These activities provide further engagement and practice opportunities.

Answer Key
Activity Book, page 50
 Q. 1.
 1. B 2. C 3. D 4. E 5. A
 Q. 2.
 A. F B. F C. T D. F

Section 2: Vocabulary

➤ Objectives:

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "park," "tree," "leaves," "branch," "colourful," "path," "smell," "insect," or "nature."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, "This is a tree," or "This is a branch."
- Encourage pupils to use the vocabulary words in sentences, such as "I see a big tree," or "We walked on the path in the park."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "insect" next to the picture of an insect.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key
Activity Book, page 51
 Q. 1.
 A. leaves B. branch C. park D. tree
 Q. 2.
 A. path B. smell C. insect D. nature

Section 3: Grammar

➤ Objectives:

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

- Recognise and use imperatives to give commands, instructions, and requests.
- Form simple affirmative imperative sentences to tell someone what to do.

- Form negative imperative sentences to tell someone not to do something.
- Ask and answer questions using imperative structures in real-life situations.
- Practise speaking and writing sentences using imperatives in meaningful contexts.

➤ **Instructional Techniques:**

- Start by explaining the basic structure of imperatives. Emphasise that imperatives start with a verb in its base form, followed by an object if necessary. For example, "Open your book." (instruction) and "Close the door." (command). Explain that imperatives are used for giving orders, instructions, and polite requests.
- Introduce the ready-written dialogue from the book that incorporates imperatives in real-life contexts. Highlight simple exchanges like "Stand up." and "Sit down." to show how imperatives are used in everyday conversations.
- Demonstrate the usage of affirmative imperatives by providing examples such as: Commands: "Come here." Instructions: "Cut the paper." Requests: "Help me, please." Show how these sentences function as directions or polite ways to ask for something.
- Explain negative imperatives by introducing "Don't" before the verb to tell someone not to do something. Provide examples like: "Don't shout." "Don't run." "Don't talk, please." Help students understand the difference between positive and negative imperatives by comparing "Raise your hand." (affirmative) with "Don't shout." (negative).
- Encourage students to listen and repeat sentences using both affirmative and negative imperatives. Provide common phrases such as "Close your book." and "Don't push, please." and allow students to practice in pairs.
- Demonstrate on the board how to structure sentences using imperatives, showing different examples of commands, instructions, and polite requests. Write sentences such as "Be quiet, please." and "Don't talk in class." while modelling correct responses and real-life usage.
- Provide more examples to highlight the difference between affirmative and negative imperatives. Show clear distinctions by using sentences such as "Clap your hands." (affirmative) and "Don't clap your hands." (negative). Extend the practice with role-play activities where students give and follow simple commands to reinforce the concept.

➤ **Activity:**

- Have students open their student's books to page 71, Exercise 3. Instruct them to look at each picture carefully and circle the imperative verb in the sentence. Explain that imperative verbs tell someone what to do and always come at the beginning of the sentence. For example, if the picture shows someone closing a door, students should circle "Close" in "Close the door." If the picture shows a child cutting paper, they should circle "Cut" in "Cut the paper." If the picture shows a student passing a pencil, they should circle "Pass" in "Pass the pencil, please." Encourage students to observe the pictures closely to determine the correct action word in each sentence.
- Have students open their student's books to page 71, Exercise 5. Instruct them to match each sentence to the correct picture. Explain that these sentences use negative imperatives to tell someone not to do something. Encourage students to observe the pictures closely to choose the correct negative imperative.
- Have students open their activity books to page 52, Exercise 1. Instruct them to underline the imperative verb in each sentence. Explain that imperative verbs tell someone what to do and always come at the beginning of the sentence. For example, if a picture shows a teacher signaling a student to come, students should underline "Come" in "Come here." If a picture shows a student opening a book, they should underline "Open" in "Open your book." Encourage students to observe the pictures carefully before underlining the correct imperative verb in each sentence.
- Have students open their activity books to page 52, Exercise 2. Instruct them to complete each sentence by filling in the correct object based on the picture. Explain that the missing word should match the action shown. For example, if the picture shows someone opening a book, they should write "book" in

"Open your book, please." If the picture shows a student passing a pencil, they should write "pencil" in "Pass me a pencil, please." Encourage students to look at each picture carefully before selecting the correct word.

- Have students open their activity books to page 53, Exercise 3. Instruct them to match each picture with the correct classroom rule and write the rule underneath. Explain that these sentences are imperative commands used in the classroom. For example, if the picture shows a student raising their hand, they should write "Raise your hand." If the picture shows a student sitting properly, they should write "Sit nicely." Encourage students to look at each picture carefully before writing the correct rule.
- Have students open their activity books to page 53, Exercise 4. Instruct them to read each sentence carefully and rewrite it in the negative form by adding "Don't" before the verb. Explain that negative imperatives tell someone not to do something. For example, if the picture shows a student watching a video, they should write "Don't watch the video." Encourage students to observe each picture carefully before writing the correct negative imperative.
- Have students open their activity books to page 54, Exercise 5. Instruct them to look at each picture carefully and match the correct command to the corresponding sign. Explain that these negative imperatives tell people what not to do in different places. For example, if the picture shows a sign with a camera and a red cross, they should match it with "Don't take photos." Encourage students to observe each sign closely before selecting the correct command.

Answer Key

Student's Book, page 71

Q. 3

A. Close B. Cut C. Pass

Q. 5

A. 3 B. 1 C. 2

Activity Book, pages 52-54

Q. 1.

A. Come B. Open C. Clap D. Help E. Pass F. Close

Q. 2

A. book B. pencil C. desk D. backpack

Q. 3

A. Raise your hand. B. Listen to the teacher. C. Be quiet.

D. Close your book. E. Sit nicely. F. Don't eat in class.

Q. 4.

B. Don't speak loudly. C. Don't open the window. D. Don't draw a picture.

E. Don't cut the paper. F. Don't work in pairs.

Q.5.

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

Section 4: Phonics

➤ Objectives:

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

- Identify and read words containing the voiced "th" sound.
- Recognise the "th" sound at the beginning, middle, and end of words.
- Provide examples of words that contain the voiced "th" sound, such as this, smooth, brother, father, mother, weather, leather, gather, bathe, and breathe.
- Write simple "th" words from memory.
- Expand vocabulary through phonics activities focused on digraphs.

➤ Instructional Techniques:

- Engage students with a stimulating question: "Can you think of a word that has the 'th' sound?" (e.g., "this") to activate prior knowledge.
- Introduce the concept of digraphs, explaining that a digraph is two letters that make one sound. Show that "t" and "h" together create the voiced /th/ sound, as heard in words like "this" and "brother."
- Model the voiced "th" digraph with examples like this, smooth, brother, father, mother, weather, leather, gather, bathe, and breathe.

- Demonstrate the pronunciation of the voiced "th" sound in each word. Encourage students to listen carefully and repeat after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of a family while saying the word "brother."
- Reinforce understanding by practising reading "th" words aloud and highlighting the common /th/ sound at the beginning, middle, or end of words.
- Have students match the pictures to the words. Encourage them to write the words, focusing on spelling them correctly. Use rhyming or word association games (e.g., "Which word goes with 'father'?" "Mother!").

➤ **Activity:**

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

Answer Key

Activity Book, page 55

Q. 1.

A. smooth B. weather C. leather D. gather E. breathe

Q. 2

A. this B. bathe C. brother D. father E. mother

Section 5: Listening

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short story about trees. Ask them to listen carefully to what trees look like, what they give us, and why they are important. Encourage them to think about questions like "What lives in trees?" and "What do trees need to grow?" This will help pupils focus and understand the video before completing the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.
- Guide students to follow classroom discussion rules, such as raising hands to speak and waiting for their turn.

➤ **Activity:**

- Have students open their students' books to page 73 and listen carefully to the recording again. Then, ask them to decide whether the statements are true or false, marking their answers accordingly.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.

Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

Answer Key
Student's Book, page 73

Q. 1.
A. T B. F C. T D. F E. T

Transcript

Trees

Trees are big and green. A tree has leaves, branches, and a trunk. Trees give us shade on hot days. Birds build nests in trees, and some animals live in them. Trees help us breathe because they give us clean air. Some trees have flowers, and some have fruit like apples and oranges. Trees need water, sunlight, and air to grow.

Section 6: Speaking

➤ Objectives:

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

- Use imperatives to give correct commands and instructions based on classroom actions.
- Describe actions using affirmative and negative imperatives.
- Engage in dialogue using appropriate classroom instructions.

➤ Instructional Techniques:

- Display pictures showing different classroom actions, such as students washing hands, running in the hallway, raising their hands, or using a phone in class.
- Model the speaking activity by pointing to a picture and giving an imperative sentence. For example, "Wash your hands." for a student washing hands or "Don't run in the hallway." for a student running in school.
- Explain how to use positive and negative imperatives, highlighting their function.
- Encourage students to describe actions in the pictures using imperatives. Provide example sentences like: "Raise your hand." (for a student raising their hand) "Don't shout in class." (for a student shouting) "Close your pencil case." (for a student closing their pencil case.) "Don't use your phone in class." (for a student playing on their phone.)

➤ Activity:

- Have students take turns pointing at a picture and saying the correct imperative sentence.
- Encourage peer interaction by having students give commands or instructions to their classmates using imperatives.
- Promote role-play exercises where students act out the actions while their classmates give the appropriate command or instruction.
- Provide feedback on pronunciation and sentence structure to ensure correct usage of imperatives.

Section 6: Writing

➤ Objectives:

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

- Write a fact file about their teacher, including the teacher's name, a picture, and classroom instructions.
- Rearrange words to form correct sentences using imperatives.
- Use positive and negative imperatives to describe what students should and should not do in class.
- Demonstrate clarity and structure in their written work.
- Enhance their fact file with drawings or visual elements that complement the text.

➤ Instructional Techniques:

- Display an example fact file on the board, highlighting its parts: Picture of the Teacher, Teacher's Name, and Classroom Instructions.

- Explain how to use imperatives in sentences to describe classroom rules. For example: Positive imperatives ("Raise your hand before speaking." / "Listen carefully.") Negative imperatives ("Don't talk when I am speaking." / "Don't eat in class.")

➤ **Activity:**

- Start by having students complete a sentence rearrangement exercise. Provide scrambled words for students to rearrange into correct sentences, such as "Raise your hand." or "Don't eat in class."
- Have students follow the model and write a fact file about their teacher, including: picture of the teacher, teacher's name (e.g., Ms Sarah Johnson), and the classroom instructions (what students should and should not do).
- Encourage students to use clear imperative sentences in their descriptions, such as: "Raise your hand before speaking." "Don't push your friends."
- 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.

Answer Key
Student's Book, page 74
 Q. 1.
 A. Raise your hand.
 B. Don't eat in the class.

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 I like (watching birds).
 Q. 2 insect
 Q. 3 branch
 Q. 4 "Be quiet, please."
 Q. 5 "Pass me the eraser, please."
 Q. 6 "Don't speak loudly."
 Q. 7 "breathe"
 Q. 8 "gather"
 Q. 9 "Close your backpack."
 Q. 10 "Don't eat in the classroom."

Unit Ten

My Family's Jobs

Unit	Vocabulary	Grammar	Phonics	Skills
10 My Family's Jobs page 76	teacher, doctor, firefighter, farmer, nurse, police officer, sick, hospital, fire station	Comparative adjectives <i>Jack is taller than Sam. I am faster than you.</i> Comparative adjectives: asking questions <i>Who is taller, Sam or Mia? Sam is taller.</i>	Word endings <i>/ll/: bell, fall, ball, call, hill</i> <i>/ss/: glass, dress, pass, class, chess</i>	Reading: a text about the jobs of Daisy's family members
				Listening: listening for details about visiting the farm
				Speaking: asking and answering questions about classmates
				Writing: writing a descriptive paragraph

General Outcomes

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

- read a short text about different jobs in the family and identify who does what through matching, comprehension, and question-answer tasks.
- recognise and name common jobs and workplaces (e.g., teacher, doctor, nurse, firefighter, police officer) and match job descriptions to family members.
- use comparative adjectives (e.g., faster, stronger, taller) to compare people and ask/answer questions such as Who is taller? And who is faster?
- spell and read words with blends and digraphs (e.g., bell, pass, class, glass) and complete phonics tasks like filling in missing letters and unscrambling.
- listen to a story and respond to true or false statements, identifying details about actions and events using familiar vocabulary.
- ask and answer comparative questions using "Who is...?" and respond using correct comparative structures (e.g., Tom is stronger than Jack).
- write a short descriptive paragraph comparing classmates using comparative adjectives, following a guided model with topic and closing sentences.

Unit Plan

UNIT	WEEK	Lesson	Skill Focus	SB Pages	AB Pages	Teacher's Resource Pack
Unit 10 - My Family's Jobs	WEEK 30	Lesson 1	Reading 1	p.76 (ex.1 + ex.2)		
		Lesson 2	Reading 2	p.76 (ex.3)	p.56 (ex.1)	
		Lesson 3	Reading 3	p.76	p.56 (ex.2)	
		Lesson 4	Vocabulary	p.77	p.57	
		Lesson 5	Grammar 1	p.78 (ex.1 + ex.2) p.79 (ex.3)		
	WEEK 31	Lesson 1	Grammar 2		p.58 (ex.1 + ex.2)	
		Lesson 2	Grammar 3		p.59 (ex.3 + ex.4)	
		Lesson 3	Grammar 4	p.79 (ex.4 + ex.5)		
		Lesson 4	Grammar 5		p.60 (ex.5)	Worksheet
		Lesson 5	Phonics 1	p.80		
	WEEK 32	Lesson 1	Phonics 2	Listening p.81 ex.1 for homework	p.61	
		Lesson 2	Listening	p.81 (ex.1 + ex.2)		
		Lesson 3	Speaking	p.81		
		Lesson 4	Writing	p.82		
		Lesson 5	Board Game & Assessment	p.83		Unit 10 Assessment

Section 1: Reading

➤ Objectives:

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

- Read and recognise simple decodable text related to family jobs.
- Read aloud in a group, with a partner, or individually.
- Discuss illustrations and details from the text, describing people, locations, or actions.
- Ask and answer questions to recall details or facts from the text.
- Clarify information by asking and answering questions about the text.
- Describe familiar jobs in their family and their importance, providing additional detail and support.

➤ Instructional Techniques:

- Begin by engaging pupils with a related activity or question. For example, ask, "Look at the pictures. What jobs can you see?"
- Introduce the reading text and discuss its title, "My Family's Jobs." This helps set the context for the lesson.
- Read the text aloud once, pointing to the words as you read. This models fluent reading and helps pupils follow along.
- Discuss the text's structure, such as the use of simple sentences, capitalisation, and punctuation marks. This reinforces the basics of text structure and grammar.
- Read the text again with pupils, encouraging them to follow along. This practice improves reading fluency.
- Read the text in segments, allowing pupils to repeat after you. This helps pupils with pronunciation and comprehension.
- Point out specific elements, such as the use of job-related words like "doctor," "firefighter," and "farmer." This highlights how vocabulary is used in context.
- After reading the text, ask pupils, "What does your father do?" This encourages deeper thinking and personal connections to the lesson.

➤ Activity:

- Start by having pupils refer to the text in their student books and read individual sentences aloud. This allows them to practise reading fluently on their own.
- Read the text together as a class, encouraging pupils to join in and read aloud with you. This promotes participation and collective reading practice.
- Ask comprehension questions about the text, such as "What does a teacher do?" or "Where does a doctor work?" These questions assess pupils' understanding of the text.
- Have pupils open their activity books to the designated page and match the questions with their correct answers. Write the correct answers on the board, ensuring pupils copy them into their notebooks or activity books. This reinforces correct responses and writing skills.
- Guide pupils through the matching exercise. They should read each question and match it with the correct answer from the options provided.
- Encourage pupils to act out different jobs mentioned in the text or draw pictures of the family members performing their jobs. This fosters creativity and helps them connect with the material.
- If time allows, include additional activities such as colouring pictures of the family members or matching job titles with their descriptions. These activities provide further engagement and practice opportunities.

Answer Key

Activity Book, page 56

Q. 1.

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

Q. 2.

A. Daisy's brother B. Daisy's grandma C. Daisy's mum D. Daisy's dad

Section 2: Vocabulary

➤ Objectives:

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

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

➤ Instructional Techniques:

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

➤ Activity:

- Allow pupils to open their student books to the relevant page.
- Ask all pupils to point at the picture when they hear the corresponding word, such as "teacher," "doctor," "firefighter," "farmer," "nurse," "police officer," "sick," "hospital," or "fire station."
- Say the words in order to familiarise pupils with them.
- Say the words randomly and let pupils point at the correct pictures.
- Point at the pictures and have pupils name the items aloud. For example, "This is a doctor," or "This is a hospital."
- Encourage pupils to use the vocabulary words in sentences, such as "My father is a firefighter," or "The nurse works in the hospital."
- Direct pupils to match each word with the correct picture in their activity books. Ensure they understand the instructions before they begin.
- Guide pupils to write the correct word next to each picture. For example, "fire station" next to the picture of a fire station.
- Write the correct answers on the board, and ensure pupils copy them accurately in their activity books.

Answer Key

Activity Book, page 57

Q. 1.

A. farmer B. hospital C. teacher D. sick

Q. 2.

A. fire station B. nurse C. police officer D. doctor E. firefighter

Section 3: Grammar

➤ Objectives:

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

- Recognise and use comparative adjectives to compare two things.
- Form simple affirmative sentences using comparative adjectives to describe differences.
- Use "than" with comparative adjectives to compare two people or objects.
- Ask and answer questions using comparative adjectives in real-life situations.
- Practise speaking and writing sentences using comparative adjectives in meaningful contexts.

➤ **Instructional Techniques:**

- Start by explaining the basic structure of comparative adjectives. Emphasise that we add "-er" to short adjectives to compare two things. For example, "Tom is taller than Jack." Explain that we use "than" to show the comparison.
- Introduce the ready-written dialogue from the book that incorporates comparative adjectives in real-life contexts. Highlight simple exchanges like "Who is taller, Sam or Mia?" and "Mia is taller." to show how comparisons are made in everyday conversations.
- Demonstrate the usage of comparative adjectives by providing examples such as:
"The train is faster than the bus."
"My bag is heavier than yours."
"The river is longer than the lake." Show how these sentences compare two objects, animals, or people.
- Explain how to ask questions using comparative adjectives by using "Who is...?" or "Which is...?" For example, "Who is stronger, Ben or Alex?" and "Which road is wider, this one or that one?" Encourage students to answer in full sentences, such as "Ben is stronger than Alex."
- Encourage students to listen and repeat sentences using comparative adjectives. Provide common phrases such as "My house is bigger than yours." and "Who is faster, Tom or Jack?" Allow students to practise in pairs by asking and answering comparison questions.
- Demonstrate on the board how to structure sentences using comparative adjectives, showing different examples of comparisons. Write sentences such as "My pencil is shorter than yours." and "The elephant is bigger than the horse." while modelling correct responses and real-life usage.
- Provide more examples to highlight the use of comparative adjectives. Show clear distinctions by using sentences such as "This road is wider than that one." and "My shoes are cleaner than yours." Extend the practice with role-play activities where students compare classroom objects, animals, or places to reinforce the concept.

➤ **Activity:**

- Have students open their student's books to page 79, Exercise 3. Instruct them to carefully observe each picture and circle the correct adjective. Explain that comparative adjectives are used when comparing two things and usually end in "-er." If the picture shows a boy taller than another boy, students should circle "taller" instead of "tall." If the picture shows a car moving faster than a bicycle, they should circle "faster" instead of "fast." If the picture shows two girls of the same height, they should circle "short" instead of "shorter" because no comparison is being made. Encourage students to focus on the details in the pictures to choose the correct word.
- Have students open their student's books to page 79, Exercise 5. Instruct them to match each question to the correct picture. Explain that these sentences use comparative adjectives to compare two people based on specific qualities. Encourage students to observe the pictures closely and identify who is faster, stronger, or nicer based on the actions shown. For example, if a picture shows a girl running faster than a boy, they should match it with "Who is faster? Lilly." If a picture shows a boy lifting a heavy box while another struggles, they should match it with "Who is stronger? Jad." If a picture shows a girl sharing chocolate while a boy eats alone, they should match it with "Who is nicer? Sue." Remind students to focus on details in the pictures to make accurate matches.
- Have students open their activity books to page 58, Exercise 1. Instruct them to underline the comparative adjective in each sentence. Explain that comparative adjectives compare two things and usually end in "-er." For example, if a sentence says "My book is lighter than my friend's book," students should underline "lighter." If a sentence says "My shoes are cleaner than yours," they should underline "cleaner." If a sentence says "My chair is stronger than that one," they should underline "stronger." Encourage students to read each sentence carefully and identify the word that shows the comparison before underlining it.
- Have students open their activity books to page 58, Exercise 2. Instruct them to complete each sentence by filling in the correct comparative adjective based on the picture. Explain that the missing word should compare the two objects shown. For example, if the picture shows a building taller than a tree, students

should write "taller" in "The building is taller than a tree." If the picture shows a cheetah running faster than a tortoise, they should write "faster" in "The cheetah is faster than the tortoise." Encourage students to observe each picture carefully and choose the correct comparative adjective before completing the sentence.

- Have students open their activity books to page 59, Exercise 3. Instruct them to look at the pictures and complete the sentences by filling in the correct words. Explain that the missing words should compare the two objects shown using comparative adjectives. For example, if the picture shows a rock on the left and a feather on the right, students should write "The feather is lighter than the rock." If the picture shows a horse on the left and a donkey on the right, they should write "The horse is faster than the donkey." Encourage students to observe each picture carefully before completing the sentences with the correct words.
- Have students open their activity books to page 59, Exercise 4. Instruct them to read each set of words carefully and rearrange them to form correct sentences using comparative adjectives. Explain that comparative adjectives are used to compare two things and usually follow the structure "A is (adjective + -er) than B." For example, if the picture shows a long rope on the left and a shorter belt on the right, students should write "The rope is longer than the belt." If the picture shows a tall tree on the left and a house on the right, they should write "The tree is taller than the house." Encourage students to look at each picture carefully before rearranging the words into complete sentences.
- Have students open their activity books to page 60, Exercise 5. Instruct them to look at each picture carefully and match the correct question to the corresponding answer. Explain that these sentences use comparative adjectives to compare two people. For example, if the picture shows a boy taller than a girl, they should match it with "Who is taller, Sam or Mia?" and the answer "Sam is taller." If the picture shows a boy running faster than a girl, they should match it with "Who is faster, Sali or Jack?" and the answer "Jack is faster." Encourage students to observe each picture closely before selecting the correct answer.

Answer Key

Student's Book, page 79

Q. 3

A. taller B. faster C. short

Q. 5

A. 2 B. 3 C. 1

Activity Book, pages 58-60

Q. 1.

A. lighter B. cleaner C. stronger D. taller E. sweeter F. softer

Q. 2

A. taller B. faster C. stronger D. lighter

Q. 3

A. The feather is lighter than the rock. B. The horse is faster than the donkey.

C. The man is taller than the woman. D. The pencil is longer than the pen.

Q. 4.

A. The rope is longer than the belt. B. The tree is taller than the house.

C. The train is faster than the bus. D. The car is faster than the bicycle.

Q.5.

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

Section 4: Phonics

➤ Objectives:

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

- Recognise and read words containing the final double consonants -ll and -ss.
- Identify the -ll and -ss sounds at the end of words.
- Provide examples of words that contain -ll and -ss, such as bell, fall, ball, call, hill, glass, dress, pass, class, and chess.
- Write simple -ll and -ss words from memory.
- Expand vocabulary through phonics activities focused on final double consonants.

➤ **Instructional Techniques:**

- Engage students with a stimulating question: "Can you think of a word that ends with -ll or -ss?" (e.g., "bell" or "class") to activate prior knowledge.
- Introduce the concept of final double consonants, explaining that some words end with double 'l' or double 's' to complete their sound. Show examples of -ll words like fall and hill, and -ss words like glass and dress.
- Model the pronunciation of -ll and -ss words with examples like bell, fall, ball, call, hill, glass, dress, pass, class, and chess.
- Demonstrate the pronunciation of these words clearly, encouraging students to listen carefully and repeat after you.
- Use visual aids, such as pictures or flashcards, to represent the words. For example, show a picture of a bell while saying the word "bell" or a picture of a dress while saying "dress."
- Reinforce understanding by practising reading -ll and -ss words aloud and highlighting the common double consonant sounds at the end of words.
- Have students match the pictures to the words. Encourage them to write the words, focusing on spelling them correctly. Use rhyming or word association games (e.g., "Which word goes with 'ball'?" "Call!").

➤ **Activity:**

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

Answer Key

Activity Book, page 61

Q. 1.

A. bell B. fall C. ball D. glass E. dress

Q. 2

A. call B. hill C. pass D. class E. chess

Section 5: Listening

➤ **Objectives:**

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

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

➤ **Instructional Techniques:**

- Before playing the video, tell pupils they will watch and listen to a short story about a visit to a farm. Ask them to listen carefully to what animals the speaker sees and what happens during the visit. Encourage them to think about questions like "What animals did they see?" and "What did they do at the farm?" This will help pupils focus and understand the video before completing the True or False activity.
- Have students open their students' books to the relevant page and listen carefully to the text.
- Ask students to answer comprehension questions about the listening text, either orally or in writing.
- Encourage students to discuss their answers in pairs or small groups, reinforcing listening and speaking skills.

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

➤ **Activity:**

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

Answer Key

Student's Book, page 81

Q. 1.

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

Transcript

At the Farm

Yesterday, I went to a farm with my family. The sun was shining, and the air was fresh. I saw cows, sheep, and hens. The cows were big, and the sheep were soft and fluffy. I fed the hens some corn, and they clucked happily. I also saw a little goat jumping near the fence. Later, I rode a brown horse. It walked slowly at first, then went faster. Before we left, I picked some red apples from a tree. It was a fun and exciting day at the farm!

Section 6: Speaking

➤ **Objectives:**

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

- Recognise and use comparative adjectives to compare classmates' characteristics.
- Ask and answer questions using comparative adjectives.
- Engage in dialogue using comparative structures in real-life contexts.

➤ **Instructional Techniques:**

- Display pictures showing different classroom actions that illustrate the characteristics being compared, such as students running (fast), studying (smart), standing (tall), organizing books (neat), helping others (kind), or being short.
- Model the speaking activity by pointing to a picture and asking a question with a comparative adjective. For example, "Who is faster, Sarah or John?" and model the response, "John is faster."
- Explain how to form comparative adjectives by adding "-er" to short adjectives, such as fast → faster, tall → taller, neat → neater.
- Encourage students to compare classmates in the pictures by asking and answering questions. Provide example sentences like: "Is Sara fast?" "Yes, she is." "Who is taller: Ali or Adam?" "Ali is taller." "Who is kinder, Layla or Noor?" "Layla is kinder."

➤ **Activity:**

- Have students take turns pointing at a picture and asking a comparative question to their classmates.
- Encourage peer interaction by having students compare their own classmates using comparative adjectives in questions and answers.
- Promote role-play exercises where students act out different characteristics (e.g., standing tall, running fast), and their classmates ask and answer comparative questions.
- Provide feedback on pronunciation and sentence structure to ensure correct usage of comparative adjectives.

Section 6: Writing

➤ Objectives:

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

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

➤ Instructional Techniques:

- Display an example descriptive paragraph on the board, highlighting its structure: topic sentence, body sentences, and a concluding sentence.
- Explain the writing process, emphasising the correct formation and use of comparative adjectives by adding "-er" to short adjectives. Show how we compare two people in a sentence, such as "Sarah is taller than Mia."

➤ Activity:

- Have students rearrange words to form correct sentences using comparative adjectives. Ensure they understand how to structure sentences correctly, such as:
"Mia is braver than Tom."
- Encourage students to follow the model paragraph and write a descriptive paragraph comparing their classmates using comparative adjectives.
- Ensure students include all parts of the paragraph: a clear topic sentence, body sentences comparing different classmates, and a concluding sentence.
- Allow time for students to illustrate their paragraphs with drawings that match their descriptions.
- Provide an opportunity for students to share their paragraphs with a partner or in small groups, encouraging peer feedback and discussion.

Answer Key
Student's Book, page 82
Q. 1.
A. Sarah is taller than Mia.
B. Mia is braver than Tom.

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 My father is a (farmer).

Q. 2 hospital

Q. 3 nurse

Q. 4 "The lion is stronger than the giraffe."

Q. 5 "My grandma is older than my mum."

Q. 6 "Mia is taller."

Q. 7 "call"

Q. 8 "class"

Q. 9 "No, he isn't."

Q. 10 "John is shorter."

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Yasmeen Dardas

Maya Antoun

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Dar Ghad Al-Ajyal for Publishing & Distributing

P.O. Box 1995, Amman 1194, Jordan

www.ajyall.com

Email: info@ajyall.com

Tel: +962 6 515 7 555

Fax: +962 6 515 7 550

Mob. +9627 77 080009

