



Al-Azhar Al-Sharif
Presidency of Al-Azhar Institutes

A-LEVEL

ENGLISH

for

Al-Azhar Treetops

Primary One

Teacher Guide

First Draft Edition

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A-level English for Al-Azhar Treetops -Grade one

Preface

In the Name of Allah, the Most Gracious, the Most Merciful

At **Al-Azhar**, education is not merely the transmission of knowledge; it is a sacred covenant—a harmonious fusion of intellectual enlightenment, moral cultivation, and spiritual elevation. For over a millennium, Al-Azhar has stood as a global emblem of moderation, scholarly excellence, and ethical responsibility. Our vision has always transcended geographic and cultural boundaries, embracing the universal values of justice, compassion, integrity, and truth.

It is within this holistic educational framework that we proudly introduce **the Treetops Grade 1** English course—an initiative that represents both an academic advancement and a philosophical commitment. This course is more than a linguistic program; it is a vehicle for shaping identity, strengthening character, and preparing the young minds of our Ummah to engage meaningfully with the world.

The Treetops series, developed in collaboration with internationally esteemed academic bodies such as **Oxford University** Press and informed by research frameworks from **Cambridge** Assessment and the **Library of Congress**, reflects the most current pedagogical insights in second language acquisition. It adopts a developmental approach that aligns with global standards in early literacy, language immersion, and differentiated instruction, ensuring that our learners are not only competent in English, but confident, creative, and culturally aware communicators.

Yet, its true distinction lies in its alignment with the noble mission of **Al-Azhar**. Every component of this course—from the vocabulary selected to the values embedded within the stories—reinforces Islamic principles and moral consciousness. Lessons are thematically structured to emphasize virtues such as honesty, empathy, gratitude, cooperation, and perseverance. The pedagogical methodology respects the cognitive and emotional development of the child, while nurturing their spiritual compass and deepening their sense of purpose.

In a world marked by rapid globalization and technological change, the mastery of international languages, particularly English, is indispensable. However, this mastery must

be grounded in a firm moral framework. The Treetops curriculum supports our strategic educational goal: to cultivate a generation of learners who are intellectually agile, morally anchored, and eloquently expressive—individuals who are equipped to represent Al-Azhar’s message of peace, wisdom, and dialogue on the global stage.

As we embark on the implementation of this program, we call upon our educators to approach it with a spirit of excellence, reflection, and sincerity. Let this course serve as a model of how tradition and innovation, faith and functionality, can converge to produce meaningful learning experiences. Let it stand as a testament to Al-Azhar’s unwavering commitment to nurturing minds and souls in unison.

Final Reflections and Next Steps

As you begin your teaching journey with Treetops, remember that each day in your classroom is a new opportunity to ignite a spark in your students. This guide has been prepared with the belief that great teaching comes from passion, preparation, and a willingness to innovate.

Use this introduction as a roadmap for success. Adapt the examples provided—from the cheerful “Hello, Sunshine!” listening exercise to the interactive “Good Morning, Friend!” speaking activities—to suit the unique dynamics of your classroom. Let the Treetops materials inspire you to create engaging, joyful, and effective lessons that empower every child to become a confident communicator.

Welcome to a new chapter in your teaching career—one that is filled with creativity, collaboration, and the boundless possibilities of learning. May this guide be your steadfast companion as you shape the future of young learners, one lesson at a time.

Feel free to adjust, expand, or customize any sections to best suit your teaching context and the specific needs of your Grade One classroom.

Dr. Ismail Elshirbini

General Manager of Al-Azhar
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Introduction

This curriculum is organized into eight thematic units (e.g., All About Me, My Family, Farm Fun, Sea World), each subdivided into four lessons that integrate listening, speaking, reading, writing, and literacy skills. Themes such as technology, travel, hobbies, and global citizenship are carefully selected to resonate with Grade 1 students, bridging classroom learning with real-world contexts. Units scaffold from personal experiences (Saying Hello!) to broader concepts (Discover the Sea World), ensuring a progressive build-up of language and cognitive skills.

The Treetops course is more than a textbook: it is a dynamic, research-based program designed specifically for young learners in grade one. At its heart lies the philosophy that every child is a budding explorer whose natural curiosity about language and the world deserves to be nurtured with care, creativity, and structure. This introduction sets the stage for a journey in which teachers become facilitators of language discovery and critical thinking. Here, we outline the course's key components, including the aims, the integration of the four essential language skills, the language domains addressed, and the materials that support every step of learning.

Drawing upon the rich content of the Treetops Student's Book (SB), this guide provides real-life examples and ready-to-use activities that have been tested in classrooms. Our approach combines structured learning with interactive, playful tasks, ensuring that young learners remain engaged while acquiring foundational language skills. In the pages that follow, you will discover detailed lesson models, examples of classroom dialogues, interactive games, and creative writing exercises that bring the Treetops curriculum to life.

Aims of the Course

The course aims to:

- Cultivate basic language proficiency through phonics, vocabulary, and grammar.
- Develop 21st-century skills like collaboration, digital literacy, and problem-solving (e.g., A Facebook Post lesson).
- Foster cultural awareness and empathy through themes like A Holiday in Egypt and Global Citizenship.
- Encourage inquiry-based learning via mini-projects (e.g., designing a Family Tree or planning a Camping Trip).

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2. The Aim of the Course
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- Examples from the Student's Book

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- Objectives and Classroom Activities
- Examples from the Student's Book

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- Objectives and Classroom Activities
- Examples from the Student's Book

D. Writing

- Objectives and Classroom Activities
- Examples from the Student's Book

4. Language Domains and Materials
5. Course Components and Supplementary Resources
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Welcome to the Grade 1 Teacher's Guide, a comprehensive resource designed to support educators in delivering an engaging, structured, and holistic English language curriculum. This guide aligns with the thematic units and skill-based lessons outlined in the course materials, ensuring that young learners develop foundational language competencies while fostering curiosity, creativity, and critical thinking. Below is an overview of the key components and pedagogical approaches embedded in this guide.

Basic Educational Principles

- **Integration of Skills:** Lessons blend receptive (listening/reading) and productive (speaking/writing) tasks (e.g., A School Trip combines transportation vocabulary with writing and speaking).
- **CALLA Approach:** Metacognitive strategies in Reading Comprehension and Grammar in Context.
- **21st Century Skills:** Digital awareness (The Internet lessons) and collaboration (Let's Go Camping projects).
- **VAK Model:** Visual (sea animal charts), auditory (songs), and kinesthetic (role-play) activities.
- **Values Integration:** Ethics in Classroom Rules, fraternity in Family Visit.
- At its core, Treetops is designed to foster an environment where language learning is both systematic and joyful. The primary aims of the course are to:
- **Develop Communication Skills:** Help students express themselves clearly in listening, speaking, reading, and writing.
- **Build Foundational Knowledge:** Introduce basic vocabulary, phonics, and grammar concepts essential for future language learning.
- **Encourage Critical Thinking:** Nurture curiosity and the ability to ask questions and solve problems through interactive activities.
- **Promote Social Interaction:** Foster teamwork and collaborative learning through pair and group work.
- **Cultivate a Love for Learning:** Inspire a lifelong passion for reading and discovery with engaging content and playful exercises.

This course is crafted to create a balance between structure and creativity—ensuring that students are guided through clear learning objectives while having plenty of opportunities to explore and interact with language in a meaningful way.

Language acquisition is built on the mastery of four core skills. Each skill is woven into the fabric of the Treetops curriculum and is supported by a wealth of engaging activities:

- **Listening:** Understanding spoken language through stories, songs, and interactive dialogues.

- **Speaking:** Expressing ideas clearly and confidently through conversation, role-play, and repetition exercises.
- **Reading:** Recognizing letters, words, and simple sentences; developing comprehension through carefully selected texts.
- **Writing:** Learning to form letters and words, progressing from tracing to free writing in a supportive, step-by-step manner.

Throughout this guide, you will find dedicated sections for each skill. We have included illustrative examples from the Student’s Book that demonstrate how to activate each skill in the classroom.

Objectives:

Develop attentive listening and comprehension.

Enhance the ability to follow instructions.

Introduce new vocabulary and sentence structures through auditory exposure.

Key Strategies:

Use songs, chants, and rhymes to build rhythm and memory.

Incorporate interactive listening games that ask students to identify sounds and words.

Model clear, expressive reading of stories to capture interest.

Example from Treetops SB:

In Unit 1 of the Student’s Book, the listening activity “Hello, Sunshine!” invites students to listen to a short story about a cheerful morning in nature. As the teacher reads aloud, students are encouraged to raise their hands when they hear key words such as “sun,” “bird,” and “tree.” This exercise not only improves their listening accuracy but also primes them for later vocabulary lessons.

Listening – Extended Classroom Example and Activity Plan

Activity Plan: “Sound Detectives”

Setup: Use a recording of environmental sounds (e.g., birds chirping, wind rustling, water flowing) interwoven with simple sentences from the “Hello, Sunshine!” story.

Procedure:

1. Play the recording and ask students to listen carefully.
2. After each sound, prompt a brief discussion: “What did you hear?”
3. Display pictures related to the sounds on the board and have students match the sound to the image.

Follow-Up: Reinforce learning by having students mimic the sounds and repeat the words, solidifying the connection between auditory input and language production.

This activity, taken directly from the methodologies outlined in the Treetops SB, exemplifies the course’s commitment to multisensory learning—a key principle in early language development.

Speaking – Objectives and Classroom Activities

Objectives:

- Encourage clear articulation and confident expression.
- Develop pronunciation and vocabulary through repetition and role-play.
- Build conversational skills through interactive dialogues.

Key Strategies:

- Use “call and response” techniques to practice new words.
- Implement role-playing scenarios that mirror daily routines and classroom situations.
- Create opportunities for pair and group discussions where each child gets a chance to speak.

Example from Treetops SB:

In Unit 2 of the Student’s Book, a speaking activity titled “Good Morning, Friend!” is introduced. Here, characters in the story exchange greetings and short phrases. For

instance, one character says, “Good morning, Tim!” and the other replies, “Good morning, Sarah!” Teachers are encouraged to have students practice these greetings in pairs, gradually expanding the dialogue to include simple questions like “How are you?” and “What is your name?” This not only builds vocabulary but also helps students feel comfortable with everyday conversational exchanges.

Speaking – Extended Classroom Example and Activity Plan

Activity Plan: “Greeting Circle”

Setup: Arrange students in a circle to foster a sense of community.

Procedure:

1. Begin by modeling the greeting dialogue from “Good Morning, Friend!”
2. Have each student practice with a partner, then join the circle for a group greeting.

Introduce variations by asking students to add one extra word (e.g., “Hello, friend! I’m happy!”) to build on the original dialogue.

Follow-Up: Record the session (if possible) and play it back, allowing students to self-assess their pronunciation and fluency.

This interactive activity underscores the importance of oral language skills and encourages students to use language spontaneously and with confidence.

Reading – Objectives and Classroom Activities

Objectives:

- Build foundational reading skills by recognizing letters, words, and basic sentence structures.
- Develop comprehension skills through storytelling and guided reading.
- Enhance vocabulary by contextualizing new words in familiar settings.

Key Strategies:

- Use picture cues and story contexts to help students deduce meaning.
- Implement “shared reading” sessions where the teacher and students read together.

- Encourage students to predict the story’s progression based on illustrations and key words.

Example from Treetops SB:

Unit 3 of the Student’s Book features a short narrative called “The Busy Bees.” In this story, simple sentences are interspersed with colorful illustrations. Students are prompted to identify words like “bee,” “hive,” and “buzz” while discussing the pictures. Teachers can pause at key moments to ask predictive questions such as, “What do you think the bee will do next?” These questions encourage active reading and help students develop a deeper understanding of the text.

Reading – Extended Classroom Example and Activity Plan

Activity Plan: “Picture Walk and Predict”

Setup: Display the illustrated pages of “The Busy Bees” on a smart board or chart paper.

Procedure:

1. Conduct a “picture walk” by discussing each illustration before reading the text.
2. Ask students to guess the words that might appear on the page based on the images.
3. Read the text aloud, stopping to point out and explain key vocabulary.
4. After reading, ask comprehension questions to verify understanding.

Follow-Up: Have students draw their own version of a scene from the story and label objects with the new words they learned.

This lesson plan leverages visual aids and interactive questioning to transform reading into a lively, participatory activity.

Writing – Objectives and Classroom Activities

Objectives:

- Introduce proper letter formation and basic word construction.
- Encourage fine motor skills through tracing and freehand writing exercises.
- Develop the ability to express thoughts in written form through structured activi-

ties.

Key Strategies:

- Begin with guided tracing exercises using dotted letters and words.
- Progress to copying simple words and eventually composing short sentences.
- Incorporate drawing activities to connect images with written language.

Example from Treetops SB:

In Unit 4 of the Student’s Book, a writing exercise titled “My First Words” asks students to trace letters and then write simple words such as “cat,” “dog,” and “tree.” The activity is accompanied by colorful illustrations that prompt discussion and reinforce the connection between the word and its meaning. Teachers are encouraged to model the writing process on the board and to use lined paper with clear demarcations that help students maintain proper letter spacing and alignment.

Writing – Extended Classroom Example and Activity Plan

Activity Plan: “Trace and Write Workshop”

Setup: Provide each student with a worksheet featuring dotted letters and corresponding pictures.

Procedure:

1. Demonstrate on an overhead projector or interactive whiteboard how to trace and then write each letter.
2. Guide students as they trace each letter and subsequently attempt to write it on their own.
3. Pair students for peer review, where they compare their work and offer gentle feedback.

Follow-Up: Organize a “show and tell” session where students display their written words and explain the picture associated with each word, reinforcing both writing and oral communication skills.

This session emphasizes the gradual transition from guided practice to independent writing, ensuring that each student builds confidence and proficiency in early writing skills.

Language Domains and Materials Overview

The Treetops curriculum is meticulously designed to address the multiple domains of language learning. These domains include:

Phonics: Systematic introduction of sounds and letters.

Vocabulary: Building a broad and functional word bank.

Grammar: Introducing simple sentence structures and basic rules.

Communicative Competence: Focusing on the practical use of language in daily interactions.

Materials Provided:

Student's Book (SB): Richly illustrated texts, interactive activities, and age-appropriate narratives.

Teacher's Book (TB): Detailed lesson plans, background information on pedagogical approaches, and activity suggestions.

Workbooks and Supplementary Activity Sheets: Reinforcement exercises and additional practice opportunities.

Audio Resources: CDs or digital files containing songs, chants, and stories that complement the text.

These resources have been carefully curated to create a learning environment where each language domain is given due attention, ensuring a holistic development of language skills.

Deep Dive into the Language Domains

Phonics and Vocabulary:

Treetops employs a systematic approach to phonics that starts with the recognition of letter sounds and gradually moves toward blending. For example, in Unit 1, after the “Hello, Sunshine!” listening activity, students work on matching sounds to letters, reinforcing the connection between auditory input and written language. The vocabulary introduced is both functional and engaging, including words that describe every-

day objects and actions.

Grammar and Sentence Structure:

Grammar is introduced in context. In Unit 2's speaking activities, students learn basic sentence structures through repetitive dialogue. Simple questions and answers ("What is your name? My name is...") help lay the groundwork for future grammatical competence.

Communicative Competence:

Throughout the course, every activity is designed to encourage real communication. Whether through group discussions, pair work, or role-playing scenarios, the emphasis is on using language naturally and confidently. The integrated approach ensures that no single domain is isolated; rather, students experience language as a unified system.

Materials and Resources in Detail

The Treetops program is supported by a rich array of materials that provide multiple entry points for teaching and learning. Each resource is designed to complement the others and to be used flexibly depending on the classroom context.

Student's Book (SB):

Features engaging stories, colorful illustrations, and interactive activities.

Each unit is structured to build upon previous knowledge, ensuring a logical progression of skills.

Teacher's Book (TB):

Offers comprehensive background information on each unit's objectives.

Contains detailed lesson plans, suggested activities, and tips for differentiation to meet the needs of diverse learners.

Supplementary Materials:

- Flashcards, posters, and digital media are provided to reinforce vocabulary and concepts.
- Activity sheets allow for extra practice and assessment opportunities outside of the core lessons.

By integrating these materials seamlessly into the classroom routine, teachers can cre-

ate a dynamic learning environment that addresses various learning styles and paces.

Course Components and Their Interrelationships

The success of the Treetops course lies in its carefully designed components, each of which plays a vital role in the overall learning experience:

1. Core Texts:

- The Student’s Book provides the narrative and thematic structure of the course.
- The Teacher’s Book offers the pedagogical framework and detailed instructions.

2. Supplementary Practice:

- Workbooks and activity sheets serve to reinforce and extend learning beyond the core texts.
- Audio and visual aids ensure that both auditory and visual learners are fully engaged.

3. Assessment and Evaluation Tools:

In-built formative assessments, reflective exercises, and teacher-guided evaluations help monitor student progress continuously.

This interrelated system is designed to promote a cohesive and comprehensive learning experience, ensuring that every student is supported on their journey to language mastery.

Pedagogical Principles and Teaching Methodologies

At the heart of Treetops is a set of pedagogical principles grounded in current research on early childhood education and language acquisition. The methodologies emphasized in the course include:

Constructivist Learning:

Students actively construct their own knowledge through guided discovery and hands-on activities.

Scaffolding:

Teachers provide temporary support structures to help students achieve higher levels of understanding until they can work independently.

Differentiated Instruction:

Lessons are designed with flexibility to meet the varied needs of learners, ensuring that every student can progress at an appropriate pace.

Multisensory Engagement:

By integrating visual, auditory, and kinesthetic activities, the course caters to different learning styles, thereby reinforcing language concepts through multiple pathways.

These principles underpin every activity in the Treetops curriculum and are reflected in the thoughtful sequencing of tasks and the integration of examples directly drawn from the Student's Book.

Lesson Planning and Classroom Strategies

Effective lesson planning is the backbone of successful teaching. In this section, we outline strategies that leverage the Treetops materials to create dynamic, interactive lessons:

Pre-Lesson Preparation:

Review the objectives and key vocabulary for each unit.

Plan for both whole-class instruction and small-group activities.

During the Lesson:

Incorporate a mix of teacher-led instruction and student-centered activities.

Utilize examples from the Student's Book (such as "Hello, Sunshine!" or "The Busy Bees") to illustrate key points.

Regularly check for understanding through questioning and interactive activities.

Post-Lesson Reflection:

Encourage students to share what they learned and reflect on the activities.

Use formative assessments to tailor follow-up lessons and reinforce challenging concepts.

A sample lesson plan included in the Teacher's Book provides a detailed breakdown of time allocations, activity descriptions, and assessment methods that you can adapt to your classroom's unique needs.

Integrating Technology and Creative Activities

Modern classrooms benefit immensely from the integration of technology and creative teaching methods. The Treetops guide includes suggestions for:

Digital Tools:

Interactive whiteboards, tablets, and language learning apps that complement the course content.

Creative Projects:

Art projects, storytelling sessions, and dramatizations that allow students to express their understanding creatively.

For instance, after reading "The Busy Bees," students might use a tablet to create a digital collage of the story's key elements. Such projects not only reinforce vocabulary and narrative structure but also encourage collaboration and creative thinking.

Detailed Lesson Example – Unit 2 "Good Morning, Friend!"

This unit is designed to reinforce both speaking and listening skills through a series of interactive dialogues.

Lesson Outline:

Warm-Up (10 minutes):

Greet students with the "Greeting Circle" activity (see Page 9).

Core Activity (20 minutes):

Introduce the dialogue from "Good Morning, Friend!" and model

the conversation.

Divide the class into pairs and have them practice the dialogue.

Interactive Practice (15 minutes):

Organize role-playing scenarios where students extend the dialogue with additional phrases (e.g., “How are you today?”).

Closure (10 minutes):

Review key phrases and ask students to share one thing they enjoyed about the activity.

This lesson, rich with direct examples from the Student’s Book, exemplifies how structured practice can lead to spontaneous, confident use of language.

Classroom Management and Inclusive Practices

In early years’ education, effective classroom management is essential. The Treetops guide emphasizes:

Establishing Routines:

Consistent routines help young learners know what to expect and reduce anxiety.

Positive Reinforcement:

Use praise and rewards to celebrate small successes and encourage participation.

Differentiated Instruction:

Tailor activities to meet the diverse needs of your students, ensuring that all children are supported and challenged appropriately, such as group reading sessions and partner work demonstrate strategies for managing a lively classroom while keeping every child engaged.

Strategies for Encouraging Multisensory Learning

A multisensory approach is critical in helping young learners grasp new concepts. The Treetops course integrates:

Visual Aids:

Bright illustrations and picture cues that appear throughout the Student’s Book.

Auditory Elements:

Songs and rhythmic chants that reinforce new vocabulary and concepts.

Kinesthetic Activities:

Hands-on tasks like tracing letters and acting out dialogues.

For example, during the writing exercises in Unit 4 (“My First Words”), children trace letters on paper while simultaneously listening to a related song, thereby engaging multiple senses and reinforcing retention.

Building Confidence and Fostering Creativity

The role of a teacher is not only to impart knowledge but also to inspire confidence in every student. Treetops supports this by:

Creating a Safe Learning Environment:

Encourage risk-taking and celebrate mistakes as part of the learning process.

Fostering Peer Support:

Group activities and partner work help build social bonds and collaborative learning skills.

Promoting Creative Expression:

Allow students to express their understanding through art, drama, and storytelling, making the abstract aspects of language tangible.

A practical example from the Student’s Book involves a creative drawing activity linked to the story “The Busy Bees,” where students illustrate what they imagine a busy hive looks like and label the parts in simple words.

Home–School Communication and Community Building

Strong home–school communication enhances the learning experience. Treetops encourages teachers to:

Share Student Progress:

Provide regular updates and simple guidelines for parents to support language activities at home.

Organize Interactive Workshops:

Invite parents to participate in classroom activities, reinforcing the course’s themes and building community.

Utilize Take-Home Materials:

Distribute worksheets and activity sheets that parents can use to engage with their children in fun, educational ways.

This collaborative approach not only reinforces classroom learning but also helps bridge the gap between school and home.

Reflecting on the Teacher's Role and Professional Development

Teaching is an evolving practice. The Treetops guide encourages continuous professional development by:

Reflecting on Practice:

Keeping a teaching journal to note successes, challenges, and innovative ideas.

Collaborating with Colleagues:

Sharing lesson plans and strategies during departmental meetings or professional learning communities.

Attending Workshops and Seminars:

Staying informed about the latest research in early childhood language education and applying new methods in the classroom.

These reflections not only improve classroom practices but also enhance personal satisfaction and professional growth.

Final Word

Inspiring the Teaching Journey

In closing, the Treetops Teacher's Guide is more than just a manual—it is an invitation to embark on a transformative journey with your students. The strategies, activities, and examples presented here are grounded in research and enriched by practical experience, all aimed at sparking a lifelong love of language in every child.

Remember that every lesson is an opportunity to make a difference. By embracing the playful, engaging, and dynamic approaches outlined in this guide, you are not only teaching language skills but also nurturing creativity, resilience, and curiosity in your students.

As you turn the pages of this guide, may you find inspiration, practical ideas, and the

encouragement to create a vibrant and inclusive classroom environment where every child thrives.

Acknowledgments and Credits

We extend our sincere thanks to Dr Ismail Elshirbini, the educators, curriculum designers, and early childhood experts who have contributed their insights to the development of the Treetops curriculum. Their commitment to innovative, child-centered learning has been the foundation for this comprehensive guide.

Appendices and Supplementary Resources

- Included in the appendices are:
- Sample lesson plans and activity sheets
- Templates for student progress tracking
- Additional reading materials and online resource links
- A glossary of terms used throughout the course

Final Reflections and Next Steps

As you begin your teaching journey with Treetops, remember that each day in your classroom is a new opportunity to ignite a spark in your students. This guide has been prepared with the belief that great teaching comes from passion, preparation, and a willingness to innovate.

Use this introduction as a roadmap for success. Adapt the examples provided—from the cheerful “Hello, Sunshine!” listening exercise to the interactive “Good Morning, Friend!” speaking activities—to suit the unique dynamics of your classroom. Let the Treetops materials inspire you to create engaging, joyful, and effective lessons that empower every child to become a confident communicator.

Welcome to a new chapter in your teaching career—one that is filled with creativity, collaboration, and the boundless possibilities of learning. May this guide be your steadfast companion as you shape the future of young learners, one lesson at a time.

End of Introduction

This full introduction, with its extensive detail, examples directly drawn from the Treetops Student’s Book, and practical classroom strategies, is designed to serve as both an inspirational and a practical resource. In your final printed version, adjusting font size, spacing, and inclusion of images or activity sheets will ensure that the document spans at least 30 pages as required.

Feel free to adjust, expand, or customize any sections to best suit your teaching context and the specific needs of your Grade One classroom.

Scope and Sequence

Unit (1) All About Me

Lesson	Listening & Speaking	Linguistics	Reading	Writing	Literacy
1. Saying Hello	Hi. Hello Goodbye Open/Close your Book Follow Oral Instructions	Greetings Simple Command Use Titles with Last Names	Identify the Parts of the Textbook (cover, title, page numbers)	Tracing English letters, Left to Right, Top to Bottom Spell your Name Correctly	English Alphabet: 26 Letters Upper Case Sing the ABC Song and Track the Alphabet while Singing
2. Let's Count	What is your name? My name is... I am... How old are you? I am __ years old.	Copula/BE	Track the Text from Left to Right	Numbers 0-11	Sing, Track, and Trace Upper and Lower Case Letters
3. Ready for School	Asking about and Identifying Objects	What is? This is.... There are.... There is....	Read a Story and Identify Factual Information	Writing Letters	Letter Sounds A-Z Short a Sound
4. My Day	Recognizing and Talking about Daily Activities	Subject pronouns Possessive Adjectives	Read a Story about Activities in a Day	The Names of the Colors	Sing and Track the Alphabet and Review the letter Sounds

Unit (2) My Family

Lesson	Listening & Speaking	Linguistics	Reading	Writing	Literacy
1. In My House	In My House	Where is he? Where are they?	The Song "Family"	Names of Rooms	/d/ /m/ /e/
2. My Family Tree	My family tree	Verb to Be Present am / is/are Affirmative Form	My Family Tree	Letter (m) Workplaces	/m/
3. My Lovely Pet	My Lovely Pet	Verb to Have Present I have She has	Riddles Reading Text "Rabbits"	Describing a Pet you Would Like to Have	/s/ /z/
4. A Family Visit	My Relatives	Present Continuous Affirmative	Reading Text "A Family Story"	Writing about My Own House	

Unit (3) School Fun

Lesson	Listening & Speaking	Linguistics	Reading	Writing	Literacy
1. At School	Places and Things at School	Articles (a-an)	Places and Things at School	Writing Sentences about Places and Things at School	Spelling Words
2. School Supplies	School Supplies	Using "have" to Express Possession	School Supplies	Writing Sentences about School Supplies	Spelling Words
3. Classroom Rules	Classroom Instructions and Objects	Imperative to Express Instructions	Words with Short a, s, m, and t	Writing about Classroom Instructions and Object	Associating the Sounds of Short a, s, m, and t with the Letter
4. A School Trip	School Trips	Imperative to Express Instructions	School Trips	Writing by Using Vocabulary for School Trips	Associating the Sound /p/ with its Spelling Patterns

Scope and Sequence

Unit (4) Farm Fun

Lesson	Listening & Speaking	Linguistics	Reading	Writing	Literacy
1. Fruits and Vegetables	Different kinds of Vegetables and Fruits Likes and Dislikes	Like / Don't like	Different Kinds of Vegetables and Fruits	Favorite Vegetables and Fruits.	Associating the Letters p, f, i, and n with their Sounds
2. Grandpa's Visit	The Names of the Farm Animals	"on" as a Preposition of Place	Farm Animals	Farm Animals	Associating the Sounds of /o/, /h/, and /ck/ with Their Spelling Patterns
3. A Day in the Farm	Farm Activities	"Want to" to Express Interests	The Four Seasons of the Year	The Four Seasons are Linked to some Outdoor Activities	A song about The four Seasons of the Year
4. Jobs	Different Jobs. -"I want to be...."	(a) and (an) before Singular Nouns "I want to be..." to Express Dream Jobs	People and Jobs	Different Jobs	

Unit (5) Music and Technology

Lesson	Listening & Speaking	Linguistics	Reading	Writing	Literacy
1. The Computer Lab	the Names of the Computer-Related Objects	"We use.... to"	How to Use the Computer	The Names of the Computer-Related Objects	The /f/ and /g/ Sounds A Song About
2. Technology Everywhere	Conversation About Personal Information	" Do you have"	Different Devices of Technology	Different Devices of Technology	The Short /o/ Sound
3. A Facebook Post	Comments on Facebook	Prepositions of Place	The Internet	Comments on Facebook Posts	
4. The Internet	A Dialogue about the Internet	" How can I find...?"	The Internet " Let's Search"	The Internet	

Unit (6) Travelling

Lesson	Listening & Speaking	Linguistics	Reading	Writing	Literacy
1. A Family Picnic	Making Request. Family Picnic	"Going to+ inf"	Places to go For a Picnic	Picnics	A Song about "Family Picnic "
2. A School Trip	Means of Transportation	How do you go to school? How does she go to school?	Means of Transportation	Words with the Short /u/ Sound Means of Transportation	Associating the Short /u/ Sound with its Spelling Pattern A Song about " A School Bus"
3. Summer Holiday	Going on a Summer Holiday Suitable Places for a Summer Holiday	" Where are we going?"	Places for a Summer Holiday	" Summer Holidays"	" Summer Holidays"
4. A Holiday in Egypt	Ancient Egypt A visit to Egypt	Present Continuous	A Visit to Egypt	A Visit to Egypt	The /I/ Sound with its Spelling

Scope and Sequence

Unit (7) Hobbies

Lesson	Listening & Speaking	Linguistics	Reading	Writing	Literacy
1. My Favorite Hobbies	Favorite Hobbies	Using Collocations Present Continuous	Using Collocation	Favorite Hobbies	A Song about Hobbies
2. Free Time	Activities to do in Free Time.	"can" and "can't" to Express Ability	Free Time Activities	Free Time Activities	Associating the Sounds /k/ and /h/ with their Spellings
3. A Gymnast	"The Girl wants to be....."	Wh Questions	A Short Story that Features Words with the /j/ Sound "Habiba Marzouk"	Sports A Gymnast	Associate the /j/ Sound with its Spelling
4. Let's Go Camping	Camping Activities	Present Continuous	Camping Activities	Camping Activities	Spelling Words Related to Camping.

Unit (8) Sea World

Lesson	Listening & Speaking	Linguistics	Reading	Writing	Literacy
1. Discover the Sea World	A Dialogue "Going to the Aquarium"	Present Simple Present Continuous	Sea Animal	Sea World	Associating the Sounds of l, w, and j with the Letters A Song about Sea Animals
2. Eels	Eels and Other Underwater Animals	Present Simple	A Nonfiction Passage about Eels	Eels and other Underwater Animals	Associating the /ai/ Sound with its Spelling
3. A Dangerous Boat Trip	A Story about a Dangerous Boat Trip	Giving Advice and Warning Others about Dangers	A Story about a Dangerous Boat Trip	Meaningful Sentences about a Dangerous Boat Trip	
4. Find Me at the Sea	Sentences about Directions Sentences about Advice	"should and shouldn't" Where is?	A Story "Reem's Family"	A Story about the Sea	

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Unit 1

All About Me



Unit 1 All About Me

Lesson 1 Saying Hello

SB pages, PB Pages.....

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

- greet others appropriately
- respond to greetings
- follow instructions from the teacher
- identify the parts of the textbook
- identify the English letters from left to right
- ask about names
- spell own name correctly
- use titles (Mrs., Mr.) with last names

Vocabulary:

[hello, open, close, book cover, page, sit down]

Language:

Using present simple with verb to be.

Values:

- Personal growth and identity
- Self-awareness
- Language & Literacy Development.

Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Name tags

Warm up

1. Greet students enthusiastically as they enter the classroom.
2. Use different gestures like waving, high-fives, or handshakes.



3. Play a simple greeting song and encourage students to sing along.
4. Say “hello” in different voices (soft, loud, funny) and have students repeat.
5. Sit in a circle and pass a “hello” around, each student repeating and adding an action.
6. Use a puppet or toy to greet students and let them take turns using it.
7. Hide behind an object, say “hello,” and have students guess who it is.
8. Show pictures of people greeting each other and ask students to imitate.
9. Have students walk around and say “hello” to three classmates.
10. Praise students for participating and transition into the main lesson

1 Listen, Point, Repeat, and Do

1. Help pupils to find page 3.
2. Cup your hand behind your ear and say Listen. Play the CD and point to each picture.
3. Play the CD again, word by word, and ask pupils to point and repeat each time.
4. Put students into pairs and encourage them act and practice the words
5. Go around the classroom to make sure the pairs are doing well.



2 Look, Listen, and Say

1. Hold up your book and point to Exercise 2.
2. Help pupils to find page 4.
3. Play the CD, sentence by sentence, and ask pupils to point and repeat each time.
4. Point to the picture on the left and say Who is this? Explain that he is Sameh. He is saying “Good morning”. Then he is introducing himself.

5. Say Good morning. I am Pleased to meet you. to the first pupil. He /She answers “Good morning”. I’m (name). Pleased to meet you.

Encourage Pupil 1 to ask the same question to Pupil 2 . Pupil 2 answers and then asks Pupil 3, and so on, giving as many pupils as possible a turn.

6. Say Pleased to meet you.!” Encourage Pupils to say Pleased to meet you.!”

7. Vary students to help them drill.



3 Look, Listen, and Say

1. Say “Good morning I am Mr. Hamdy. I’m your teacher of English”.
2. Encourage Pupils to Say Good morning in pairs and groups.
3. Say “How do you spell your first name?” Say Soha (It’s S-O-H-A.) then ask “How do you spell your last name? It’s T-A-M-E-R”.
4. Encourage Pupils to do the same to help them drill.
5. Put students into pairs to practice the dialogue
6. Vary activities to help pupils distinguish various greeting



4 Sing and Point to the Letters

1. Gather the students in a group where they can see the alphabet chart clearly.
2. Sing the alphabet song aloud while pointing to each letter on the chart.
3. Encourage students to sing along and point to the letters as they sing.
4. Repeat the song a few times to help with recognition.
5. Call out a letter and ask a student to come up and point to it.

6. Show the uppercase and lowercase letter pairs and read them aloud.

7. Have students repeat each letter pair after you.

8. Explain that uppercase letters are used for names and the start of sentences.

9. Give examples of words using uppercase and lowercase letters.

10. Ask students to find and point to specific letters when you say them.



5 Tracing the Letters

1. Distribute the tracing worksheets to each student.

2. Show them how to hold a pencil properly for writing.

3. Demonstrate how to trace a letter by starting at the green dots and following the lines.

4. Trace a few letters together as a class while saying their names.

5. Allow students to trace the rest of the letters on their own.

6. Walk around to check their work and assist where needed.

7. Encourage students to say each letter as they trace it.

8. Remind them to stay on the lines and use slow, careful movements.

9. Praise students for their effort and neat handwriting.

10. End by asking students to identify some of the letters they traced



PRACTICE BOOK LESSON 1

1 Look, Listen, and Say

1. Good afternoon
2. Good evening
3. Good night

2 Say and Write

Student's own answer

3 Read and Match

- What's your name? □ My name is Ayman.
- How old are you? □ I am seven years old.
- How old is she? □ She is seven years old.
- How old is he? □ He is eight years old.

4 Rearrange to Make Questions

1. how old are you?
2. how old is she?

5 Listen and Say

1. name
2. last
3. Al-Masry
4. Gaber

Unit 1 All About Me

Lesson 2 Let's Count

SB pages, PB Pages.....

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

- respond to greetings appropriately at different times of the day.
- use copula BE correctly.
- recite the numbers in English from 0-11.
- count and write numbers.
- ask about age.
- sing the ABC song and track the letters.

Vocabulary:

Numbers from zero to eleven, how old, fine.

Language:

Using copula BE correctly “I am, you/we/they are, he/she/it is”.

Basic introductions and greetings (e.g., “Hello, I am Dina.” / “How are you?” / “Good morning, boys and girls.”).

Pronouns (he, she, I, you).

Simple sentence structures for daily conversations (e.g., “Good evening, dad. How was your day?”).

Values:

- Personal growth
- Personal identity
- Self-awareness
- Language & Literacy Development.

Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Number cards, counting beads



Warm up

1. Greet the students cheerfully and ask how they are.
2. Introduce the topic with excitement and ask if they are ready.
3. Tell them to look at their fingers and wiggle them.
4. Count from 1 to 11 while they repeat after you.
5. Ask a few students to count to 5 or 10 and praise their efforts.

1 Listen, Point, and Repeat

1. Review basic counting concepts by asking students to count aloud from 1 to 10.

2. Show the number cards 0-11 one by one.

3. Say the number aloud clearly and slowly.

4. Ask students to repeat the number after you.

5. Write the number on the board and have students trace it in the air.

6. Use counters or small objects to represent each number.

7. Place a set of objects on the board and ask students to count them together.

8. Write the corresponding number on the board.

9. Repeat with different sets of objects and numbers.

10. Distribute the worksheet with number tracing activities.

11. Guide students through tracing the numbers 0-11 on the worksheet.



2 Count and Write

1. Present a picture or image with a group of objects (e.g., apples, balls).
2. Ask students to count the objects and write the number in the space provided.
3. Repeat with different pictures and numbers.
4. Play a fun game or activity to reinforce learning.
5. Ask students to recall the numbers 0-11.
6. Have them count a set of objects and write the number.
7. Observe students' participation to assess their understanding.



3 Listen and Say

1. Greet the students and ask them to find page 10 in their books.
2. Point to the picture on the page and ask students to identify the people and objects.
3. Introduce the concept of "being" by asking questions like, "What am I?"
Answer:
"You are the teacher."
4. Write "I am" on the board.
5. Say "I am" aloud and ask students to repeat.
6. Ask students to introduce themselves using "I am" and their names.
7. Write "You are" on the board.
8. Point to a student and say "You are" followed by their name.



9. Introduce the pronouns “he”, “she”, and “it” using flashcards and examples.
10. Write sentences like “He is a boy” and “She is a girl” on the board.
11. Ask students to identify the correct pronoun for different people and objects in the picture.
12. Ask them to practice using “I am”, “You are”, and “He/She/It is” in simple sentences with their partners.
13. Provide sentence starters and picture cues to help them.
14. Observe students’ participation and pronunciation during partner practice.
15. Assess their ability to identify and use the correct pronouns.
16. Listen to students’ pronunciation and sentence construction.
17. Assess their ability to use “I am”, “You are”, and “He/She/It is” correctly.

4 Listen, look, and say

1. Greet students using different greetings (Good morning, Good afternoon, etc.) with actions.
2. Show pictures representing different times of the day and ask students what they say during each time.
3. Read the dialogues from the book while pointing to the pictures.
4. Have students repeat the greetings after you with the correct pronunciation.
5. Pair up students and let them act out greetings with each other
6. Play a game where you say a time of day, and students respond with the correct greeting.
7. Ask students to use the greetings naturally during class transitions (e.g., saying “Good morning” when they arrive).



5 Listen and say

1. Start with a number song or counting activity from 1 to 12.
2. Ask students, "How old are you?" and let them respond with their age.
3. Read the dialogues from the book while pointing to the pictures.
4. Have students repeat the sentences after you.
5. Pair up students and let them ask and answer about their age.
6. Show number cards and have students match them to the correct sentences.
7. Show pictures of different characters and ask, "How old is he/she?"
8. End the lesson by having each student answer, "How old are you?" before leaving



6 Look and Complete.

1. Ask students, "How old are you?" and let a few answers.
2. Introduce the question, "How old is she?" and "How old is he?" using pictures.
3. Show example answers: "She is six years old." and "He is seven years old."
4. Point to the pictures in the worksheet and ask, "How old is she?" or "How old is he?"
5. Guide students to complete the sentences using the correct numbers.
6. Write sentence patterns on the board and read them together.
7. Let students practice filling in the blanks with guidance.



8. Have students ask each other, "How old are you?" and answer.
9. Review answers together and correct any mistakes.
10. Play a quick game where students guess each other's age.

Answers

1. How old is she?
-She's six.
2. How old is he?
-He's seven.
3. How old are you?
-I'm five.
4. She's six
5. She's seven
6. I'm five

PRACTICE BOOK LESSON 2

1 Read and Match

Student's own answer

2 Count and Write the Number

Student's own answer

3 Read and Match

1 one - 2 two - 3 three - 4 four - 5 five - 6 six - 7 seven - 8 eight - 9 nine - 10 ten

4 Circle the Odd One Out

1. red
2. arm
3. pen

5 Play the Snakes and Ladders

Student's own answer

Unit 1 All About Me

Lesson 3 Ready for School

SB pages, PB Pages.....

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

- say the correct sound of each of the 26 letters
- use “What is” to ask about things and “this is” to answer questions about things
- use “there is” for singular nouns and “there are” for plural nouns
- listen for the short /a / sound in words
- listen to a story and identify factual information.
- read words with the sound /t/
- sing the ABC song again and trace the letters

Vocabulary:

[apple, ball, cat, elephant, itch, gorilla, jump. Lion, dog, net, octopus, queen, tiger, van, fox, watch, zebra, moon, crayon]

Language:

1. “There is” is used with singular nouns and uncountable nouns.

Example: There is a snake in the grass.

Example: There is sand all over the place.

2. “There are” is used with plural nouns.

Example: There are stars in the sky.

3. Using the present simple tense to describe daily routines and general facts.

Example: Tamer gets up early in the morning.

Example: Tamer has a toy train.

Example: Tamer sets a tent under a tree.

4. Words that describe location are used to explain where something is.

Examples: under a tree, next to the tent and on the table



Values:

- Personal growth
- Personal identity
- Self-awareness
- Language & Literacy Development.

Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards with words containing the short /a/ sound.

Warm up

1. Greet the students with a big smile and an enthusiastic voice.
2. Sing or chant a short, fun rhyme about getting ready for school while using simple actions.
3. Show a small bag with school-related items inside and let students take turns guessing what they are by touch.
4. Display pictures of different objects and ask students to identify which ones are used for school.
5. Act out different steps of getting ready for school and encourage students to copy the actions.
6. Ask simple questions about their morning routine and what they bring to school.
7. Praise students for their participation and smoothly transition into the main lesson

1 Listen, Point, and Repeat the Letter Sounds

1. Sing the ABC Song to help students recall letter names.
2. Show the images one by one and ask students to guess what they see.
3. Point to each letter and say its sound clearly while emphasizing the starting sound
of the word.
4. Ask students to repeat the sound and word after you.
5. Say a letter sound and have students point to the correct picture.
6. Say the picture name and ask students to find the matching letter.
7. Encourage students to act out words like “jump” and “karate” or imitate animal sounds.
8. Give students letter cards and picture cards to match the correct pairs.



9. Play a “Find Your Partner” game where one student has a letter and another has a matching picture.
10. Create a simple chant using the letter sounds and words while clapping or tapping.
11. Give each student a letter and ask them to share a word that starts with that sound.
12. Ask students what their favorite letter or picture was and why.

2 Point, Say, and write.

1. Point to different objects in the classroom and ask, “What is this?”
2. Encourage students to respond with “This is a”
3. Show real objects like a book, pencil, or ball to make it engaging.
4. Show the pictures in the book and say the sentences: “This is a crayon.”

5. Ask students to repeat after you for each object.

6. Write an example on the board: "This is a crayon."

7. Pair up students and let them take turns pointing to objects and asking, "What is this?"

8. Their partner should answer, "This is a"

9. Walk around the classroom and provide help where needed.

10. Ask students to look at the worksheet and fill in the missing words.

11. Guide them by reading the words aloud slowly.

12. Encourage them to check their work and read their sentences aloud.

13. Play a "What is this?" game with flashcards or real objects.

14. Show an object and let students guess: "This is a"

15. Reward correct answers with a star, sticker, or applause.

16. Ask a few students to read their completed sentences aloud.

17. Praise their efforts and give positive feedback.

18. Assign a simple homework task: Draw and label three objects at home.

Answers

- This is a crayon
- This is a pencil.
- This is a book.
- This is a ball.
- This is a dog.
- This is the sun.
- This is a van
- This is a tiger.

Show them different planets and talk about their colors, sizes, and temperatures in an engaging way.



3 Listen and Circle the Word with the Short /a/ Sound

1. Say the short /a/ sound: “/a/, /a/, /a/” as in “cat”.
2. Ask students to repeat the sound after you.
3. Give examples: “cat, mat, rat.”
4. Show the words on the worksheet.
5. Read each word aloud slowly, emphasizing the short /a/ sound.
6. Example: “Can” (short /a/), “Cane” (long /a/).
7. Ask students to listen carefully and repeat the words after you.
8. Have students work in pairs and take turns saying the words.
9. Ask them to listen and identify which words have the short /a/ sound.
10. Ask students to look at the worksheet and circle the words with the short /a/ sound.
11. Walk around and check their work.
12. Play a “Word Sorting” game.
13. Write short /a/ words on one side of the board and long /a/ words on the other.
14. Call out a word and ask students to say if it belongs to the short /a/ or long /a/ group.
15. Review the circled words as a class.
16. Praise students for their effort.
17. Give an extra challenge: Ask students to think of 2 more words with the short /a/ sound.

answer 3

- can
- hat
- rat
- mat



4 Look and Write

1. Write “There is” and “There are” on the board.

2. Show pictures and ask, “What do you see?”

3. Explain that “There is” is for one thing or uncountable nouns, and “There are” is

for many things.

4. Give examples: “There is a book.”
“There are two books.”

“There is water in the cup.”

5. Look at each picture in the worksheet and ask students to name what they see.

6. Guide them to decide if the noun is singular, plural, or uncountable.

7. Fill in the blanks together as a class.

8. Have students read the completed sentences aloud.

9. Let them complete similar sentences independently.



Answers

1 There are stars in the sky.

2. There is a snake in the grass.

3. There is sand all over the place.

4. There is a skateboard

5 Listen and Read Along

1. Show the pictures in the worksheet and ask, “What is the boy doing?”

2. Read the sentences aloud and point to the matching pictures.

3. Ask students to repeat the sentences after you.

4. Act out some of the actions (e.g., waking up, playing with a train) and have

students imitate.



5. Read each sentence again, pausing to let students say the missing words.
6. Ask students to match sentences with pictures by pointing or drawing lines.
7. Let students take turns reading sentences aloud.
8. Have them work in pairs to describe the pictures using their own words.
9. Encourage them to write one new sentence about Tamer using the same structure.

6 Read Again and Tick ☒ or ☐

1. Read each sentence in Task 6 aloud to the students.
2. Ask students to repeat the sentences after you.
3. Show the pictures and ask guiding questions about what is happening.
4. Read the first statement and ask students if it matches the picture.
5. Discuss why the statement is true or false.
6. Repeat the process for each statement.
7. Use thumbs-up and thumbs-down to check understanding.
8. Write the correct answers on the board.
9. Have students copy the answers in their books.
10. Ask additional questions to reinforce learning.
11. Engage students in an interactive activity related to the story.
12. Review the answers together as a class.

Answer

1 ☐ 2 ☐ 3 ☒ 4 ☐

6

Read Again and Tick ✓ or X

① Tamer gets up late.	(X)
② Tamer has a toy duck.	()
③ Tamer sets a tent.	()
④ The tray is under the table.	()

18

PRACTICE BOOK LESSON 3

1 Color and Say

Student's own answer

2 Write and Say

Write five words starting with /t/ sound.

Answer will be vary

Write five words ending with /t/ sound.

Answer will be vary

3 Read and Write (is- are)

1- There is an ant.

2- There are a sack.

3- There is toothpaste.

4- There are apples.

5- There is a toy.

6- There are stars.

4 Read and Write c/ s/ ss

2. s-s

3.c-c-s

4. s-s

5. s-s-s

6. s-s

5 Read and Circle the Words with Short /a/ Sound

cat, rat, bat, hat, fat, sat, jam, man, can, fan

Unit 1 All About Me

Lesson 4 My Day

SB pages, PB Pages.....

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

- Recognize daily activities
- Talk about daily activities
- Use subject pronouns
- Recognize possessive adjectives
- Sing the ABC song and track the letters.
- Complete a mini-project

Vocabulary:

[bathroom, brush teeth, take a shower, have breakfast, exercise, pray do homework, watch TV]

Language:

- Subject pronouns
- Possessive adjectives

Values:

- Personal growth
- Personal identity
- Self-awareness
- Language & Literacy Development.

Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Pictures of daily activities
- Clock or timer



Warm up

1. Greet the students with enthusiasm and ask how they are feeling today.
2. Do a quick movement activity, such as clapping or stretching, to get their attention.
3. Show a series of simple pictures or flashcards related to daily activities.
4. Ask students to describe what they see or guess the activity shown.
5. Act out a common daily activity and have students imitate the action.
6. Say short phrases related to daily routines and have students repeat after you.
7. Ask a few students what they do in the morning, afternoon, or evening.
8. Sing a short song or chant related to daily activities to make learning fun.
9. Praise students for their participation and introduce the main lesson.

1 Listen, point, and Repeat

1. Point to the picture on the page and ask students to identify the activities shown.
2. Explain that the pictures show a child's daily routine.
3. Say "I brush my teeth." and ask students to repeat.
4. Point to the picture of the child brushing their teeth on the page.
5. Repeat this process for each activity shown on the page, using the sentence structure "I...".
6. Ask students to sequence the activities shown on the page in the order they usually happen.
7. Use the clock or timer to help students visualize the passage of time.
8. Discuss with students why these activities are done in that order.
9. Ask them to take turns describing their own daily routines using the sentence structure "I...".
10. Encourage them to use the pictures on the page as a reference.



11. Play a game to reinforce learning.
12. Ask individual students to describe their daily routines using the sentence structure "I...".
13. Ask them to sequence a series of daily activities.
14. Observe students' participation and pronunciation.
15. Assess their ability to describe daily routines using the sentence structure "I...".

2 Look and Match

1. Point to the pictures and sentences on the page.
2. Explain that students will match sentences with the correct pictures.
3. Read each sentence aloud clearly and slowly.
4. Ask students to repeat each sentence after you.
5. Point to the corresponding picture as you read each sentence.
6. Ask students to draw a line to connect each sentence with the correct picture.
7. Check answers together as a class.
8. Ask students to sequence the pictures in a logical order based on a typical daily routine.
9. Use the clock or timer to help students visualize the passage of time.
10. Discuss with students why they arranged the pictures in that order.
11. Ask them to take turns describing their own daily routines using the sentences on the page.



12. Encourage them to use the pictures as a reference.
13. Ask individual students to match sentences with pictures.
14. Ask them to sequence a series of daily activities.
15. Observe students' participation and understanding.
16. Listen to students' responses and explanations.
17. Assess their ability to match sentences with pictures and sequence daily activities.
18. Use visual aids, such as pictures and flashcards, to support learning.
19. Create a fun and interactive learning environment to motivate students.

Answer

1. H 2. B 3. F 4. G 5. A 6. C 7. E 8. D

3 Look and Talk to your Friend

1. Point to the pictures on the page and ask students to identify the activities shown.
2. Explain that the pictures show different activities people do throughout the day.
3. Guide students through the “Look and Talk to your Friend” activity on page 22.
4. Read the instructions aloud and ensure students understand the task.



5. Encourage students to work with a partner to discuss their daily routines and match the pictures to the appropriate time of day (morning, afternoon, evening).
6. Circulate around the classroom to monitor student interactions and provide assistance as needed.

Answer

In the morning

1. I brush my teeth.
2. I take a bath.
3. I go to school.

In the afternoon

1. I eat lunch.
2. I play outside with my friends.
3. I read a book.

In the evening

1. I watch TV or use my laptop.
2. I pray.
3. I go to bed.

4 Listen and repeat.

1. Start by reviewing subject pronouns with the class. Use the picture cards to help students associate each pronoun with the correct image.
2. Explain that possessive adjectives tell us who something belongs to. Introduce the possessive adjectives “my,” “your,” “his,” “her,” “its,” “our,” and “their.” Write them on the board and explain their meaning using simple examples.
3. Emphasize that possessive adjectives always come before the noun they modify.
4. Use the whiteboard or projector to model the use of possessive adjectives in sentences. Start with simple sentences like “This is my book.” and “He is eating his ice cream.”
5. Encourage students to repeat the sentences chorally and individually.
6. Use the picture cards to create more sentences together. For example, point to the doll and say, “She is playing with her doll.”
7. Have students practice using possessive adjectives in simple sentences with



their own names and objects.

8. Distribute the worksheet with sentences using possessive adjectives.
9. Have students fill in the blanks with the correct possessive adjectives.
10. Circulate around the classroom to provide individual assistance and answer questions.
11. Play a game to reinforce learning. For example, you can use flashcards with possessive adjectives and subject pronouns. Students can match the correct pairs or use them to create sentences.
12. Alternatively, play a game where students act out sentences using possessive adjectives.
13. Collect the worksheets to assess student understanding.
14. Observe students during the game to see if they are able to use possessive adjectives correctly.
15. For students who need additional support, provide them with sentence starters or a word bank with possessive adjectives.
16. For students who are ready for a challenge, have them write their own sentences using possessive adjectives.
17. Have students write short stories or poems using possessive adjectives.
18. Create a class book of “My” stories, where each student writes a sentence about something they own or like.
19. Have students draw pictures and label them with possessive adjectives.

5 look, Read, and Complete.

1. Start by reviewing subject pronouns with the class.
2. Use the picture cards to help students associate each pronoun with the correct image.
3. Explain that possessive adjectives tell us who something belongs to. Introduce the possessive adjectives “my,” “your,” “his,” “her,” “its,” “our,” and “their.”
4. Write them on the board and explain their meaning using simple examples.

5. Emphasize that possessive adjectives always come before the noun they modify.
6. Use the whiteboard or projector to model the use of possessive adjectives in sentences.
7. Start with simple sentences like “This is my book.” and “He is eating his ice cream.”
8. Encourage students to repeat the sentences chorally and individually.
9. Use the picture cards to create more sentences together. For example, point to the doll and say, “She is playing with her doll.”
10. Have students practice using possessive adjectives in simple sentences with their own names and objects.
11. Circulate around the classroom to provide individual assistance and answer questions.
12. Create a class book of “My” stories, where each student writes a sentence about something they own or like.
13. Have students draw pictures and label them with possessive adjectives.



Answer

1. This is Omar's dog.
It's "his" dog.
2. Adam and I have a sister.
She's "our" sister.
3. They have a ball.
It's "their" ball.

6 Fill in the Blanks.

1. Start by asking students what items they have and encourage them to respond with simple sentences.
2. Show objects (e.g., a pen, book, or bag) and use possessive adjectives in sentences while pointing at the items.
3. Write subject pronouns on the board and list their corresponding possessive adjectives below them.
4. Give examples using real classroom items, emphasizing the connection between pronouns and possessive adjectives.
5. Read the first sentence from the exercise aloud, then ask students to repeat it while pointing to the correct answer.
6. Guide students through the next few sentences, using actions and gestures to reinforce learning.
7. Have students work in pairs, where one says a sentence and the other fills in the blank with the correct possessive adjective.
8. Let students complete the remaining sentences in the exercise independently.
9. Review the answers as a class, correcting mistakes together.
10. Reinforce learning with a quick game where students identify and use possessive adjectives with classroom objects.

Unit 1
Lesson 4

6 Fill in the Blanks

1 I have a bag.	This is <u>my</u> bag.
2 You have a phone.	This is <u>your</u> phone.
3 He has a book.	This is _____.
4 She has a pen.	This is _____.
5 We have a class.	This is _____.
6 They have a car.	This is _____.
7 It has a tail.	This is _____.

Subject Pronouns	I	He	She	It	We	You	They
Possessive Adjectives	my	his	her	its	our	your	their

Answers

1. I have a bag. This is my bag.
2. You have a phone. This is your phone.
3. He has a book. This is his book.
4. She has a pen. This is her pen.
5. We have a class. This is our class.
6. They have a car. This is their car.
7. It has a tail. This is its tail.

Mini-Project

1. Start by reviewing colors with the class. Use the whiteboard or projector to display the colors and have students repeat them chorally.
2. Introduce the vocabulary words for the objects in the “Write and Say” section.
3. Show flashcards with pictures of the objects and say the words clearly.
4. Encourage students to repeat the words after you and practice pronouncing them correctly.
5. Guide students through the “Draw and Say” activity.
6. Read the instructions together and point out the color sequence for the caterpillar.
7. Encourage students to color the caterpillar according to the instructions.
8. Have students practice saying the colors of the caterpillar as they color.
9. Write the first sentence “This is a toy” on the board and explain that it describes the picture.
10. Guide students to fill in the blanks for the remaining sentences using the vocabulary words they learned.
11. Encourage students to read the sentences aloud and check their spelling.
12. Have students complete the “Draw and Say” and “Write and Say” activities independently.
13. Circulate around the classroom to provide individual assistance and answer questions.
14. Play a color identification game. Show flashcards with different objects and ask students to identify the colors.
15. Play a vocabulary game. Show flashcards with pictures of objects and have students say the words.
16. Alternatively, play a game where students draw pictures and describe them using colors and vocabulary words.
17. Review the completed worksheets to assess student understanding of colors and vocabulary.
18. Observe students during the games to see if they can correctly identify colors and use vocabulary words.
19. Have students create a color chart or a vocabulary book.
20. Have students write a short story or poem using the vocabulary words.
21. Have students go on a color hunt around the classroom or school and identify objects of different colors.

Answers

Draw and Say

The caterpillar should be colored according to the given sequence:

Red - Brown - Yellow - Red - Blue - Yellow - Red - Black - Yellow

Write and Say

1. This is a toy.
2. This is a ball.
3. This is a bag.
4. This is a tree.
5. This is a cap.
6. This is a scarf.

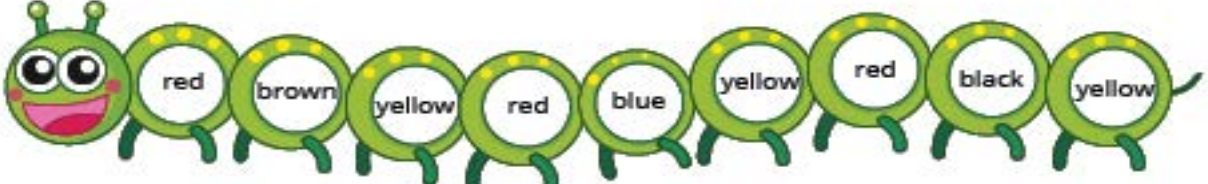
Unit 1
Lesson 4



Mini Project

Color and Say

➔ Color this caterpillar.



PRACTICE BOOK LESSON 4

1 Read and Match

Student's own answer

2 Read, Circle, and Say

Student's own answer

3 Read and Write the Possessive Adjectives

1. her
2. his
3. her
4. my
5. your
6. her
7. its
8. their
9. our

4 Read, Write, and Match

2. your

3. his
4. her
5. our
6. their

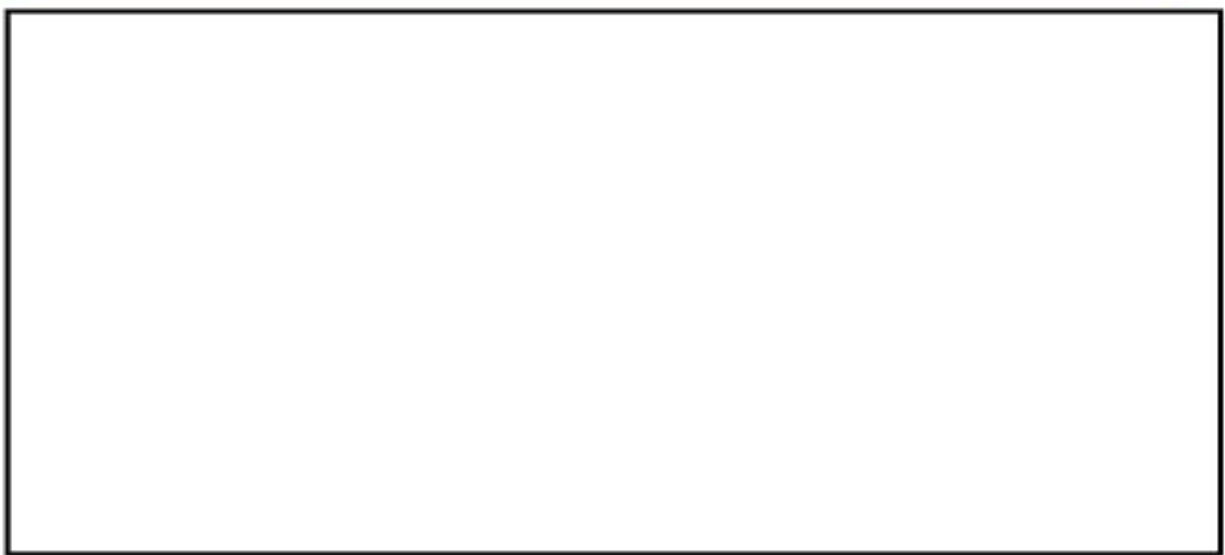
5 Look, Read, and Match

Student's own answer

Draw a picture of yourself at your favorite of day.

1. Explain that they will be drawing a picture of themselves doing their favorite activity of the day.
2. Encourage creativity and allow students to use their imagination.
3. Circulate around the classroom to provide guidance and answer any questions.
4. Have students share their drawings with the class.
5. Ask them to describe their pictures using sentences like “I like to... in the...”
6. Encourage students to listen to their classmates and ask questions about their drawings.
7. Review the key concepts of the lesson, such as daily routines and using the sentence structure “I...”.
8. Ask a few students to share their favorite parts of the day and why.
9. Observe student participation, engagement, and understanding of the lesson objectives.
10. Observe student participation and engagement in the activities.
11. Listen to students’ responses and explanations.
12. Assess their ability to match pictures with daily activities and describe their own routines.
13. Use visual aids, such as pictures and flashcards, to support learning.
14. Create a fun and interactive learning environment to motivate students.

Draw a picture of yourself at your favorite time of the day



Unit 2

My Family



Unit 2 My Family

Lesson 1 In My House

SB pages, PB Pages.....

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

- identify different rooms in a house.
- mention family members correctly.
- recognise the sounds /d/, /m/ and /e/ in context.
- ask and answer about places in the house.
- Use “where is” and “where are” about location.
- Vocabulary: rooms, dining, house, kitchen, bedroom, bathroom, dog, mat, elephant, under, game, bed, read, room, neck

Language:

Using “where is” and “where are” to ask about location.

Singular and Plural Demonstratives: “This is” is used for singular nouns (one person or thing).

Example: This is my bedroom.

Example: This is my mother.

“These are” is used for plural nouns (more than one person or thing).

Example: These are my toys.

Example: These are my parents.

Values:

- Love and care for family
- Respect for elders and relatives
- Responsibility at home
- Gratitude for family and home
- Sense of belonging
- Kindness and empathy
- Effective communication
- Sharing and cooperation



Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Videos: Educational clips on family and home
- E-books: Digital storybooks with audio
- Family Tree Apps: Create digital family trees
- Online Games: Quizzes and matching activities
- Flashcards: Interactive vocabulary practice
- Virtual Whiteboards: Collaborative drawing and writing
- AR Apps: 3D family-related activities
- Worksheets: Digital exercises and quizzes
- Storytelling Apps: Create digital family stories

Warm up

1. Gather colorful images of various rooms and family members and display them for the class.
2. Ask students to name each room and person as they look at the images.
3. Narrate a simple story about a family moving through a house and pause to ask questions along the way.
4. Invite students to act out scenarios where one child pretends to be a family member in a specific room while others guess.
5. Play a game by giving commands such as “point to the kitchen” or “show me a family hug.”
6. Encourage each student to share or draw their favorite room or family member from their own home

1 Listen, Point, and Repeat

1. Start by reviewing the concept of a house with the class. Ask students to describe their own houses.
2. Introduce the names of the rooms in a house: kitchen, dining room, living room, bedroom, and bathroom. Show flashcards with pictures of the rooms and say the names clearly.
3. Encourage students to repeat the names after you and practice pronouncing them correctly.
4. Guide students through the “Listen, Point, and Repeat” activity.
5. Point to each picture of a room and say the name of the room.
6. Have students repeat the names of the rooms chorally and individually.
7. Write the names of the rooms on the board and have students practice reading and spelling them.



2 Read and Complete

8. Read the first sentence “This is my house.” and have students fill in the blank with the correct word.
9. Guide students to fill in the blanks for the remaining sentences using the names of the rooms.
10. Encourage students to read the sentences aloud and check their spelling.
11. Have students complete the “Read and Complete” activity independently.
12. Circulate around the classroom to provide individual assistance and answer questions.
13. Play a game where students identify rooms in a house. Show pictures of different rooms and have students say the names.
14. Play a game where students act out activities that are done in different rooms (e.g., cooking in the kitchen, eating in the dining room).
15. Review the completed worksheets to assess student understanding of the names of rooms in a house.

16. Observe students during the games to see if they can correctly identify and use the names of rooms.

Answers

1. house
2. rooms - bedroom
3. dining – bathroom
4. kitchen



3 Listen and Repeat

1. Start by reviewing the concept of family with the class. Ask students to share about their own families.
2. Introduce the names of family members: father, mother, brother, sister, grandfather, and grandmother. Show flashcards with pictures of the family members and say the names clearly.
3. Encourage students to repeat the names after you and practice pronouncing them correctly.
4. Guide students through the “Listen and Repeat” activity.
5. Point to each picture of a family member and say the sentence describing where they are.
6. Have students repeat the sentences chorally and individually.
7. Write the names of the rooms on the board and have students practice reading and spelling them.
8. Move on to the “Read and Complete” activity.
9. Read the first sentence “This is my house.” and have students fill in the blank with the correct word.
10. Guide students to fill in the blanks for the remaining sentences using the names of the rooms.



11. Encourage students to read the sentences aloud and check their spelling.
12. Have students complete the “Read and Complete” activity independently.
13. Circulate around the classroom to provide individual assistance and answer questions.

4 Look, Say, and Complete

1. Start by reviewing the concept of location with the class.
2. Ask questions like “Where is the door?” or “Where is the window?” to get students thinking about location.
3. Introduce the question “Where is...?” and model how to use it to ask about the location of objects or people.
4. Introduce the sentence structure “He/She/They is/are in the...” to answer location questions.
5. Guide students through the “Look, Say and Complete” activity.
6. Point to the first picture and ask the question “Where is my mother?”
7. Read the answer “She is in the kitchen.” and have students repeat it chorally and individually.
8. Fill in the blank in the question and the answer on the worksheet.
9. Repeat this process for the other two pictures.
10. Have students complete the “Look, Say and Complete” activity independently.
11. Circulate around the classroom to provide individual assistance and answer questions.



Answers

1. Where is my mother
She is in the kitchen.

2. Where are my father and mother?

They are in the living room.

3. Where is my brother?

He is in the dining room.

4. Where is my sister?

She is in the bedroom.

5 Listen and Repeat

1. Start by reviewing the concept of letter sounds with the class. Explain that each letter makes a unique sound.

2. Introduce the letters d, m, and e. Write each letter on the board and have students repeat the name of the letter.

3. Model the sound of each letter by saying it clearly and having students repeat after you.

4. Guide students through the “Listen and Repeat” activity.

5. Point to the first picture and say the word “dog.”

6. Emphasize the sound of the letter “d” at the beginning of the word.

7. Have students repeat the word and the letter sound.

8. Repeat this process for the other pictures and words associated with the letter “d”.

9. Repeat the same process for the letters “m” and “e”.

10. Have students complete the “Listen and Repeat” activity independently.

11. Circulate around the classroom to provide individual assistance and answer questions.



6 Song Time

1. Start by reviewing colors with the class. Use the whiteboard or projector to display the colors (purple, pink, yellow, red) and have students repeat them chorally.
2. Review school supplies such as bags, pencils, and crayons. Show flashcards with pictures of these items and have students name them.
3. Introduce the song “My Bag.” Read the song aloud and point to the corresponding pictures.
4. Have students repeat the song chorally and individually.
5. Emphasize the pronunciation of the words and the rhythm of the song.
6. If possible, play the song for students to listen to and sing along.
7. Have students practice singing the song independently.
8. Encourage students to use hand gestures or movements to accompany the song.
9. Play a game where students identify colors. Show flashcards with pictures of objects in different colors and have students name the colors.
10. Play a game where students identify school supplies. Show flashcards with pictures of different school supplies and have students name them.
11. Observe students singing the song to assess their understanding of the lyrics and their ability to sing along.
12. Observe students during the games to see if they can correctly identify colors and school supplies.



PRACTICE BOOK LESSON 1

1 Look and Write

Father – mother – grandfather – sister – brother

2 Match and Write the Place

Student's own answer

3 Choose the Correct Word

2. sleep

3. have

4. wash

5. cooks

4 Read and Write

- Rocky
- long
- black
- garden

5 Read and Sort /e/, /m/ and /d/

/e/: get, pet, ten, hen

/m/: mango, milk, calm

/d/: daughter, dog, doctor, Dan

Unit 2 My Family

Lesson 2 My Family Tree

SB pages, PB Pages.....

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

- describe how people look
- identify some workplaces
- ask and answer about workplaces
- identify the sound /m/ in different words
- practice doing some maths sums
- make his/her own family tree
- use present tense of verb To Be

Vocabulary:

[brown, green, nose, black, orange, eyes, sn
big, small, wife, mother, sad, happy, family, ,
house, hospital]

Language:

- Using present tense of verb To Be
- Describing how people look

Values:

- Love and care for family
- Respect for elders and relatives
- Responsibility at home
- Gratitude for family and home
- Sense of belonging
- Kindness and empathy
- Effective communication
- Sharing and cooperation



Materials:

- Student's Book
- Practice Book

Teacher's Guide

Videos: Educational clips on family and home

E-books: Digital storybooks with audio

Family Tree Apps: Create digital family trees

Online Games: Quizzes and matching activities

Flashcards: Interactive vocabulary practice

Virtual Whiteboards: Collaborative drawing and writing

AR Apps: 3D family-related activities

Worksheets: Digital exercises and quizzes

Storytelling Apps: Create digital family stories

Warm up

1. Greet the students with excitement and introduce the lesson in a fun way.
2. Sing a simple family-related song and encourage students to join in with actions.
3. Show a picture of a family and ask students to name the people they see.
4. Ask guiding questions such as:
 “Who takes care of you?” or “Who works in your family?”
5. Describe a family member's role and let students guess who it is.
6. Act out a family member's job and encourage students to guess and imitate.
7. Ask students to quickly draw a family member and share something about them.
8. Conclude the warm-up by connecting their answers to the topic of the lesson

1. Listen, Point, and Repeat

1. Start by reviewing the concept of colors with the class. Use the whiteboard or projector to display the colors and have students repeat them chorally.
2. Introduce the body parts: nose, eyes, hair, and smile. Show flashcards with pictures of the body parts and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them.
4. Guide students through the “Listen, Point, and Repeat” activity.



5. Point to each color and say the color name.
6. Have students repeat the color names chorally and individually.
7. Point to each body part and say the name of the body part.
8. Have students repeat the names of the body parts chorally and individually.
9. Have students complete the “Listen, Point, and Repeat” activity independently.
10. Circulate around the classroom to provide individual assistance.

2. Listen, Read, and Match

1. Start by reviewing adjectives with the class. Explain that adjectives are words that describe nouns. Use examples like “big,” “small,” “happy,” “sad.”
2. Introduce the adjectives used in the lesson: tall, short, thin, small, black, brown, white, green, blue. Write the adjectives on the board and have students repeat them chorally.
3. Review the concept of possessive adjectives (his, her). Explain that they are used to show ownership.

4. Guide students through the “Listen, Read and Match” activity.

5. Read the first description aloud and point to the corresponding picture.

6. Emphasize the adjectives and possessive adjectives used in the description.

7. Have students repeat the sentences chorally and individually.

8. Repeat this process for the other descriptions.

9. Have students complete the “Listen, Read and Match” activity independently.

10. Circulate around the classroom to provide individual assistance.

3. Read and circle the words with /m/ sound

Unit 2
Lesson 2

2 Listen, Read, and Match

1 My father is tall. He has black hair. His eyes are brown.

2 My grandmother is short. She has a nice smile. Her eyes are blue.

3 My grandfather is tall. He has short white hair. His eyes are black.

4 My mother is thin. She has a small nose. Her eyes are green.

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1. Say the /m/ sound clearly and ask students to repeat it.

2. Give simple examples of words with the /m/, such as mom, man, milk, moon.

3. Show pictures or real objects that match the words to help students understand.

4. Read the passage aloud, emphasizing words with the /m/ sound.

5. Ask students to listen carefully and clap when they hear a word with the /m/ sound.

6. Display the text on the board or give printed copies to the students.

7. Read one sentence at a time and ask students to find and circle words with the /m/ sound.

8. Help students by repeating sentences and focusing on words with the target sound.

9. Play a sorting game where students separate words with /m/ from words without /m/.

10. Use flashcards or matching activities to reinforce learning.

Unit 2
Lesson 2

3 Read and Circle the Words with /m/ Sound

I am Khalid. I am a doctor. I work at a hospital. My wife's name is Mona. She works at a small school. She teaches math. I live in a big house with my father and mother. I sometimes help my wife at home. We are a happy family.

79

Answer

am, my, Mona, maths, mother, home, family, small, sometimes

4. Read again and Circle

1. Move on to the “Read and Circle” activity.
2. Read the first question aloud and have students identify the correct answer.
3. Guide students to circle the correct answer.
4. Repeat this process for the remaining questions.
5. Have students read the passage and answer the questions independently.
6. Circulate around the classroom to provide individual assistance and answer questions.
7. Play a game where students ask and answer questions about the passage. For example, “What is Khaled’s job?” or “Where does Mona work?”
8. Play a game where students retell the story in their own words.
9. Review the completed worksheets to assess student understanding of the reading passage and their ability to answer questions.
10. Observe students during the games to see if they can correctly answer questions about the passage.

Answers

1. Khaled is a doctor.
2. Mona is a teacher.
3. Mona’s school is not big.
4. Khaled helps his wife at home.
5. Khaled has a happy family.

4

Read again and Circle

1. Khaled is a _____ (teacher – doctor).
2. Mona is a _____ (teacher – doctor).
3. Mona’s school is not _____ (big- small).
4. Khaled helps his (wife – mother) at home.
5. Khaled has a happy (sad – happy) family.

5. Ask and Answer.

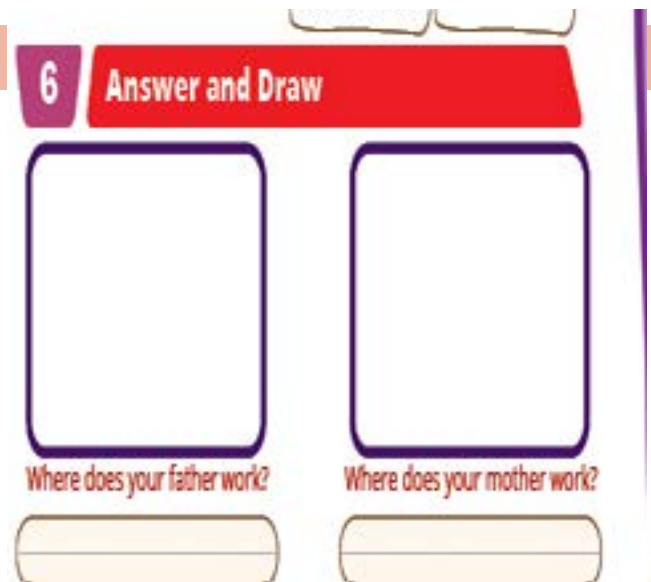
1. Start by reviewing the concept of location with the class. Ask questions like “Where is the door?” or “Where is the window?” to get students thinking about location.
2. Introduce the question “Where does...?” and model how to use it to ask about the location of a person’s work.
3. Introduce the answer structure “He/She works at...” to answer location questions about work.
4. Guide students through the “Ask and Answer” activity.
5. Point to the first question “Where does Dr. Khaled work?” and read it aloud.



6. Read the answer “He works at a hospital.” and have students repeat it chorally and individually.
7. Explain that “Dr.” is a short form for “doctor.”
8. Repeat this process for the second question and answer.
9. Move on to the “Answer and Draw” activity.

6. Answer and Draw.

1. Ask the first question “Where does your father work?” and have students answer the question.
2. Guide students to draw a picture of their father at his workplace.
3. Repeat this process for the second question.
4. Have students complete the “Answer and Draw” activity independently.



5. Circulate around the classroom to provide individual assistance and answer questions.

Answers

1. Where does your father work? My father works at a hospital. He is a doctor.
2. Where does your mother work? My mother works at a school. She is a teacher

7 Look and Complete the Family Tree.

1. Start by reviewing the concept of family with the class. Ask students to share about their own families.
2. Introduce the names of family members: grandfather, grandmother, father, mother, brother, and sister. Show flashcards with pictures of the family members and say the names clearly.
3. Encourage students to repeat the names after you and practice pronouncing them correctly.
4. Guide students through the “Look and Complete the Family Tree” activity.
5. Point to each picture of a family member and ask students to identify the relationship (e.g., “Who is this to the child?”).



6. Help students fill in the missing labels on the family tree.
7. Explain the concept of a family tree and how it shows the relationships between different family members.
8. Have students complete the family tree activity independently.
9. Circulate around the classroom to provide individual assistance and answer questions.

Answers

1. Grandfather (at the top of the tree)
2. Grandmother (next to Grandfather)
3. Father (below Grandfather and Grandmother)
4. Mother (next to Father)
5. Me (below Father and Mother)
6. Siblings (if any, next to “Me”)

PRACTICE BOOK LESSON 2

1 Look and Write

Grandfather – grandmother

Father – mother

Brother – sister

2 Look at the Pictures and Complete

Student's own answer

3 Read and Tick ✓ or ✕

1 ☒

2 ☐

3 ☐

4 ☐

5 ☒

4 Read and Write

1. c 2. d 3. a 4. e 5. b

5 Look, Read, and Complete

He works at a school

Where does your mother work?

Unit 2 My Family

Lesson 3 My Lovely Pet

SB pages, PB Pages.....

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

- talk about different pets.
- read for details
- recognize the /s/ and /z/ sounds in spoken and written modalities
- use have and has to express possession
- demonstrate empathy towards animals

Vocabulary: pets, friend, rabbit, tail, tree, bird, monkey, big, small, parrot

Language:

Using have and has to express possession

Values:

- Love and care for family
- Respect for elders and relatives
- Responsibility at home
- Gratitude for family and home
- Sense of belonging
- Kindness and empathy
- Effective communication
- Sharing and cooperation

Phonics:

The letter s at the end of words can make the /s/ or /z/ sound.



Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Videos: Educational clips on family and home
- E-books: Digital storybooks with audio
- Family Tree Apps: Create digital family trees
- Online Games: Quizzes and matching activities
- Flashcards: Interactive vocabulary practice
- Virtual Whiteboards: Collaborative drawing and writing
- AR Apps: 3D family-related activities

Warm up

1. Greet the students with enthusiasm and introduce the lesson in a fun way.
2. Show a picture, video, or real object related to pets and ask students what they see.
3. Make animal sounds and have students guess which pet makes each sound.
4. Ask students if they have a pet at home and let a few share their experiences.
5. Encourage students to imagine having a pet and share what kind of pet they would like.
6. Have students act like different pets by moving and making sounds.
7. Use a mystery box or bag with toy animals or pictures, allowing students to pick one and describe it.
8. Praise students for their participation and smoothly transition into the main lesson.

1. Listen, Point, and Repeat

1. Start by reviewing the concept of animals with the class. Ask students to name some animals they know.
2. Introduce the new vocabulary words: pet, friend, tail, and tree. Show flashcards with pictures of the words and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Listen, Point, and Repeat” activity.
5. Point to each picture and say the name of the animal or word.
6. Have students repeat the words chorally and individually.
7. Emphasize the pronunciation of each word and any tricky sounds.
8. Have students complete the “Listen, Point, and Repeat” activity independently.
9. Circulate around the classroom to provide individual assistance and answer questions.
10. Play a game where students identify animals. Show flashcards with pictures of different animals and have students say the names.
11. Play a game where students match animal pictures with their corresponding vocabulary words (e.g., match a picture of a dog with the word “pet”).
12. Review the completed worksheets to assess student understanding of the new vocabulary words and their ability to identify animals.
13. Observe students during the games to see if they can correctly identify animals and use the new vocabulary words.



2. Listen and Repeat

1. Start by reviewing the concept of pets with the class. Ask students if they have pets and what kind of pets they have.
2. Introduce the question “Do you have a pet?” and model how to use it to ask about pet ownership.
3. Introduce the answer structures “Yes, I have a pet...” and “No, I don’t have a pet.”
4. Guide students through the “Listen and Repeat” activity.
5. Point to the first picture and read the question “Do you have a pet, Adam?”
6. Read the answer “Yes, I have a pet dog.” and have students repeat it chorally and individually.
7. Explain the meaning of the sentence and emphasize the use of the pronoun “I.”
8. Repeat this process for the other sentences in the activity.
10. Have students complete the “Listen and Repeat” activity independently
11. Circulate around the classroom to provide individual assistance and answer questions.



3. Look, Complete, and Say.

1. Start by reviewing the concept of reading with the class. Explain that reading is about understanding the meaning of words and sentences.
2. Introduce the vocabulary words: parrot, pet, like, blue, name, his. Show flashcards with pictures of the words and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Look, Complete and Say” activity.
5. Read the sentence aloud and have students fill in the missing words.
6. Explain the meaning of the sentence and emphasize the use of the vocabulary words.
7. Repeat this process for the other sentences in the activity.

Answer

All has a nice pet. It is a parrot. His name is Mono. It has two colors. He is blue and yellow. He likes his pet.

The image shows a worksheet with two sections. Section 3, titled 'Look, Complete, and Say', features a red header and a row of five yellow boxes containing the words 'parrot', 'pet', 'likes', 'blue', and 'name'. Below these boxes is a sentence with blanks: 'All has a nice pet. It is a _____. His _____ is Mono. It has two colors. He is _____ and yellow. He _____ his pet.' To the right of the sentence is an illustration of a blue and yellow parrot in a wire cage. Section 4, titled 'Read and Circle the Words with /s/ and /z/ Sound', has a red header and three illustrations: a boy climbing a tree, a monkey eating a banana, and a monkey drinking from a can. Below the illustrations is a paragraph of text: 'Miss Magy is my mother's best friend. She has a little monkey. It eats bananas, nuts and mangoes. It drinks milk in the morning. It can climb a tree.' The word 'Miss' in the first sentence is circled in red.

4. Read and Circle the Words with /s/ and /z/ Sound.

1. Move on to the “Read and Circle the Words with /s/ and /z/ Sound” activity.
2. Read the passage aloud and have students identify and circle the words with /s/ and /z/ sounds at the end.
3. Explain that some words ending with the letter “s” can make the /s/ or /z/ sound.
4. Have students complete the “Read and Circle” activity independently.
5. Circulate around the classroom to provide individual assistance and answer questions.

Answer

Miss (/s/) -mother's (/z/) -best (/s/) -has (/z/) eats (/s/)
bananas (/z/) - nuts (/s/) -mangoes (/z/) -drinks (/s/)

5. Read and Answer.

1. Guide students through the “Read and Answer” questions.
2. Read the first question aloud and have students answer it based on the reading passage.
3. Repeat this process for the remaining questions.
4. Have students answer the “Read and Answer” questions independently.
5. Circulate around the classroom to provide individual assistance and answer questions.
6. Review the completed worksheets to assess student understanding of the vocabulary words, the reading passages, and their ability to answer questions.

Answer

1. Who has a monkey?

Miss Magy.

2. What does the monkey eat?

Bananas, nuts, and mangoes.

3. What does the monkey drink?

Milk in the morning.

4. Would you like a pet monkey? Why or why not?

Yes, I'd because monkeys are very funny.

5

Read and Answer

1. Who has a monkey ?
 2. What does the monkey eat ?
 3. What does the monkey drink ?
 4. Would you like a pet monkey? Why or why not?
- Discuss with your partner.

6. Listen and Repeat the Animal Sounds.

1. Start by reviewing the concept of animal sounds with the class. Ask students to make the sounds of some common animals they know.
2. Introduce the animal sounds shown on the worksheet: meow meow, woof woof, tweet tweet, munch munch, eee eee. Model each sound and have students repeat them chorally and individually.
3. Guide students through the “Listen and Repeat the Animal Sounds” activity.
4. Point to each picture and say the corresponding animal sound.
5. Have students repeat the sounds chorally and individually.
6. Explain that different animals make different sounds.
7. Move on to the “Read and Circle the Answer” activity.
8. Read the first sentence aloud and have students identify the correct answer.
9. Guide students to circle the correct answer.
10. Explain the meaning of the sentence and the answer.
11. Repeat this process for the remaining questions.
12. Have students complete the “Read and Circle the Answer” activity independently.
13. Circulate around the classroom to provide individual assistance and answer questions.
14. Play a game where students identify animal sounds. Make an animal sound and have students guess which animal it is.
15. Play a game where students match animal pictures with their corresponding sounds.
16. Review the completed worksheets to assess student understanding of animal sounds and their ability to read and answer questions about rabbits.



17. Observe students during the games to see if they can correctly identify animal sounds and answer questions.

7. Read and Circle the Answer

1. Show a picture of a rabbit and ask simple questions about it.
2. Encourage students to describe the rabbit's size, color, and what it eats.
3. Read the passage aloud while pointing to each word.
4. Use gestures, pictures, or real objects to explain key words.
5. Read the passage again and ask students to repeat after you.
6. Show the questions and read each one aloud.
7. Use gestures or visuals to help students understand the choices.
8. Model how to choose and circle the correct answer.
9. Guide students to complete the task individually or in pairs.
10. Walk around and assist students as needed.
11. Ask students to read their answers aloud.
12. Give positive feedback and reinforce key points.

Answer

1. The rabbit is a small animal.
2. The rabbit has a short tail.
3. The rabbit eats grass

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Read and Circle the Answer

Rabbits are small animals. They have short tails and long ears. They are white, black and brown. They eat grass and carrots. Children like to have pet rabbits.

1. The rabbit is a (big - small) animal.
2. The rabbit has a (short - long) tail.
3. The rabbit eats (meat - grass).



PRACTICE BOOK LESSON 3

1 Listen and Complete, Then Say

Dog – called – cat

2 Read and Match

1. d

2. e

3. b

4. c

5. a

3 Listen and Complete

Friend – pet – play – garden

4 Listen and Complete

colors, red, yellow, home

5 Read and Tick ☒ or ☐

1 ☒

2 ☐

3 ☒

4 ☒

5 ☐

Unit 2 My Family

Lesson 4 A Family Visit

SB pages, PB Pages.....

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

- . name some jobs.
- . identify some relatives.
- . read a text for specific information
- . appreciate the importance of family meetings
- . use vocabulary to identify family members
- . use the present continuous affirmative
- . use possessive adjectives in sentences.

Vocabulary: grandmother, grandfather, tea, sandwich, j

Sandwich, mother, father, sister, brother, aunt, u
low, toys, orange, neighbors, grandparents, tail,

Language:

Using the present continuous

Using possessive adjectives in sentences.

Value:

- Love and care for family
- Respect for elders and relatives
- Responsibility at home
- Gratitude for family and home
- Sense of belonging
- Kindness and empathy
- Effective communication
- Sharing and cooperation



Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Family Tree Apps: Create digital family trees
- Flashcards: Interactive vocabulary practice
- Virtual Whiteboards: Collaborative drawing and writing
- AR Apps: 3D family-related activities

Warm up

1. Greet the students warmly and introduce the lesson with excitement.
2. Show a picture or video of a family gathering and ask, "What do you see?"
3. Ask students who lives in their home and let a few shares about their family.
4. Play a guessing game where you describe a family member's job, and students guess.
5. Act out simple family roles (e.g., pretend to cook like a parent, fix things like a grandparent) and let students guess.
6. Ask students to imagine they are visiting a relative and share who they would visit and why.
7. Sing a short song or chant about family members to engage students.
8. Praise their participation and transition smoothly into the main lesson.

1. Point and repeat

1. Start by reviewing the concept of family with the class. Ask students to share about their own families.
2. Introduce the names of family members: grandmother, grandfather, aunt, and uncle. Show flashcards with pictures of the family members and say the names clearly.
3. Encourage students to repeat the names after you and practice pronouncing them correctly.
4. Introduce the food items: tea, jam, and sandwich. Show flashcards with pictures of the food items and say the names clearly.

5. Encourage students to repeat the names after you and practice pronouncing them correctly.

6. Guide students through the “Listen, Read and Write” activity.

7. Point to each picture and say the name of the family member or food item.

8. Have students repeat the words chorally and individually.

9. Write the words on the board and have students practice reading and writing them.

10. Have students complete the “Listen, Read and Write” activity independently.

11. Circulate around the classroom to provide individual assistance and answer questions.

Play a game where students identify family members. Show pictures of different family members and have students say the names.

12. Play a game where students identify food items. Show pictures of different food items and have students say the names.

13. Review the completed worksheets to assess student understanding of the vocabulary words and their ability to read and write.

14. Observe students during the games to see if they can correctly identify family members and food items.



2. Listen, Repeat, and Complete

1. Start by reviewing the concept of days of the week. Ask students to name the days of the week they know.
2. Introduce the day of the week “Friday.” Write “Friday” on the board and have students repeat it chorally and individually.
3. Introduce the sentence structure “Let’s...” and explain that it is used to make suggestions. For example, “Let’s play.” or “Let’s eat.”
4. Guide students through the “Listen, Repeat and Complete” activity.
5. Read the first sentence “Wake up, Dina. It’s Friday.” and have students repeat it chorally and individually.
6. Explain the meaning of the sentence and emphasize the day of the week “Friday.”
7. Repeat this process for the other sentences in the activity.
8. Move on to the completion questions.
9. Read the first question “Today is ____.” and have students fill in the blank with “Friday.”
10. Guide students to fill in the blanks for the remaining questions.
11. Have students complete the “Listen, Repeat and Complete” activity independently.
12. Circulate around the classroom to provide individual assistance and answer questions.
13. Play a game where students identify days of the week. Show flashcards with pictures of activities and have students say the day of the week when that activity usually happens (e.g., “going to school” - “Monday”).
14. Play a game where students make suggestions using the sentence structure “Let’s...” For example, “Let’s play,” “Let’s sing,” “Let’s eat.”
15. Review the completed worksheets to assess student understanding of the day of the week “Friday,” the sentence structure “Let’s...,” and the vocabulary words “grandparents,” “uncle,” and “aunt.”



16. Observe students during the games to see if they can correctly identify days of the week and use the sentence structure.

Answer

1. Today is Friday.
2. Dina is in her bedroom.
3. Mazin and Dina are visiting their grandfather and grandmother.
4. They will see their uncle and aunt.

3. Speak, Ask, and Answer

1. Start by reviewing the concept of family with the class. Ask students to share about their own families.
2. Introduce the names of family members: grandfather, grandmother, aunt, and uncle. Show flashcards with pictures of the family members and say the names clearly.
3. Encourage students to repeat the names after you and practice pronouncing them correctly.
4. Guide students through the “Speak, Ask, and Answer” activity.
5. Point to the first picture of the grandfather and ask the question “Who are we meeting today?”
6. Read the answer “We are meeting our grandfather.” and have students repeat it chorally and individually.
7. Explain the meaning of the question and the answer.
8. Repeat this process for the other pictures and questions.



9. Have students complete the “Speak, Ask, and Answer” activity independently.
10. Circulate around the classroom to provide individual assistance and answer questions.
11. Play a game where students ask and answer questions about family members.
Use flashcards with pictures of family members. For example, show a picture of an aunt and ask “Who are we visiting today?” and have students answer “We are visiting our aunt.”
12. Observe students during the game to see if they can correctly ask and answer questions about family members.
13. Assess student participation and engagement in the activities.

4. Look, Read, and Circle

1. Start by reviewing the concept of family meals with the class. Ask students about their own breakfast routines.
2. Introduce the food items mentioned in the passage: jam, cheese, sandwich, and tea. Show flashcards with pictures of the food items and say the names clearly.
3. Encourage students to repeat the names after you and practice pronouncing them correctly.
4. Guide students through the reading passage sentence by sentence.
5. Read the first sentence aloud and have students repeat it chorally and individually.
6. Explain the meaning of the sentence and any new vocabulary words.
7. Repeat this process for each sentence in the passage.
8. Move on to the “Read and Circle” activity.
9. Read the first question aloud and

Unit 2
Lesson 4

4 Look, Read, and Circle

It is Friday morning. We are having breakfast together. Mom is making a jam sandwich for my sister Dareen. My father and grandparents are drinking tea. Dina and I are having cheese sandwiches.



❶ The family is having (breakfast - lunch).

❷ The family is in the (kitchen - dining room).

❸ (Dina and Mazin - Grandparents) are having sandwiches.

❹ Mother is making a (cheese - jam) sandwich for Dareen.

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have students identify the correct answer.

10. Guide students to circle the correct answer.
11. Explain the meaning of the question and the answer.
12. Repeat this process for the remaining questions.
13. Have students read the passage and answer the questions independently.
14. Circulate around the classroom to provide individual assistance and answer questions.
15. Play a game where students ask and answer questions about the reading passage. For example, “What is Mom making for Dareen?” or “What are Dina and Mazin having for breakfast?”
16. Review the completed worksheets to assess student understanding of the reading passage and their ability to answer questions.
17. Observe students during the games to see if they can correctly answer questions about the passage.

Answer

1. The family are having breakfast
2. The family are in the dining room.
3. Dina and Mazin are having sandwiches.
4. Mother is making a jam sandwich for Dareen

5. Read and Match

1. Start by reviewing the concept of present continuous tense. Explain that it describes actions happening now. Use examples like “I am eating,” “She is playing,” “They are running.”
2. Introduce the sentences on the worksheet. Read each sentence aloud and emphasize the use of the verb “is” or “are” with the “-ing” form of the verb.
3. Guide students through the “Read and Match” activity.
4. Read the first sentence “He is having a cheese sandwich.”
5. Point to the corresponding picture and explain why it matches the sentence.

6. Have students repeat the sentence chorally and individually.
7. Repeat this process for the other sentences and pictures.
8. Have students complete the “Read and Match” activity independently.
9. Circulate around the classroom to provide individual assistance and answer questions.
10. Play a game where students describe actions using the present continuous tense. Show pictures of people performing actions (e.g., a person eating, a person playing) and have students describe the action.

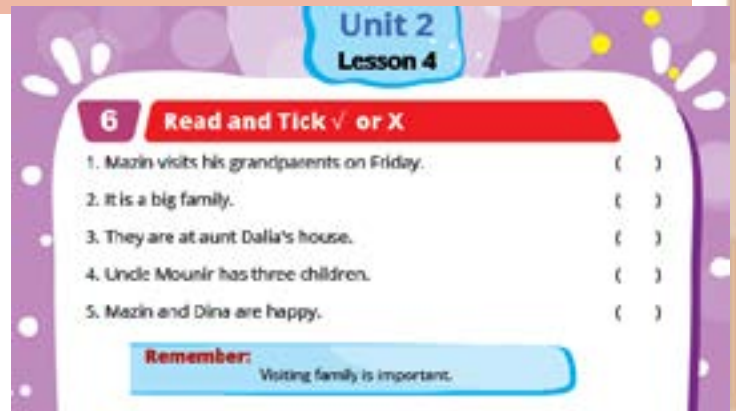
Answer

1. He is having a cheese sandwich.
 - Match with: A boy/man eating a cheese sandwich.
2. The family is having breakfast.
 - Match with: A family eating breakfast together.
3. The girl is making a jam sandwich.
 - Match with: A girl preparing a jam sandwich.
4. My father is drinking tea.
 - Match with: A man (father) drinking tea.
5. My mother is making tea in the kitchen.
 - Match with: A woman (mother) preparing tea in the kitchen.



6 Read and Tick ☒ or ☐

1. Start by reviewing the concept of family visits with the class. Ask students about their experiences visiting family members.
2. Introduce the vocabulary words from the passage (if any).
3. Guide students through the reading passage sentence by sentence.
4. Read the first sentence aloud and have students repeat it chorally and individually.
5. Explain the meaning of the sentence and any new vocabulary words.
6. Repeat this process for each sentence in the passage.
7. Move on to the “Read and Tick or X” activity.
8. Read the first question aloud and have students identify whether it is true or false.
9. Guide students to tick the correct box (true or false).
10. Explain the meaning of the question and the answer.
11. Repeat this process for the remaining questions.
12. Have students read the passage and answer the questions independently.
13. Circulate around the classroom to provide individual assistance and answer questions.
14. Guide students through the “Draw and Label Your Own Family” activity.
15. Review the list of family members provided.
16. Encourage students to draw simple stick figures to represent themselves and their family members.
17. Guide them in labeling each family member correctly.
18. Have students complete the “Draw and Label Your Own Family” activity independently.
19. Circulate around the classroom to provide individual assistance and answer ques-



tions.

20. Review the completed worksheets to assess student understanding of the reading passage and their ability to answer questions.
21. Observe students' drawings and labels to assess their understanding of family relationships.

Answer

1. Mazin visits his grandparents on Friday. ✓
2. It is a big family. ✓
3. They are at aunt Dalia's house. ✗ (There's no mention of Aunt Dalia's house in the text.)
4. Uncle Mounir has three children. ✗ (There's no information about Uncle Mounir's children in the text.)
5. Mazin and Dina are happy. ✓

7. Draw and Label Your Own Family

1. Start by discussing family members using pictures or a simple family tree.
2. Show an example of a family drawing with labels (e.g., "Mother," "Father," "Brother").
3. Give each student a blank paper and ask them to draw their own family.
4. Encourage them to include and label family members using simple words.
5. Walk around to assist students with writing and spelling.
6. Have students present their drawings to the class or a partner, saying the family members' names.
7. Display the drawings on a classroom wall or board for everyone to see.

7 Draw and Label Your Own Family

Words to Use

mother - father - sister - brother - aunt - uncle - cousin - grandfather - grandmother

A large rectangular box for drawing is provided below the word list.

8. Look, Read, and Match

1. Start by reviewing the concept of possessive adjectives. Explain that possessive adjectives tell us who something belongs to.
2. Introduce the possessive adjectives “my,” “your,” “his,” “her,” and “our.” Write them on the board and explain their meaning using simple examples.
3. Emphasize that possessive adjectives always come before the noun they modify.
4. Review the colors blue, yellow, and orange. Use the whiteboard or projector to display the colors and have students repeat them chorally.
5. Guide students through the “Read and Match” activity.

Unit 2
Lesson 4

8 Look, Read, and Match

1 This is my ring. It is blue.

2 This is your necklace. It is yellow.

3 These are her toys. They are orange.

4 These are our neighbors and their children.

5 These are our grandparents. They are old.

6 This is our cat. Its tail is orange.

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6. Read the first sentence “This is my ring. It is blue.”
7. Point to the corresponding picture and explain why it matches the sentence.
8. Emphasize the use of the possessive adjective “my” and the color “blue.”
9. Have students repeat the sentence chorally and individually.
10. Repeat this process for the other sentences and pictures.
11. Have students complete the “Read and Match” activity independently.
12. Circulate around the classroom to provide individual assistance and answer questions.
13. Play a game where students match objects to their colors. Show flashcards with pictures of objects and have students match them with corresponding color cards.
14. Play a game where students use possessive adjectives to describe their own belongings. For example, “This is my pencil.” or “This is my book.”

15. Review the completed worksheets to assess student understanding of possessive adjectives and colors.
16. Observe students during the games to see if they can correctly use possessive adjectives and identify colors.

Mini Project

Draw and Color the House, then Complete

1. Start by reviewing the concept of a house with the class. Ask students to describe their own houses.
2. Introduce the names of the rooms in a house: bedroom, bathroom, living room, and kitchen. Show flashcards with pictures of the rooms and say the names clearly.
3. Encourage students to repeat the names after you and practice pronouncing them correctly.
4. Introduce the possessive adjective “my” and explain that it means “belonging to me.”
5. Guide students through the “Draw and Color the House, then Complete” activity.
6. Encourage students to color the house according to their own preferences.
7. Read the first sentence “My house is ____.” and have students fill in the blank with a color (e.g., “My house is blue.”).
8. Guide students to fill in the blanks for the remaining sentences using the names of the rooms.
9. Encourage students to read the sentences aloud and check their spelling.
10. Have students complete the “Draw and Color the House, then Complete” activity independently.
11. Circulate around the classroom to provide individual assistance and answer questions.
12. Play a game where students identify rooms in a house. Show pictures of different rooms and have students say the names.
13. Play a game where students describe their dream house using the possessive adjective “my” and the names of rooms.
14. Review the completed worksheets to assess student understanding of the names of

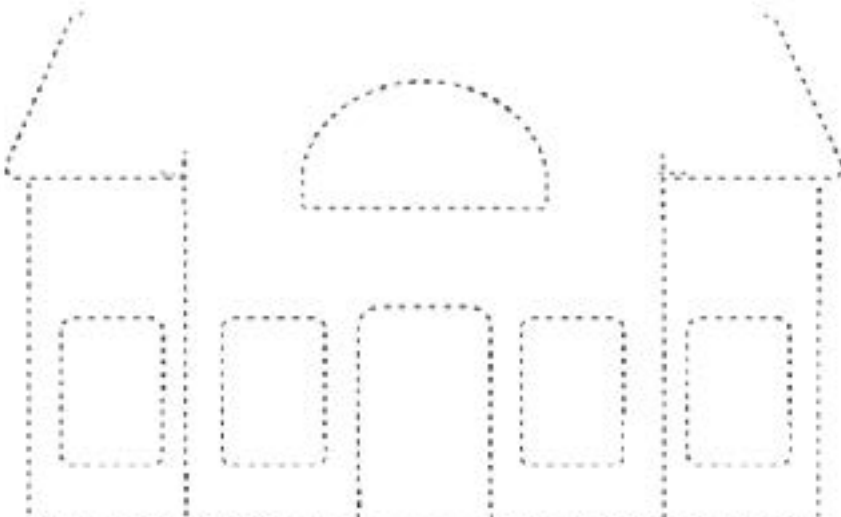
rooms in a house and their ability to use the possessive adjective “my.”

15. Observe students during the games to see if they can correctly identify rooms and use the possessive adjective “my.”
16. For students who need additional support, provide them with a word bank or sentence starter.
17. For students who are ready for a challenge, have them write their own sentences about their house or draw a picture of their house and label the rooms.

Unit 2
Lesson 4

Mini Project

Draw and Color the House, then Complete



1. My house is _____.
2. My house has _____ rooms.
3. There are two _____, a bathroom, _____,
a living room, and a _____.

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PRACTICE BOOK LESSON 4

1 Listen and Complete, Then Say

Good morning, breakfast, family, uncle Ahmed

2 Circle and Write the Family Members

1. grandfather
2. grandmother
3. father
4. mother
5. uncle
6. aunt
7. brother
8. sister
9. family

3 Read and Tick ☒ or ☐

1 ☒

2 ☒

3 ☐

4 ☐

5 ☒

4 **Listen and Complete**

Student's own answer

5 **Stick and Write**

Student's own answer

Unit 3

School Fun

Look and Write



Unit 3 School Fun

Lesson 1 At School

SB pages, PB Pages.....

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

- use vocabulary to identify places and things at school.
- match vocabulary with a picture.
- read and act out a conversation.
- use “a” and “an” correctly

Vocabulary:

school, class, classmate, playground, desk, corridor, board, teacher, desk, playground, break, playground, note-books

Language:

Using the indefinite articles “a” and “an” correctly

The words “a” and “an” are articles, which are a type of determiner. Their main function is to introduce a noun and specify whether it is singular and non-specific.

Rules for Using “a” and “an”:

1. “A” is used before words that begin with a consonant sound.

Example: a book, a pencil, a chair.

2. “An” is used before words that begin with a vowel sound (a, e, i, o, u).

Example: an apple, an umbrella, an eraser

Value:

- Respect for others



- Taking responsibility
- Cooperating with classmates
- Active listening skills
- Building confidence
- Showing kindness
- Following safety rules
- Developing a love for learning

Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Pictures of a classroom, teacher, students, and school supplies.
- Real Objects: a bag, book, pencil, and other school items.
- Video/Song; a short video or sing a song about school.

Warm up

1. Sing a simple song about going to school with actions like walking and carrying a bag.
2. Show pictures of a school, classroom, and school items, then ask students what they see.
3. Pretend to be students arriving at school, greeting the teacher, and putting their bags away.
4. Place school-related objects in a bag, let students touch them without looking, and guess what they are.
5. Read a short story about a child going to school, then ask simple questions about it.
6. Give instructions for a movement game, such as touching a school bag or pointing to the blackboard.
7. Walk around the classroom with students, naming and touching objects like desks, the board, and the door

1. Listen, Point, Say, and Repeat

1. Start by reviewing the concept of school with the class. Ask students about their experiences at school.
2. Introduce the vocabulary words: school, playground, corridor, class, desk, board, teacher, classmate. Show flashcards with pictures of these words and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Listen, Point, and Repeat” activity.
5. Point to each picture and say the corresponding word.
6. Have students repeat the words chorally and individually.
7. Emphasize the pronunciation of each word and any tricky sounds.
8. Have students complete the “Listen, Point, and Repeat” activity independently.
9. Circulate around the classroom to provide individual assistance and answer questions.
10. Play a game where students identify places in a school. Show flashcards with pictures of different places in a school and have students say the names.
11. Play a game where students match pictures of school people with their corresponding words (e.g., match a picture of a teacher with the word “teacher”).
12. Observe students during the games to see if they can correctly identify places in a school and people associated with school.



2. Read and Match

1. Start by reviewing the concept of school with the class. Ask students about their experiences at school.
2. Introduce the vocabulary words: school, playground, corridor, class, desk, board, teacher, classmate. Show flashcards with pictures of these words and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Listen, Point, and Repeat” activity.
5. Point to each picture and say the corresponding word.
6. Have students repeat the words chorally and individually.
7. Emphasize the pronunciation of each word and any tricky sounds.
8. Have students complete the “Listen, Point, and Repeat” activity independently.
9. Guide students through the “Read and Match” activity.
10. Read the first word “school” and have students find the corresponding picture.
11. Explain why that picture matches the word.
12. Have students draw a line to connect the word “school” to the correct picture.
13. Repeat this process for the other words and pictures.
14. Have students complete the “Read and Match” activity independently.
15. Circulate around the classroom to provide individual assistance.



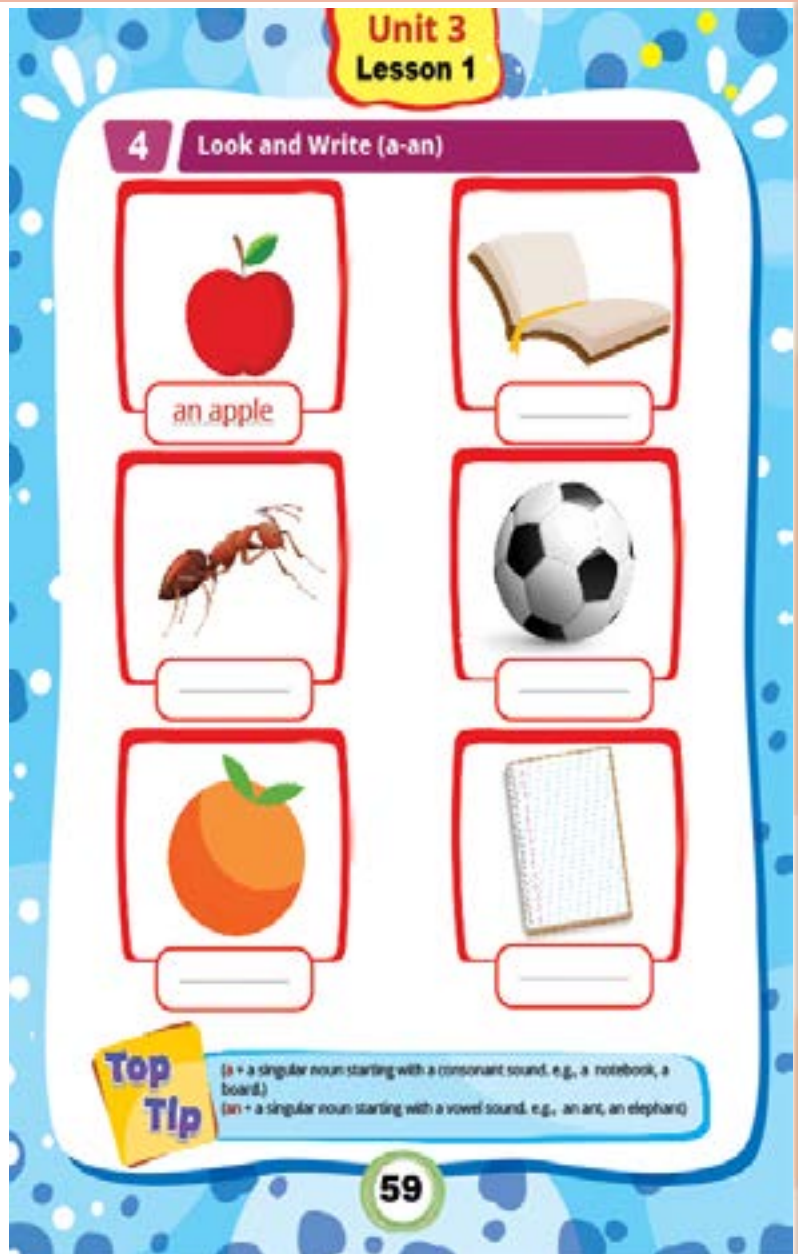
3. Read and Act

1. Start by reviewing a typical school day with the class. Ask students about their daily routines at school.
2. Introduce key vocabulary and phrases from the lesson: “going to school,” “having a break,” “playing,” “hello,” “good-bye,” “thank you,” “please.” Write them on the board and have students repeat them chorally and individually.
3. Guide students through the “Read and Act” activity.
4. Read the first dialogue aloud, emphasizing the intonation and pauses.
5. Have students repeat the dialogue chorally and individually.
6. Explain the meaning of the dialogue and the importance of using polite expressions.
7. Repeat this process for the other dialogues.
8. Have students practice reading the dialogues independently.
9. Circulate around the classroom to provide individual assistance.
10. Divide students into pairs or small groups.
11. Assign roles to each student (e.g., student, teacher, parent).
12. Have students act out the dialogues from the worksheet or create their own short dialogues based on school situations.
13. Assess student participation and engagement in the activities.



4. Look and Write (a-an)

1. Start by reviewing the concept of articles (“a” and “an”). Explain that they are used before nouns.
2. Explain the rule: “a” is used before words that begin with consonant sounds, and “an” is used before words that begin with vowel sounds (a, e, i, o, u).
3. Provide examples: “a book,” “an apple,” “a cat,” “an elephant.”
4. Guide students through the “Look and Write (a/an)” activity.
5. Point to the first picture (an apple).
6. Ask students whether to use “a” or “an” before “apple.”
7. Explain that “apple” starts with a vowel sound, so we use “an.”
8. Write “an apple” below the picture.
9. Repeat this process for the other pictures.
10. Have students complete the “Look and Write (a/an)” activity independently.
11. Circulate around the classroom to provide individual assistance.
12. Play a game where students choose the correct article (“a” or “an”) for given nouns. Show flashcards with pictures of objects and have students say the correct phrase (e.g., “a ball,” “an umbrella”).
13. Review the completed worksheets to assess student understanding of the use of “a” and “an.”
14. Observe students during the game to see if they can correctly choose the appropriate article.



Answers

- | | | |
|------------------|--------------|---------------|
| 1. An apple | 2. A book | 3. An ant |
| 4. A soccer ball | 5. An orange | 6. A notebook |

PRACTICE BOOK LESSON 1

1 Listen and Complet

fine, classmates, break, clean

2 Look, Read, and Write the Missing Letters

Oo - oa - ea - ou

3 Read and Write (a - an)

- an orange
- a hen
- an apple
- a pencil
- an uncle
- a ball
- an umbrella
- a notebook
- an ant
- a pen
- a desk

- an elephant

4 Look, Read, and Write

Class- playground

5 Listen, Read, and Color

Student's own answer

Unit 3 School Fun

Lesson 2 My Family Tree

SB pages, PB Pages.....

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

- -Use vocabulary to identify and talk about school supplies.
- Ask and answer questions about school supplies.
- Sing a song about school supplies.
- Use “have” to express possession.
- Spell vocabulary words.

Vocabulary: books, notebooks, pencil, pencil case, sharpener, eraser, crayons ruler

Language:

Using “have” to express possession.

Value:

- Respect for others
- Taking responsibility
- Cooperating with classmates
- Active listening skills
- Building confidence
- Showing kindness
- Following safety rules
- Developing a love for learning



Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Real Objects
- Worksheets
- Interactive Whiteboard
- Songs and Rhymes
- Labeling Activity
- Storybooks
- Drawing and Coloring
- Interactive Games

Warm up

1. Place different school supplies (pencil, eraser, ruler, etc.) inside a bag.
2. Let a student reach into the bag, feel an object, and guess what it is without looking.
3. Reveal the item and have the whole class say its name together.
4. Show a backpack and start taking out school supplies one by one.
5. Ask the students to name each item as you take it out.
6. Ask individual students, "Do you have this in your bag?" and let them respond.
7. Play a movement game where you give instructions related to school supplies.
8. Say, "Hold your pencil," "Open your notebook," or "Erase something," and have students follow the action.
9. Show school supply flashcards one by one and have students say the name quickly.
10. Place real school supplies around the room and tell students to find and touch the correct item when you name it.
11. Teach a simple chant with rhyming words related to school supplies.
12. Have students repeat the chant with actions that match the words.
13. Play a school supplies song and encourage students to sing along.
14. Ask students to take out one school supply to show the class.
15. Have students take turns saying, "This is my [school supply]," while showing their item

1. Look and Match

1. Start by reviewing the concept of school supplies with the class. Ask students about the items they bring to school.
2. Introduce the vocabulary words: books, notebooks, pencils, pencil case, sharpener, eraser, crayons, ruler. Show flashcards with pictures of the school supplies and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Look and Match” activity.
5. Read the first word “books” and have students find the corresponding picture.
6. Explain why that picture matches the word.
7. Have students draw a line to connect the word “books” to the correct picture.
8. Repeat this process for the other words and pictures.
9. Have students complete the “Look and Match” activity independently.
10. Circulate around the classroom to provide individual assistance and answer questions.
11. Play a game where students identify school supplies. Show flashcards with pictures of different school supplies and have students say the names.
12. Play a game where students act out using different school supplies (e.g., pretending to write with a pencil, sharpen a pencil, draw with crayons).
13. Review the completed worksheets to assess student understanding of the vocabulary words and their ability to match words with pictures.
14. Observe students during the games to see if they can correctly identify school s



2. Listen and Repeat.

1. Start by reviewing the concept of school supplies with the class. Ask students about the items they bring to school.
2. Introduce the vocabulary words: books, notebooks, pencils, pencil case, sharpener, eraser, crayons, ruler. Show flashcards with pictures of the school supplies and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Introduce the sentence structure “I have my...” and explain how it is used to talk about possession.
5. Guide students through the “Listen and Repeat” activity.
6. Point to the first picture and read the sentence “Good morning everyone! Do you have your school supplies?”
7. Have students repeat the sentence chorally and individually.
8. Explain the meaning of the sentence and emphasize the use of the question “Do you have...?”
9. Repeat this process for the other sentences in the activity.
10. Have students complete the “Listen and Repeat” activity independently.
11. Circulate around the classroom to provide individual assistance and answer questions.
12. Play a game where students ask and answer questions about their school supplies. For example, “Do you have your pencil?” “Yes, I have my pencil.”
13. Play a game where students describe their school bags using the sentence structure “I have my...”
14. 14. Observe students during the games to see if they can correctly use the sentence struc-



3. Find the Words.

1. Show flashcards or real objects representing the words in the word search.

2. Say each word aloud and ask students to repeat it.

3. Use gestures or actions to reinforce meanings.

4. Draw a simple 3x3 grid on the board with one word hidden and demonstrate how to find it.



5. Explain that words can be found horizontally, vertically, or diagonally.

6. Highlight the first word in the grid as an example.

7. Ask students to help find the second word with your guidance.

8. Give students a copy of the word search and let them work in pairs or independently.

9. Encourage them to use color pencils or markers to circle words.

10. Ask students to say aloud the words they found.

11. Have them write the words on the board.

12. Provide praise and small rewards for effort.

Answers

1. Book 2. Eraser 3. Glue 4. Sharpener 5. Backpack

6. Pencil 7. Ruler 8. Crayon 9. Desk 10. Chair

(Each of these words should be circled in the word search puzzle.)

4. Write the Words

1. Show the images and ask students what they see.
2. Say the word for each image and ask students to repeat it.
3. Write the words on the board and read them aloud.
4. Match each picture with the correct spoken word.
5. Clap or tap out syllables to help with spelling.
6. Provide tracing exercises before students write on their own.
7. Guide students to copy the words, sounding out letters as they write.
8. Walk around the class to check their writing and provide assistance.
9. Ask students to read aloud the words they wrote.
10. Offer corrections gently and encourage self-correction.
11. Give stickers or small rewards for completed work.
12. Organize a short spelling bee or drawing activity related to the words.

Answers

1. Book 2. Eraser 3. Glue 4. Desk 5. Backpack
6. Pencil 7. Ruler 8. Crayons 9. Sharpener



5. Look, Read, and Complete

1. Start by reviewing the concept of school supplies with the class. Ask students about the items they bring to school.
2. Introduce the vocabulary words: books, notebooks, pencils, pencil case, sharpener, eraser, crayons, ruler. Show flashcards with pictures of the school supplies and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Introduce the question “What school supplies do you have?” and the answer structure “I have...”. Explain that this is used to ask and answer about possessions.
5. Review the possessive adjectives “my,” “your,” and “his/her.”
6. Guide students through the “Look, Read and Complete” activity.
7. Point to the first picture and read the question “What school supplies do you have?”
8. Read the answer “I have pens, pencils, and notebooks.” and have students repeat it chorally and individually.
9. Explain the meaning of the question and the answer, emphasizing the use of the possessive adjective “my.”
10. Repeat this process for the other questions and answers.
11. Have students complete the “Look, Read and Complete” activity independently.
12. Circulate around the classroom to provide individual assistance and answer questions.



13. Play a game where students ask and answer questions about their school supplies. For example, one student asks “What school supplies do you have?” and the other student answers “I have a pencil and an eraser.”
14. Observe students during the game to see if they can correctly ask and answer questions about school supplies using the target sentence structures and possessive adjectives.
15. Assess student participation and engagement in the activities.

Answers

First panel: (already completed):

- What school supplies do you have?
- I have pens, pencils, and notebooks.

Second panel:

- What school supplies do you have?
- Suggested Answer: “I have crayons, markers, and erasers«.

Third panel:

- What school supplies do you have?
- Suggested Answer: “I have a ruler and a sharpener.

PRACTICE BOOK LESSON 2

1 Listen and Complete

pencil, eraser, ruler, crayons

2 Read and Match

Student's own answer

3 Read and Choose the Correct Answer

1- supplies

2- pupil

3- pencil

4- three

5- 10

4 Look and Write

My bag is purple.

My notebook is yellow.

My eraser is red.

My ruler is orange.

5 Read and Match

Student's own answer

Unit 3 School Fun

Lesson 3 Classroom Rules

SB pages, PB Pages.....

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

- Follow classroom instructions
- use vocabulary for classroom instructions.
- draw and label a picture of the classroom.
- Read for gist
- associate the sounds of short a, s, m, and t with the letter.
- read and spell words with short a, s, m and t.

Vocabulary: stand up, close the door, sit down, come to class on time, take out your notebook, raise our hands, look at the board, come up to the board, open the door, be quiet

Language:

Using the imperative mood for classroom instructions

Value:

- Respect for others
- Taking responsibility
- Cooperating with classmates
- Active listening skills
- Building confidence



- Showing kindness
- Following safety rules
- Developing a love for learning

Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Real Objects
- Worksheets

Phonics:

Associating the sounds of short a, s, m, and t with their letters

Warm up

1. Gather students in a circle or at their desks.
2. Greet them warmly and use an enthusiastic tone.
3. Introduce a simple game or activity related to the lesson.
4. Give clear, simple instructions for participation.
5. Use gestures, facial expressions, or props to engage them.
6. Encourage students to respond with actions or words.
7. Ask quick, easy questions to spark thinking.
8. Provide positive reinforcement and praise participation.
9. Keep the activity short and fun to maintain interest.
10. Transition smoothly into the main lesson topic.

1. Listen and Act

1. Start by reviewing classroom rules with the class. Discuss the importance of following rules and being respectful in the classroom.
2. Introduce the target instructions: stand up, sit down, come to the board, close the door, open the door, take out your notebook, look at the board, be quiet. Write them on the board and have students repeat them chorally and individually.
3. Guide students through the “Listen and Act” activity.
4. Point to the first picture (a child standing up) and say the instruction “Stand up.”
5. Have students stand up.
6. Repeat this process for each picture and instruction.
7. Emphasize the importance of listening carefully and following instructions.
8. Give students individual instructions. For example: “Stand up,” “Sit down,” “Come to the board,” “Close the door,” “Open the door,” etc.
9. Observe students to ensure they are following the instructions correctly.
10. Play a game where you give instructions and students act them out.
11. You can also play a game where students give instructions to each other.
12. Observe students throughout the lesson to assess their understanding and following of classroom instructions.
13. Assess student participation and engagement in the activities.



2. Read then tick ☒ or ☐

1. Start by reviewing classroom rules with the class. Ask students about the rules they

follow in their classroom.

2. Introduce the reading passage. Explain that it is about a student named Adel and his

experience in school.

3. Guide students through the reading passage sentence by sentence.

4. Read the first sentence aloud and have students repeat it chorally and individually.

5. Explain the meaning of the sentence and any new vocabulary words.

6. Repeat this process for each sentence in the passage.

7. Move on to the “Read then Tick (✓) or (X)” activity.

8. Read the first question aloud and have students identify whether it is true or false.

9. Guide students to tick the correct box (true or false).

10. Explain the meaning of the question and the answer.

11. Repeat this process for the remaining questions.

12. Have students read the passage and answer the questions independently.

13. Circulate around the classroom to provide individual assistance.

14. Guide students through the “Draw a picture of your classroom...” activity.

15. Encourage students to draw a simple representation of their classroom.

16. Guide them in labeling key objects in the classroom (e.g., desk, chair, board, door).

17. Have students complete the drawing and labeling activity independently.

18. Go around the classroom to provide individual assistance and answer questions.

2 **Read then Tick (✓) or (x)**

My name is Adel. I am in primary one. I love my school so much. When we are in the class, we should be quiet and listen to our teachers. When we want to talk, we should raise our hands. When we answer, our teacher gives us sweets.

1 Adel is in primary two.	(x)
2 We should be noisy in class.	()
3 In the class, we raise our hands before we speak.	()
4 Our teacher is kind.	()

19. Review the completed worksheets to assess student understanding of the reading passage and their ability to answer questions.
20. Observe students' drawings and labels to assess their understanding of classroom objects.

Answers

1. ✗
2. ✗
3. ✓
4. ✓

3. Draw a picture of your classroom and label the objects

1. Show a real picture of the classroom or draw a simple version on the board.
2. Ask students to look around and name objects they see in the classroom.
3. Explain that they will draw their own classroom and label the objects.
4. Start drawing a simple version of the classroom on the board, explaining each step.
5. Guide students to draw their own classroom by following your example.
6. Write the names of common classroom objects on the board (e.g., table, chair, board, window).
7. Show how to write labels next to each object in your drawing.
8. Ask students to label the objects in their drawings using the words from the board.
9. Let some students show their drawings to the class.
10. Ask them to name and describe the objects they drew.
11. Praise their work and encourage them to add more details if they want.
12. Ask students to look around and check if they missed any objects in their drawing.
13. Collect and review their work to ensure understanding.

3

Draw a picture of your classroom and label the objects



4. Listen, Say, Write, and Read

1. Start by reviewing the concept of letter sounds with the class. Explain that each letter makes a unique sound.
2. Introduce the letters a, m, s, and t. Write each letter on the board and have students repeat the name of the letter.
3. Model the sound of each letter by saying it clearly and having students repeat after you.
4. Guide students through the “Listen, Say, Write, and Read” activity.
5. Point to the first picture (an apple) and say the letter sound /a/.
6. Have students repeat the sound.
7. Write the letter “a” on the line below the picture.
8. Repeat the process for other pictures and the corresponding letter sounds (m, s, t).
9. Move on to the three-letter words.
10. Point to the word “sat” and say the word slowly, emphasizing each letter sound.
11. Have students repeat the word.
12. Repeat this process for the other words (“mat,” “man,” “tan”).
13. Have students complete the “Listen, Say, Write, and Read” activity independently.
14. Circulate around the classroom to provide individual assistance and answer questions.
15. Play a game where students identify letter sounds. Show flashcards with pictures of objects and have students say the beginning letter sound.
16. Play a game where students blend letter sounds to read simple words. Show flashcards with individual letters and have students blend the sounds to form a word.



17. Review the completed worksheets to assess student understanding of the letter sounds and their ability to blend sounds to read simple words.
18. Observe students during the games to see if they can correctly identify letter sounds and blend them into words.

5. Song Time

1. Start by reviewing colors with the class. Use the whiteboard or projector to display the colors (purple, pink, yellow, red) and have students repeat them chorally.
2. Review school supplies such as bags, pencils, and crayons. Show flashcards with pictures of these items and have students name them.
3. Introduce the song “My Bag.” Read the song aloud and point to the corresponding pictures.
4. Have students repeat the song chorally and individually.
5. Emphasize the pronunciation of the words and the rhythm of the song.
6. If possible, play the song for students to listen to and sing along.
7. Have students practice singing the song independently.
8. Encourage students to use hand gestures or movements to accompany the song.
9. Play a game where students identify colors. Show flashcards with pictures of objects in different colors and have students name the colors.
10. Play a game where students identify school supplies. Show flashcards with pictures of different school supplies and have students name them.
11. Observe students singing the song to assess their understanding of the lyrics and their ability to sing along.
12. Observe students during the games to see if they can correctly identify colors and school supplies.



PRACTICE BOOK LESSON 3

1 Look and Match

Student's own answer

2 Read and Choose the Correct Answer

Student's own answer

3 Look, Read, and Tick Under (the Happy Face 😊)

Student's own answer

4 Read and Reorder

1. f y n u n → funny
2. o e n s → ones
3. i n e n → nine
4. e t n → ten
5. o t n b o k o e → notebook

5 Help Mona Find Something

Student's own answer

Unit 3 School Fun

Lesson 4 A School Trip

SB pages, PB Pages.....

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

- use vocabulary about school trips
- write using vocabulary for school trips
- read and act out a conversation
- match vocabulary with a picture
- sing a song about /p/ sound
- associate the sound /p/ with its spelling

Vocabulary:

trip, zoo, happy, Pyramids, animal, park

Language:

Asking questions about places of interest

Value:

- Respect for others
- Taking responsibility
- Cooperating with classmates
- Active listening skills
- Building confidence
- Showing kindness
- Following safety rules
- Developing a love for learning

Materials:

- Student's Book
- Practice Book



- Teacher's Guide
- Flashcards
- Real Objects
- Worksheets

Phonics:

Associating the sound /p/ with its spelling patterns. The sound /p/ is a voiceless bilabial plosive, commonly represented by the letter “P” in English. It appears in initial, medial, and final positions in words, sometimes doubled as “pp” for emphasis in short vowels. Recognizing its spelling patterns strengthens phonemic awareness and literacy development in early readers.

Warm up

1. Show a toy bus or draw one on the board and pretend to “drive” it while making
2. bus sounds. Let students take turns pretending to drive.
3. Have students close their eyes and imagine they are on a trip. Ask them to describe what they see, hear, and feel.
4. Display flashcards of common trip-related words (bus, park, zoo, lunch, teacher) and have students repeat them aloud.
5. Play a quick movement game: Call out different places (zoo, beach, park), and students act out what they would do there.
6. Ask students to pack an imaginary backpack for the trip, naming the items they would bring.
7. Draw a simple map on the board showing a trip route and discuss what they might see on the way.
8. Read a short story or show a short video about a school trip and ask students what they liked about it.
9. Assign simple partner discussions where students tell each other where they would like to go on a school trip.
10. Let students draw a picture of where they would like to go on a school trip and share their drawings with the class.
11. End with a fun call-and-response chant: “We’re going on a trip!” (Teacher) “Hooray, hooray!” (Students).

1 Listen, Point, and Repeat

1. Start by reviewing the concept of travel and leisure with the class. Ask students about places they have visited or would like to visit.
2. Introduce the vocabulary words: trip, pyramids, zoo, park, animal, happy. Show flashcards with pictures of these words and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Listen and Repeat” activity.
5. Point to each picture and say the corresponding word.
6. Have students repeat the words chorally and individually.
7. Emphasize the pronunciation of each word and any tricky sounds.
8. Have students complete the “Listen and Repeat” activity independently.
9. Circulate around the classroom to provide individual assistance and answer questions.
10. Play a game where students identify places associated with travel and leisure. Show flashcards with pictures of different places and have students say the names.
11. Play a game where students identify animals. Show flashcards with pictures of different animals and have students say the names.
12. Review the completed worksheets to assess student understanding of the vocabulary words.
13. Observe students during the games to see if they can correctly identify places and animals.



2 Read and Act

1. Start by reviewing the concept of a school trip with the class. Ask students about any field trips they have been on.
2. Introduce key vocabulary and phrases from the lesson: “school trip,” “next week,” “be ready,” “happy.” Write them on the board and have students repeat them chorally and individually.
3. Guide students through the “Read and Act” activity.
4. Read the first dialogue aloud, emphasizing the intonation and pauses.
5. Have students repeat the dialogue chorally and individually.
6. Explain the importance of using polite expressions.
7. Repeat this process for the other dialogues.
8. Have students practice reading the dialogues independently.
9. Circulate around the classroom to provide individual assistance.
10. Divide students into pairs or small groups.
11. Assign roles to each student (e.g., teacher, student).
12. Have students act out the dialogues from the worksheet or create their own short dialogues based on a school trip.
13. Observe students during the activities to assess their understanding and their ability to use the vocabulary and polite expressions correctly.
14. Assess student participation and engagement in the activities.



3 point, and tick ☒ or ☐

1. Start by reviewing the concept of a zoo with the class. Ask students about any animals they have seen at the zoo.
2. Introduce key vocabulary and phrases from the lesson: “zoo,” “pyramids,” “giraffe,” “monkey,” “jump high,” “I love...”
3. Write them on the board and have students repeat them chorally and individually.
4. Guide students through the “Listen, Point, and Repeat” activity.
5. Read each sentence aloud and have students repeat it chorally and individually.



6. Explain the meaning of the sentence and any new vocabulary words.
7. Guide students to determine if each sentence is true or false based on the pictures.
8. Have students mark the correct box (true or false).
9. Have students complete the “Listen, Point, and Repeat” activity independently.
10. Circulate around the classroom to provide individual assistance and answer questions.

Answers

1. ☐
2. ☐
3. ☒
4. ☒
5. ☐

3	Read then tick (✓) or (✗)
1	They visit Cairo Park. (✗)
2	There are 4 pyramids. ()
3	The giraffe is in the zoo. ()
4	Dina is happy. ()
5	The giraffe has a short neck. ()

4. Read and Match

1. Guide students through the “Read and Match” activity.
2. Read the first word “animal” and have students find the corresponding picture.
3. Explain why that picture matches the word.
4. Have students draw a line to connect the word “animal” to the correct picture.
5. Repeat this process for the other words and pictures.
6. Have students complete the “Read and Match” activity independently.
7. Circulate around the classroom to provide individual assistance and answer questions.
8. Review the completed worksheets to assess student understanding of the reading passages and their ability to answer questions and match words with pictures.



5. Listen, Repeat and Circle the Letter P

1. Start by reviewing the concept of letter sounds with the class. Explain that each letter makes a unique sound.
2. Introduce the letter “P” and its sound. Write the uppercase and lowercase “P” on the board and have students repeat them.
3. Model the sound of the letter “P” by saying it clearly and having students repeat after you.
4. Guide students through the “Listen, Repeat, and Circle the Letter P” activity.
5. Point to the first picture (park) and say the word slowly, emphasizing the beginning sound.
6. Have students repeat the word.

7. Guide students to circle the letter “P” in the word “park.”
8. Repeat this process for the other pictures and words.
9. Have students complete the “Listen, Repeat, and Circle the Letter P” activity independently.
10. Circulate around the classroom to provide individual assistance and answer questions.
11. Play a game where students identify words that begin with the letter “P.” Show flash12.
12. cards with pictures of objects and have students say the word if it begins with “P.”
13. Play a game where students spell simple words that begin with “P” using letter cards.
14. Review the completed worksheets to assess student understanding of the letter “P” and its sound, and their ability to identify and circle words that begin with “P.”
15. Observe students during the games to see if they can correctly identify



PRACTICE BOOK LESSON 4

1 Read and Complete

trip, places, Pyramids, Park

2 Look, Listen, and Match

Student's own answer

3 Look and Circle the Words with the /p/ Sound

- play
- leopard
- lamp
- purple
- pink
- pyramids

4 Look and Write

- It is a laptop.
- It is a leopard.
- It is a lamp.
- It is a park.
-

5 **Guess What?**

- **It's a monkey.**
- **It's a leopard.**
- **It's a lamp.**
- **It's a giraffe.**
- **It's a bee.**

Unit 4

Farm Fun



Unit 4 Farm Fun

Lesson 1 Fruits and Vegetables

SB pages, PB Pages.....

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

- recognise different kinds of vegetables and fruits.
- classify vegetables and fruits.
- write about favorite vegetables and fruits.
- Talk about likes and dislikes.
- Associate the letters p, f, i, and n with their sounds.

Vocabulary:

onion, grapes, mango, pineapple, corn, apples, onions, potatoes, fruits, pot, fish, i

Language:

1. Expressing Likes and Dislikes

- I like orange juice. I don't like tea.

2. Asking and Answering Questions About Likes and Dislikes

- What vegetables do you like?
- Possible responses: "I like..." / "I don't like..."

3. Speaking and Writing Practice

- Speaking activity: Looking at pictures and talking about likes and dislikes.
- Writing activity: Completing sentences about likes and dislikes.

Values:

- Healthy eating
- Appreciation for nature
- Hard work and responsibility
- Gratitude for farmers
- Curiosity and learning



N /n/ Nasal sound (e.g., net, nest); hum like a buzzing bee.

Warm up

- Respect for all jobs
- Teamwork and cooperation

Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Real Objects
- Worksheets

Phonics:

Associating the letters p, f, i, and n with their sounds

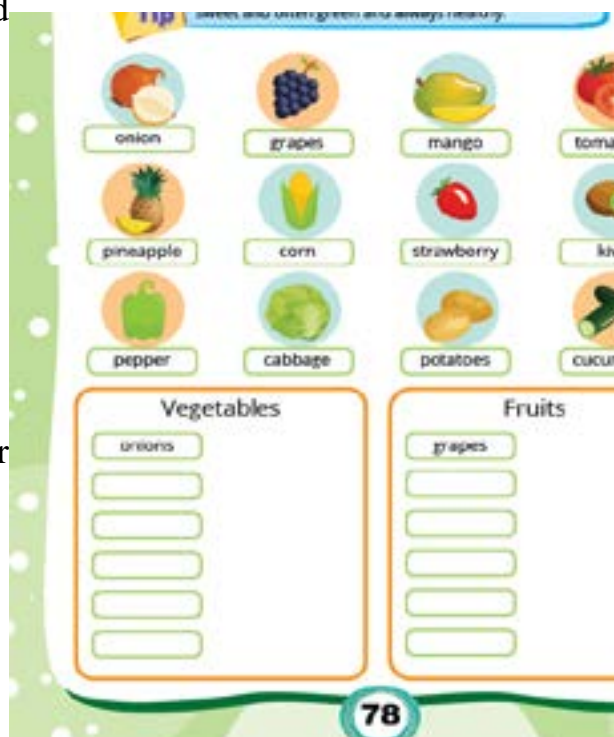
P /p/ Soft puff of air (e.g., pen, pig); pretend to pop bubbles.

F /f/ Breath sound (e.g., fish, fan); blow out an imaginary candle.

I /i/ Short vowel sound (e.g., igloo, insect); hop like an insect.

1. Point, Repeat, Sort and Write

1. Start by reviewing the concepts of fruits and vegetables with the class. Ask students to name some of their favorite fruits and vegetables.
2. Introduce the vocabulary words: grapes, mango, strawberry, pineapple, kiwi, onions, tomatoes, cabbage, potatoes, cucumber, pepper. Show flashcards with pictures of the fruits and vegetables and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Point, Repeat, Sort and Write” activity.
5. Point to each picture and say the name of



the fruit or vegetable.

6. Have students repeat the words chorally and individually.
7. Explain the difference between fruits and vegetables.
8. Guide students to sort the pictures into the correct categories.
9. Help students write the names of the fruits and vegetables in the related boxes.
10. Have students complete the activity independently.
11. Circulate around the classroom to provide individual assistance.
12. Play a game where students identify fruits and vegetables. Show flashcards with pictures of fruits and vegetables and have students say the names and categorize them (fruit or vegetable).
13. Play a game where students spell the names of fruits and vegetables.
14. Review the completed worksheets to assess student understanding of the vocabulary words and their ability to categorize fruits and vegetables.
15. Observe students during the games to see if they can correctly identify and name fruits and vegetables.

2. Listen and Say

1. Start by reviewing the concepts of fruits and vegetables with the class. Ask students to name some of their favorite fruits and vegetables.
2. Introduce the vocabulary words: grapes, mango, strawberry, pineapple, kiwi, onions, tomatoes, cabbage, potatoes, cucumber, pepper. Show flashcards with pictures of the fruits and vegetables and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Introduce the question “What fruits/vegetables do you like?” and the answer struc-

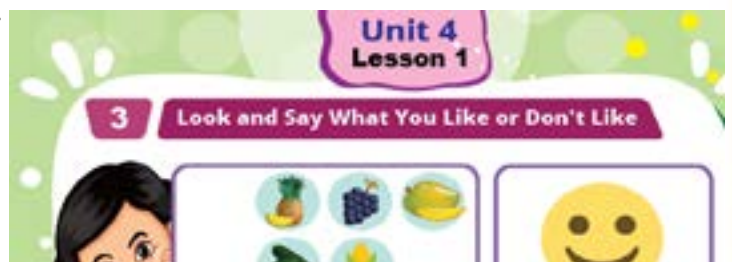


ture “I like...”. Explain how to use these to ask and answer about favorite fruits and vegetables.

5. Guide students through the “Listen and Say” activity.
6. Point to the first picture and read the question “Hello. What do you like?”
7. Read the answer “I like oranges, strawberries, grapes, a pineapple and a kiwi.” and have students repeat it chorally and individually.
8. Explain the meaning of the question and the answer, emphasizing the use of the sentence structures.
9. Repeat this process for the other questions and answers.
10. Have students complete the “Listen and Say” activity independently.
11. Circulate around the classroom to provide individual assistance and answer questions.
12. Play a game where students ask and answer questions about their favorite fruits and vegetables. For example, one student asks “What vegetables do you like?” and the other student answers “I like carrots and peas.”
13. Observe students during the game to see if they can correctly ask and answer questions about fruits and vegetables using the target sentence structures.
14. Assess student participation and engagement in the activities.

3. Look and Say What You Like or Don't Like.

1. Start by reviewing the concept of likes and dislikes with the class. Ask students about their favorite foods and drinks.
2. Introduce the phrases “I like...” and “I don't like...” and explain how to use them to express preferences.
3. Review the vocabulary words: orange juice, milk, vegetables, fruits. Show flashcards with pictures of these items and have students repeat the words chorally and individually.
4. Guide students through the “Look and Say What You Like or Don't Like” activity.
5. Point to the first picture (a smiley face) and say “I like...”.
6. Have students identify the foods and drinks in the picture and say “I like...” for



each one.

7. Point to the second picture (a sad face) and say “I don’t like...”.
8. Have students identify the foods and drinks in the picture and say “I don’t like...” for each one.
9. Repeat this process for the other pictures.
10. Have students complete the “Look and Say What You Like or Don’t Like” activity independently.
11. Circulate around the classroom to provide individual assistance and answer questions.
12. Guide students through the “Look and Write” activity.
13. Point to the first picture and read the sentence “I like orange juice.”
14. Have students write the sentence below the picture.
15. Repeat this process for the other pictures and sentences.
16. Have students complete the “Look and Write” activity independently.
17. Circulate around the classroom to provide individual assistance and answer questions.
18. Play a game where students ask and answer questions about their likes and dislikes. For example, one student asks “What do you like?” and the other student answers “I like pizza.”
19. Observe students during the activities to assess their understanding of likes and dislikes and their ability to use the phrases “I like...” and “I don’t like...” correctly.
20. Assess student participation and engagement in the activities.

4. Look and Write

1. Show the pictures to the class and ask students what they see.
2. Read the example sentence aloud: “I like orange juice.”
3. Point to the second picture and ask, “Does he like it?” Guide them to say,



“I don’t like...”

4. Encourage students to describe the remaining pictures in complete sentences.
5. Model writing the sentence for one picture on the board.
6. Have students complete the sentences in their books.
7. Walk around, assist where needed, and ask students to read their sentences aloud.

5 Listen, Repeat, Trace, and Read

1. Introduce the letter sounds by pronouncing them clearly.
2. Ask students to repeat the sounds after you.
3. Show the tracing section and demonstrate how to write each letter.
4. Let students trace the letters while saying the sounds.
5. Read the words aloud and ask students to repeat them.
6. Show the picture-word matching section and ask students to say the words.
7. Have students practice reading the words and sentences together.
8. Reinforce learning with a quick game where students say a word when you show a picture.

Unit 4
Lesson 1

5 Listen, Repeat, Trace, and Read

pot p p p
fish f f f
ice cream i i i
net n n n

pin sit pan nap

A cat and I sit and take a nap on the mat.

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PRACTICE BOOK LESSON 1

1 Listen, Circle, and Write

Student's own answer

2 Look, Count, and Write

Student's own answer

3 Look, Read, and Match

Student's own answer

4 Look and Write

Student's own answer

Unit 4 Farm Fun

Lesson 2 Grandpa's Visit

SB pages, PB Pages.....

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

- identify farm animals.
- spell the names of farm animals correctly.
- associate the sounds of /o/, /h/ and /ck/ with their spelling patterns.
- use “on” as a preposition of place.

Vocabulary:

on the truck, on the rock, on the log, farmer, rooster, buffalo, farm, chicks, barn, horse, cow, donkey, hen, duck, rooster, frog, buffalo, rabbit

Language:

Using “on” as a preposition of place.

Values:

- Healthy eating
- Appreciation for nature
- Hard work and responsibility
- Gratitude for farmers
- Curiosity and learning
- Respect for all jobs
- Teamwork and cooperation

Materials:

- Student's Book
- Practice Book
- Teacher's Guide



- Storybook: A Day at Grandpa's Farm
- Posters: Life on the Farm
- Flashcards: Farm Vocabulary Words
- Toy Models: Mini Farm Set
- Audio Clips: Sounds of the Farm

Phonics:

Associating the sounds of /o/, /h/ and /ck/ with their spelling patterns.

1. The /o/ Sound

Common spelling patterns: o, oa, ow

Examples: o → hot, dog, box

oa → goat, boat, road

ow → low, snow, grow

2. The /h/ Sound

Common spelling pattern: h

Examples: h → hat, horse, hand, happy

3. The /ck/ Sound

Common spelling pattern: ck (used at the end of short-vowel words)

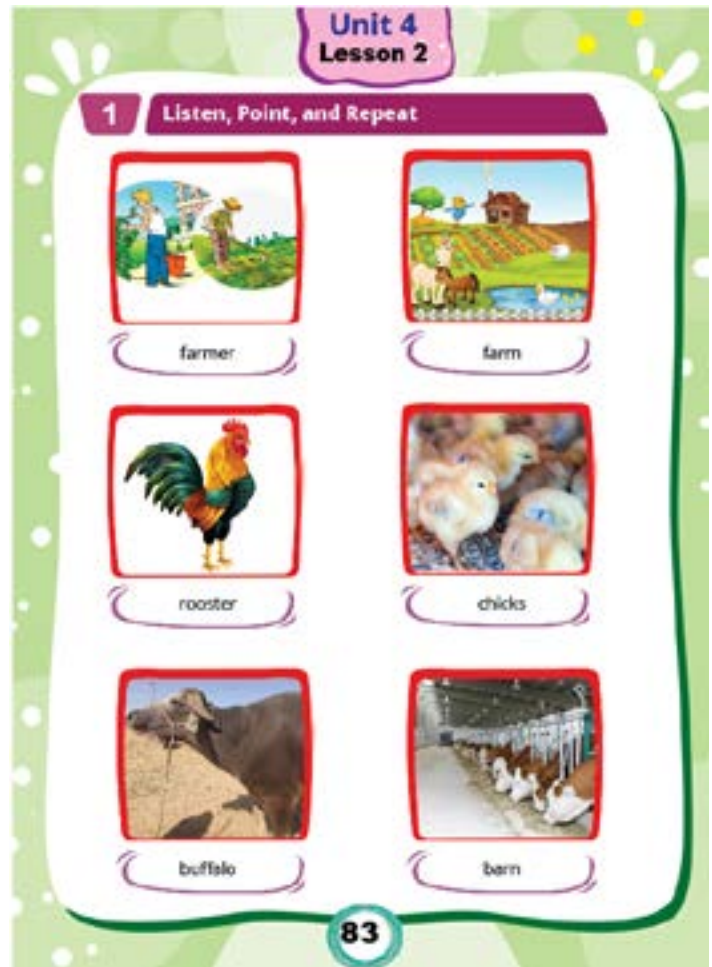
Examples: ck → duck, back, sock, rock

Warm up

1. Ask students if they have ever visited a farm and encourage them to share their experiences.
2. Show pictures of farm animals, crops, and tools, asking students to name them.
3. Make animal sounds and let students guess which animal it is.
4. Sing a simple farm song and have students join in.
5. Introduce key vocabulary words by saying them aloud and having students repeat them.
6. Use gestures or real objects to help students understand the words.
7. Ask simple questions about farms to engage students in conversation

1. Listen, Point, and Repeat

1. Ask students what they know about farms.
2. Show pictures or real-life examples of farm animals and objects.
3. Sing a simple farm-related song, like “Old MacDonald Had a Farm.”
4. Point to each picture one by one.
5. Say the word clearly and slowly.
6. Have students repeat after you.
7. Use gestures or actions to make it fun.
8. Ask students to point to the correct picture when you say a word.
9. Say, “Show me the rooster,” and let them find it.
10. Make short sentences using the words.
11. Encourage students to repeat the sentences.
12. Write the words on the board and have students match them to the pictures.
13. Show flashcards and let students say the word.
14. Let students pretend to be a farmer, rooster, or buffalo.
15. Ask, “What did we learn today?”
16. Let students say the words again.
17. Give stickers or applause for participation



2. Listen, read and point to the farm Animals

1. Start by reviewing the concept of a farm with the class. Ask students about farms they may have seen or heard about.

2. Introduce the vocabulary words: horse, cow, goat, sheep, duck, chick, rooster, dog, cat, rabbit. Show flashcards with pictures of the farm animals and say the words clearly.

3. Encourage students to repeat the words after you and practice pronouncing them correctly.

4. Guide students through the “Listen, Read and Point to the Farm Animals” activity.

5. Read the first sentence “Grandpa Hassan is a farmer. He has an old truck.”

6. Point to the picture of the farmer and his truck.

7. Have students repeat the sentence chorally and individually.

8. Explain the meaning of the sentence and any new vocabulary words.

9. Repeat this process for each sentence and picture in the activity.

10. Have students read the sentences independently and point to the corresponding pictures.

11. Circulate around the classroom to provide individual assistance and answer questions.

12. Play a game where students identify farm animals. Show flashcards with pictures of different farm animals and have students say the names.

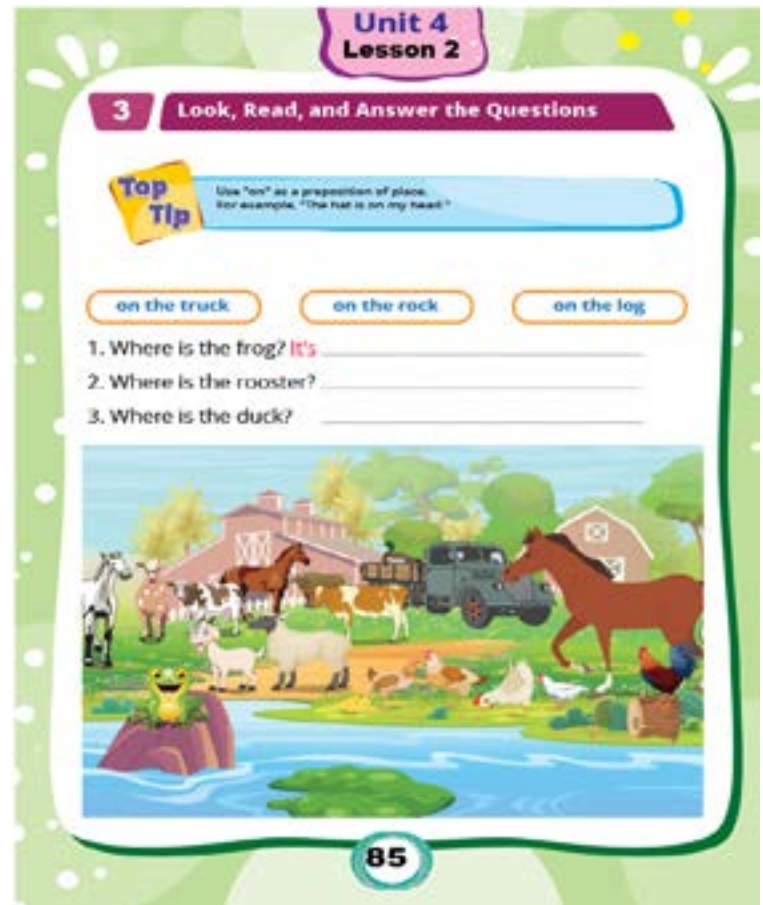
13. Play a game where students make animal sounds (moo, baa, quack, etc.).

14. Observe students during the activities to assess their understanding of the vocabulary words and their ability to read and understand the sentences.



3. look, read and answer the questions

1. Start by reviewing the concept of location with the class. Ask students where they keep their books, toys, etc.
2. Introduce the prepositions “on,” “in,” and “under.” Write each preposition on the board and explain its meaning using simple examples.
3. Use objects to demonstrate the prepositions. Place a toy car on a book and say “The car is on the book.” Place a block in a box and say “The block is in the box.” Place a book under a chair and say “The book is under the chair.”
4. Guide students through the “Look, Read and Answer the Questions” activity.
5. Point to the first question “Where is the frog?”
6. Look at the picture and identify the frog on the rock.
7. Say the answer “The frog is on the rock.” and have students repeat it chorally and individually.
8. Explain the meaning of the question and the answer, emphasizing the use of the preposition “on.”
9. Repeat this process for the other questions and answers.
10. Have students complete the “Look, Read and Answer the Questions” activity independently.
11. Circulate around the classroom to provide individual assistance and answer questions.
12. Play a game where students ask and answer questions about the location of objects. Use objects in the classroom and have students ask and answer questions using prepositions (e.g., “Where is the marker?” “The marker is on the desk.”).
13. Observe students during the game to see if they can correctly use the prepositions “on,”



4. Read, match, and write.

1. Start by reviewing the concept of a farm with the class. Ask students about farms they may have seen or heard about.
2. Introduce the vocabulary words: hen, cow, cat, dog. Show flashcards with pictures of the farm animals and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Read, Match and Write” activity.
5. Read the first sentence “I have two legs, two wings and three chicks.”
6. Point to the picture of the hen and explain why it matches the sentence.
7. Have students draw a line to connect the sentence to the picture of the hen.
8. Write the word “hen” in the blank space next to the sentence.
9. Repeat this process for the other sentences and pictures.
10. Have students complete the “Read, Match and Write” activity independently.
11. Circulate around the classroom to provide individual assistance and answer questions.
12. Play a game where students identify farm animals. Show flashcards with pictures of different farm animals and have students say the names.
13. Play a game where students match sentences with corresponding pictures.
14. Review the completed worksheets to assess student understanding of the sentences and their ability to match them with pictures.
15. Observe students during the games to see if they can correctly identify farm animals and match sentences with pictures.



5. Look, Say, and find the words.

1. Start by reviewing the concept of a farm with the class. Ask students about farms they may have seen or heard about.
2. Introduce the vocabulary words: horse, donkey, duck, frog, cow, hen, rooster, buffalo, rabbit, goat, dog. Show flashcards with pictures of the farm animals and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Look, Say, and Find the Words” activity.
5. Point to the first word “horse” and have students locate it in the word search.
6. Guide them to trace the letters of the word in the word search.
7. Have students read the word “horse” aloud.
8. Repeat this process for the other words in the list.
9. Have students complete the “Look, Say, and Find the Words” activity independently.
10. Circulate around the classroom to provide individual assistance and answer questions.
11. Play a game where students identify farm animals. Show flashcards with pictures of different farm animals and have students say the names.
12. Play a game where students spell the names of farm animals using letter cards.
13. Review the completed worksheets to assess student understanding of the vocabulary words and their ability to read and spell them.
14. Observe students during the games to see if they can correctly identify farm animals and spell their names.



PRACTICE BOOK LESSON 2

1 Listen, Read, and Number

Student's own answer

2 Look, Read, and Complete

Student's own answer

3 Look, Read, and Circle

Student's own answer

4 Look and Write

2. I am an ox

3. I am a dog

4. I am a duck

5 Color and Write Three Sentences

Student's own answer

Unit 4 Farm Fun

Lesson 3 Day In The Farm

SB pages, PB Pages.....

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

- recognize farm activities.
- identify the four seasons of the year.
- use “want to” to express their interests.
- link the four seasons to some outdoor activities.
- appreciate the value of cooperation.

Vocabulary:

feed the birds, plant a tree, paint the walls, collect eggs, grow crops, water the plants, milk the cow, cut the grass, pick the apples, hot, summer, cold, winter, warm, spring, cool, fall

Language:

1. Subject-Verb Agreement with Singular and Plural Pronouns

- He collects the eggs.” (Singular: add “-s”)
- They water the plants “ (Plural: no “-s”)

2. Describing weather and seasons

3. Using “want to” to express interest in doing something.

Values:

- Healthy eating
- Appreciation for nature



- Hard work and responsibility
- Gratitude for farmers
- Respect for all jobs
- Teamwork and cooperation

Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Charts/Posters
- Picture Cards
- Songs and Rhymes
- Real Objects/Props

Warm up

1. Greet the students cheerfully.
2. Ask simple questions like, "Have you ever been to a farm?" or "What animals do you see on a farm?"
3. Sing a farm-related song like "Old MacDonald Had a Farm" and let students make animal sounds.
4. Show pictures or flashcards of a farm, farmer, animals, and tools used on a farm.
5. Do a quick action game where students act like farm animals (flap like a chicken, moo like a cow, etc.).
6. Tell a short story about a farmer's day and ask, "What do you think the farmer does next?"
7. Make students close their eyes and imagine they are on a farm, then describe what they see.
8. Introduce key vocabulary related to farm activities and let students repeat the words after you.
9. Let students guess sounds (ask them to listen to identify sounds of animals).

1. Listen And Tick ☒ what people do on a Farm

1. Start by reviewing the concept of a farm with the class. Ask students about farms they may have seen or heard about.

2. Introduce the vocabulary words: feed the birds, grow crops, paint the walls, collect eggs, water the plants, pick the apples, cut the grass, milk the cow.

3. Show flashcards with pictures of these activities (if available) and say the words clearly.

4. Encourage students to repeat the words after you and practice pronouncing them correctly.

5. Guide students through the “Listen and Tick - What People Do on a Farm” activity.

6. Point to the first picture (a person feeding birds) and say “Feed the birds.”

7. Have students repeat the phrase chorally and individually.

8. Ask students to tick the box next to the correct phrase.

9. Repeat this process for each picture and phrase.

10. Have students complete the “Listen and Tick - What People Do on a Farm” activity independently.

11. Circulate around the classroom to provide individual assistance and answer questions.

12. Play a game where students act out farm activities. For example, one student can pretend to milk a cow while others make the “moo” sound.



13. Play a game where students describe farm activities using simple sentences (e.g., “The farmer is watering the plants.”).
14. Observe students during the activities to assess their understanding of the vocabulary words and their ability to identify and describe farm activities.
15. Assess student participation and engagement in the activities.

2. Look and Write

1. Start by reviewing the concept of a farm with the class. Ask students about farms they may have seen or heard about.
2. Introduce the vocabulary words: collect eggs, grow crops, water the plants, cut the grass, milk the cow, pick the apples.
3. Show flashcards with pictures of these activities (if available) and say the words clearly.
4. Encourage students to repeat the words after you and practice pronouncing them correctly.
5. Briefly review the pronouns “he,” “she,” “they,” and “we” and explain how they are used to refer to different people.
6. Guide students through the “Look and Write” activity.
7. Point to the first picture (a man collecting eggs) and read the sentence “He collects the eggs.”
8. Explain that “he” refers to the man in the picture.
9. Have students write the sentence below the picture.
10. Repeat this process for the other pictures and sentences, guiding students to choose the correct pronoun for each sentence.
11. Have students complete the “Look and Write” activity independently.



12. Circulate around the classroom to provide individual assistance and answer questions.
13. Play a game where students describe farm activities using pronouns. For example, “She milks the cow.” or “We pick the apples.”
14. Review the completed worksheets to assess student understanding of the vocabulary words and their ability to use pronouns correctly in sentences about farm activities.
15. Observe students during the games to see if they can correctly use pronouns and describe farm activities.

3. Listen, Write and Say

1. Start by reviewing the concept of seasons with the class. Ask students what they like to do in different times of the year.
2. Introduce the four seasons: spring, summer, autumn/fall, and winter. Show flashcards with pictures representing each season and say the names clearly.
3. Encourage students to repeat the names of the seasons after you.
4. Introduce vocabulary to describe the weather in each season: hot, cold, warm, cool.
5. Guide students through the “Listen, Write and Say” activity.
6. Point to the first picture (summer) and say “It is hot in summer.”
7. Have students repeat the sentence chorally and individually.
8. Write the sentence below the picture.
9. Repeat this process for the other seasons and weather descriptions.
10. Have students complete the “Listen, Write and Say” activity independently.
11. Circulate around the classroom to provide individual assistance and answer questions.



4. Read Again and Answer

1. Guide students through the “Read Again and Answer” activity.
2. Read the first question “It is hot in...” and have students identify the correct season (summer).
3. Guide students to write the answer “summer” in the blank space.
4. Repeat this process for the other questions.
5. Have students complete the “Read Again and Answer” activity independently.
6. Circulate around the classroom to provide individual assistance and answer questions.
7. Play a game where you describe the weather and students guess the season. For example, “It is cold and snowy. What season is it?”
8. Review the completed worksheets to assess student understanding of the seasons and their ability to describe the weather in each season.
9. Observe students during the games to see if they can correctly identify the seasons and describe the weather.

4

Read Again and Answer

- 1 It is **hot** in summer.
- 2 It is cold in _____ .
- 3 It is _____ in spring.

5. Read and Match.

1. Start by reviewing the concept of seasons with the class. Ask students what they like to do in different times of the year.
2. Introduce the four seasons: spring, summer, autumn/fall, and winter. Show flash-cards with pictures representing each season and say the names clearly.
3. Encourage students to repeat the names of the seasons after you.
4. Introduce vocabulary to describe the weather in each season: hot, cold, warm, cool.
5. Introduce the phrase “I want to...” and explain how it is used to express interests.

6. Guide students through the “Read and Match” activity.

7, 8. Read the first sentence “It is hot. I want to go to the beach.”

8. Point to the corresponding picture (summer) and explain why it matches the sentence.

9. Have students draw a line to connect the sentence to the correct picture.

10. Repeat this process for the other sentences and pictures.

11. Have students complete the “Read and Match” activity independently.

12. Circulate around the classroom to provide individual assistance and answer questions.

13. Play a game where you describe the weather and students express their interests. For example, “It is cold. What do you want to do?” Students can answer “I want to wear my coat.” or “I want to build a snowman.”

14. Review the completed worksheets to assess student understanding of the seasons, weather descriptions, and the ability to express interests using “I want to...”.

Observe students during the games to see if they can correctly identify the seasons, describe the weather, and express their interests.



6. Song Time

1. Start by reviewing the concept of seasons with the class. Ask students what they like to do in different times of the year.
2. Introduce the four seasons: spring, summer, autumn/fall, and winter. Show flashcards with pictures representing each season and say the names clearly.
3. Encourage students to repeat the names of the seasons after you.
4. Introduce the song “Song Time” and read it aloud, pointing to the corresponding pictures.
5. Have students repeat the song chorally and individually.
6. Emphasize the pronunciation of the words and the rhythm of the song.
7. Discuss the key characteristics of each season mentioned in the song (flowers blooming in spring, sunshine in summer, snow in winter, leaves falling in autumn).
8. Have students practice singing the song independently.
9. Encourage students to use hand gestures or movements to accompany the song.
10. Circulate around the classroom to provide individual assistance and answer questions.
11. Play a game where you describe a season and students guess the name. For example, “This is the season when the leaves change color.”
12. Play a game where students act out activities associated with each season (e.g., wearing a coat for winter, playing in the sand for summer).
13. Observe students singing the song to assess their understanding of the lyrics and their ability to sing along.
14. Observe students during the games to see if they can correctly identify the seasons and describe their characteristics.



PRACTICE BOOK LESSON 3

1 Read and Number

Student's own answer

2 Look at the Pictures, Read and Match

Student's own answer

3 Look, Listen, and Write

2. cow – milk – winter

3. duck – eggs – spring

4. rabbits- fall

4 Rearrange the Following Words to Make a Sentence

1- I eat mangoes in summer.

2- I drink orange juice in winter.

3- We pick apples in spring.

4- We play with leaves in fall.

5 Listen and Complete

Student's own answer

Unit 4 Farm Fun

Lesson 4 Jobs

SB pages, PB Pages.....

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

- recognize different jobs.
- value the importance of jobs.
- Use "I want to be....." to express their dream jobs.
- use (a) and (an) before singular nouns.

Vocabulary:

carpenter, officer, vet, engineer, dentist, teacher, doctor, sick, animal, table, chair, plane

Language:

- Using "I want to be..." to express dream jobs
- Using (a) and (an) before singular nouns.

Values:

- Healthy eating
- Appreciation for nature
- Hard work and responsibility
- Gratitude for farmers
- Curiosity and learning
- Respect for all jobs
- Teamwork and cooperation

Materials:

Student's Book

Practice Book

Teacher's Guide



Flashcards: Pictures of different professions.

Posters: Job descriptions with images.

Job Wheel: A spinning wheel with different occupations for students to discuss.

Warm up

1. Show pictures of different jobs and ask students to guess what they are.
2. Act out a job using gestures and let students guess what it is.
3. Play or sing a simple song related to jobs and encourage students to join in.
4. Play different sounds related to jobs and ask students to identify them.
5. Bring job-related props and discuss what they are used for.
6. Ask each student to say what they want to be when they grow up.
7. Place small job-related objects in a bag, let students pick one, and guess the job.

1. Listen, Point, and Repeat

1. Start by reviewing the concept of community helpers with the class. Ask students about people who help them in their daily lives.
2. Introduce the vocabulary words: carpenter, engineer, officer, dentist, vet, teacher. Show flashcards with pictures of these community helpers and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Read Aloud” activity.
5. Point to the first picture (carpenter) and read the word aloud.



6. Have students repeat the word chorally and individually.
7. Explain what a carpenter does (builds houses).
8. Repeat this process for each picture and word.
9. Have students read the words aloud independently.
10. Circulate around the classroom to provide individual assistance and answer questions.
11. Play a game where students identify community helpers. Show flashcards with pictures of different community helpers and have students say the names.
12. Play a game where students act out the jobs of different community helpers (e.g., one student can pretend to be a teacher, another can pretend to be a doctor).
13. Observe students during the activities to assess their understanding of the vocabulary words and their ability to read them aloud.
14. Assess student participation and engagement in the activities.

2. Look and Read.

1. Start by reviewing the concept of community helpers with the class. Ask students about people who help them in their daily lives.
2. Introduce the vocabulary words: carpenter, engineer, officer, doctor, dentist, teacher, vet. Show flashcards with pictures of these community helpers and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Look and Read” activity.
5. Point to the first sentence “Osama



is a carpenter.” and read it aloud.

6. Explain the meaning of the sentence and emphasize the use of the article “a” before the word “carpenter.”
7. Have students repeat the sentence chorally and individually.
8. Repeat this process for the other sentences in the activity, highlighting the use of articles “a” and “an” where appropriate.
9. Have students read the sentences independently.
10. Circulate around the classroom to provide individual assistance and answer questions.
11. Play a game where students identify community helpers. Show flashcards with pictures of different community helpers and have students say the names.
12. Play a game where students create sentences about family members and their professions using articles “a” and “an” (e.g., “My father is a doctor.”).
13. Observe students during the activities to assess their understanding of the vocabulary words, their ability to read the sentences, and their use of articles “a” and “an.”
14. Assess student participation and engagement in the activities.
15. For students who are ready for a challenge, have them create their own sentences about community helpers and their families, using articles “a” and “an.”

3. What Do You Want to Be?

1. Start by reviewing the concept of different jobs and professions. Ask students about jobs that they are familiar with.
2. Introduce the vocabulary words: doctor, teacher, pilot, police officer, carpenter, engineer. Show flashcards with pictures of people in these professions and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.

4. Introduce the phrase “I want to be...” and explain how it is used to express a future career goal.

5. Guide students through the “What Do You Want to Be?” activity.

6. Point to the first picture (a doctor) and say “I want to be a doctor.”

7. Have students repeat the sentence chorally and individually.

8. Explain the meaning of the sentence and emphasize the use of the phrase “I want to be...”

9. Repeat this process for the other pictures and professions.

10. Have students complete the “What Do You Want to Be?” activity independently.

11. Circulate around the classroom to provide individual assistance and answer questions.

12. Play a game where students ask and answer about their future career goals. For example, one student asks “What do you want to be?” and the other student answers “I want to be a teacher.”

13. Observe students during the activities to assess their understanding of the vocabulary words, their ability to use the phrase “I want to be...” to express future career goals, and their participation in the activities.



4. Read, Guess and Write.

1. Start by reviewing the concept of community helpers with the class. Ask students about people who help them in their daily lives.
2. Introduce the vocabulary words: doctor, teacher, vet, carpenter. Show flashcards with pictures of these community helpers and say the words clearly.
3. Encourage students to repeat the words after you and practice pronouncing them correctly.
4. Guide students through the “Read, Guess and Write” activity.
5. Read the first sentence “I help sick people. I am a doctor.”
6. Point to the picture of the doctor and explain the connection between the sentence and the picture.
7. Have students write the word “doctor” in the blank space.
8. Repeat this process for the other sentences and pictures.
9. Have students complete the “Read, Guess and Write” activity independently.
10. Circulate around the classroom to provide individual assistance and answer questions.



5. What do you want to be?

1. Guide students through the “What do you want to be?” activity.
2. Point to the first speech bubble and say “I want to be a doctor.”
3. Have students repeat the sentence chorally and individually.
4. Explain the meaning of the sentence and emphasize the use of the phrase “I want to be...”

5. Encourage students to express their own career aspirations using the same phrase.
6. Have students complete the “What do you want to be?” activity by writing their own career aspirations in the speech bubble.
7. Circulate around the classroom to provide individual assistance and answer questions.
8. Play a game where students identify community helpers. Show flashcards with pictures of different community helpers and have students say the names.
9. Play a game where students act out the jobs of different community helpers (e.g., one student can pretend to be a teacher, another can pretend to be a doctor).
10. Observe students during the activities to assess their understanding of the vocabulary words, their ability to read and understand the sentences, and their ability to express their future career aspirations using the phrase “I want to be...”.
11. Assess student participation and engagement in the activities.

6. Talk About the Differences Between pictures A & B

1. Start by reviewing the concept of observation with the class. Ask students to look closely at a familiar object and describe its features.
2. Explain that they will be looking at two pictures that are very similar, but with some small differences.
3. Guide students through the “Show the Differences Between A & B” activity.
4. Point to the two pictures and ask students to look at them carefully.
5. Ask questions like, “What do you see in picture A?” and “What do you see in picture B?” to help students identify the key elements in each picture.
6. Guide students to identify the first difference (e.g., “The man is missing in picture B.”).
7. Encourage students to use complete sentences to describe the differences.
8. Repeat this process for other differences in the pictures.



PRACTICE BOOK LESSON 4

1 Look and Write

He is an engineer.

He is a police officer.

He is a carpenter.

She is a housewife.

2 Read, Complete, and Match

1- I help sick people.

2- I teach children.

3- I fly planes.

4- I cook food.

5- I put out fires.

6- I help animals.

3 Read the Text, then Answer the Following Questions

1- Hazem is a vet.

2- He is happy because he loves animals.

3- Ola is a firefighter.

4- She has a hose.

5- Hanan is an officer.

6- She works at the police station.

4 Write Three Jobs you Dream of .

Student's own answer

5 Let's Ask, and Answer

Student's own answer

Unit 5

Technology



Unit 5 Technology

Lesson 1 The Computer Lab

SB pages, PB Pages.....

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

- read for specific information.
- write the names of computer related objects.
- recognize the /f/ and /g/ sounds.
- link the sound /f/ with its spelling patterns.
- link the sound /g/ with its spelling patterns.
- appreciate cooperation with others.

Vocabulary:

monitor, headphones, scanner, keyboard, mouse, printer

Language:

- Present simple affirmative.
- Examples: “she plays handball.”, “he likes fish”.
- Using “to + inf” for purpose: “Use the mouse to point”.

Phonics:

- Recognize the /f/ and /g/ sounds.
- Link the sound /f/ with its spelling patterns.
- Link the sound /g/ with its spelling patterns.

Values:

- Curiosity and Learning
- Effective Communication
- Respect for Others Online
- Problem-Solving
- Responsibility in Using Technology



Responsibility in Using Technology

- Appreciation of Innovation
- Listening and Collaboration

Materials:

Student's Book

Practice Book

Teacher's Guide

Visual Aids

Practical Tools

Printed Materials

Digital Resources

Activities and Props

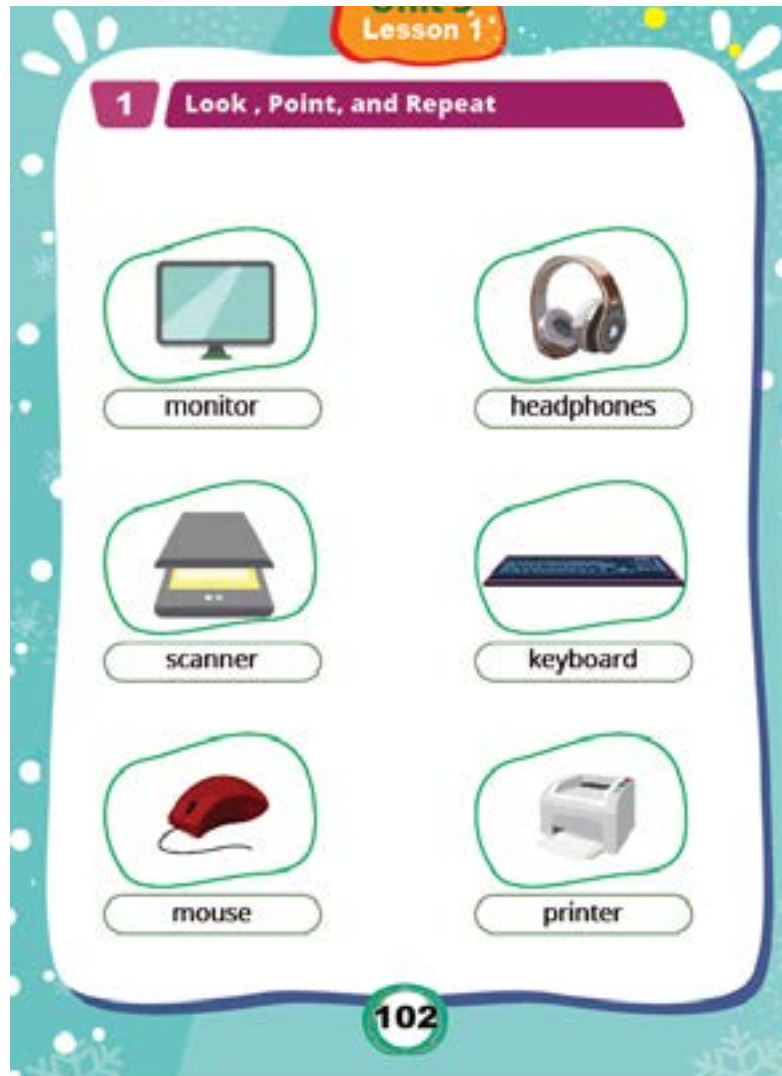
Assessment Tools

Warm up

1. Greet the students warmly and ask if they have ever seen or used a computer before.
2. Show excitement and tell them they are going to explore a special place today.
3. Bring out a small bag with different objects inside. Let students take turns feeling an object without looking and guessing what it is.
4. Reveal each object and briefly explain what it is used for.
5. Play a movement game where you say different words. If the word is related to computers, students clap or jump; if not, they stay still.
7. Tell a short and fun story about someone visiting a new place where they see many computers.
8. Ask simple questions about the story to get students thinking and engaged.
9. Teach a short and catchy chant with actions about learning and having fun.
10. Encourage students to repeat the chant with enthusiasm.
11. Transition smoothly into the main lesson by saying they are now ready to learn more about this special place.

1 Look, Point, and Repeat

1. Start by reviewing the concept of computers with the class.
2. Ask students what they use computers for (playing games, watching videos, learning, etc.).
3. Introduce the vocabulary words: Elicit the meaning of the new words from your students.
4. Let them share their ideas.
5. Show flashcards with pictures of these computer parts (mouse, keyboard, monitor, headphones, and speakers) and say the words clearly.
6. Encourage students to repeat the words after you and practice pronouncing them correctly.
7. Point to the first picture (mouse) and say the word “mouse.”
8. Have students repeat the word chorally and individually.
9. Repeat this process for each picture and word.
10. Have students complete the “Look, Read and Say” activity independently.
11. Circulate around the classroom to provide individual assistance and answer questions.
12. Play a game where students identify computer parts.
13. Show flashcards with pictures of different computer parts and have students say the names.



14. Play a game where students act out using different computer parts (e.g., pretending to type on a keyboard, click a mouse).
15. Observe students during the activities to assess their understanding of the vocabulary words and their ability to identify and name computer parts.
16. Assess student participation and engagement in the activities.

2 Look, Listen, and Read

1. Start by reviewing the concept of computers with the class.
2. Ask students what they use computers for.
3. Introduce the vocabulary words: computer lab, mouse, keyboard, scanner, monitor, printer, headphones, click, type, print, listen, scan.
4. Show flashcards with pictures of these computer parts and say the words clearly.
5. Encourage students to repeat the words after you and practice pronouncing them.
6. Guide students through the “Look and Write” activity.



7. Point to the first picture (monitor) and ask “What is it?”
8. Answer “It’s a monitor.” and have students repeat the question and answer.
9. Explain the use of the structure “What is it?” and “It’s a...” to identify objects.
10. Repeat this process for the other pictures and computer parts.
11. Have students complete the “Look, Listen, and Read” activity independently.

12. Go around the classroom to provide individual assistance and answer questions.
 13. Play a game where students identify computer parts using the question “What is it?” and answer “It’s a...”.
 14. Show flashcards with pictures of computer parts and have students ask and answer the questions.
 15. Say the words clearly and loudly.
 16. Encourage students to repeat the words after you and practice pronouncing them.
- Play a game where students act out using different computer parts (e.g., pretending to type on a keyboard, click a mouse). For example, one student can pretend to type on a keyboard while another student pretends to click a mouse.
17. Observe students during the activities to assess their understanding of the vocabulary words, their ability to identify computer parts, and their use of the sentence structures “What is it?” and “It’s a...”.
 18. Assess student participation and engagement in the activities.

3. Reread and Complete

1. Start by reviewing the concept of computers with the class.
2. Ask students what they use computers for (playing games, watching videos, learning, etc.).
3. Introduce the vocabulary words: keyboard, mouse, printer, headphones, scanner, click, type, print, listen, scan.
4. Show flashcards with pictures of these computer parts and say the words clearly.
5. Encourage students to repeat the words after you and prac-

Unit 5
Lesson 1

3
Reread and Complete



1. Soha helps her friends to use the computer.
2. We use the mouse to _____ on icons.
3. We use the keyboard to _____ texts.
4. We use the _____ to listen to songs.
5. We use the printer to _____ texts.
6. We use the _____ to scan pictures.

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tice pronouncing them correctly.

6. Guide students through the “ Reread and Complete” activity.
7. Read the first sentence “Soha helps her friends to use the computer.”
8. Point to the picture in the worksheet and explain the context of the sentence.
9. Discuss the meaning of the sentence and emphasize the verb “use.”
10. Guide students to fill in the blank with the correct word (“use”).
11. Repeat this process for the other sentences, emphasizing the verbs “click,” “type,” “listen,” “print,” and “scan.”
12. Have students complete the “Read and Complete” activity independently.
13. Circulate around the classroom to provide individual assistance and answer questions.
14. Play a game where students match flashcards of computer parts with their corresponding functions (e.g., match the picture of a printer with the word “print”).
15. Observe students during the activities to assess their understanding of the sentences, vocabulary, and computer actions.
16. Assess student participation and engagement in the activities.

Answers

1. use
2. click
3. type
4. headphones
5. print
6. scanner

4. Look, Listen and Circle Words with /f/ and /g/.

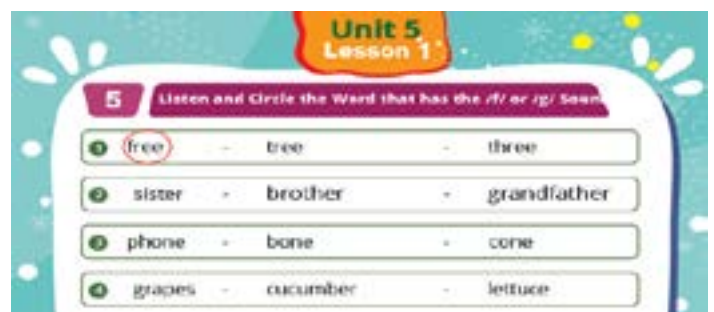
1. Start by reviewing the concept of animals with the class.
2. Ask students about their favorite animals.
3. Introduce the vocabulary words: fox, elephant, ox, gorilla, frog, goat.
4. Show flashcards with pictures of the animals and say the words clearly.
5. Encourage students to repeat the words after you and practice pronouncing them correctly.
6. Guide students through the “Look, Listen and Circle” activity.
7. Read the story aloud, pointing to the pictures as you go.
8. Pause after each sentence and have students repeat it chorally and individually.
9. Explain the meaning of the story and any new vocabulary words.
10. After reading the story, point to the list of words and ask students to circle the names of the animals mentioned in the story.
11. Guide students to find and circle the words “fox,” “elephant,” “ox,” “gorilla,” “frog,” and “goat.”
12. Have students independently read the story and circle the names of the animals in the list.
13. Circulate around the classroom to provide individual assistance and answer questions.
14. Play a game where students identify the animals mentioned in the story.



15. Show flashcards with pictures of different animals and have students say “yes” if the animal was in the story and “no” if it wasn’t.
16. Play a game where students make animal sounds (e.g., “moo” for cow, “woof” for dog).
17. Observe students during the activities to assess their understanding of the story, vocabulary, and ability to identify and circle the correct words.
18. Assess student participation and engagement in the activities

5. Listen and Circle the Word that has the /f/ Or /g/ sound.

1. Start by reviewing the concept of letter sounds with the class.
2. Explain that each letter makes a unique sound. Introduce the /f/ sound. Model the sound by saying “fff” and having students repeat it.



3. Introduce the /g/ sound. Model the sound by saying “ggg” and having students repeat it.
4. Guide students through the “Listen and Circle” activity.
5. Point to the first row of words (Free, Tree, Three).
6. Say the words aloud, emphasizing the beginning sound in each word.
7. Guide students to identify the word that starts with the /f/ sound (“Free”) and circle it.
8. Repeat this process for the other rows of words, emphasizing the /g/ sound in the second row.
9. Have students complete the “Listen and Circle” activity independently.
10. Circulate around the classroom to provide individual assistance and answer questions.
11. Play a game where students identify words that begin with /f/ or /g/.
12. Show flashcards with pictures of objects and have students say the word and identify the beginning sound.

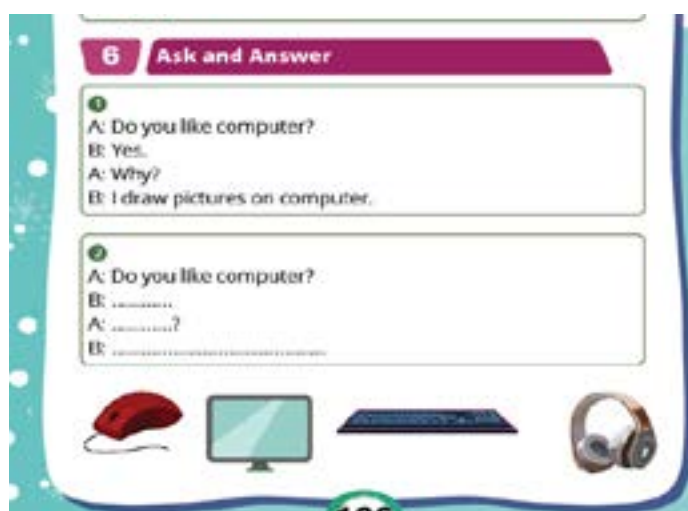
13. Play a game where students make words with /f/ and /g/ sounds by blending sounds together (e.g., “f-i-sh” for “fish”).
14. Observe students during the activities to assess their ability to identify and produce the /f/ and /g/ sounds and identify words that begin with these sounds.
15. Assess student participation and engagement in the activities.

Answers

1. free 2. grandfather
3. phone 4. grapes

6 Ask and Answer

1. Show the images of the computer, mouse, keyboard, and headphones.
2. Ask students what they see in the pictures.
3. Let students name the objects if they can.
4. Explain that the lesson is about computers.
5. Read the first dialogue aloud with expressions and gestures.
6. Act out the conversation with a student.
7. Repeat the dialogue, encouraging students to join in.



8. Write the second incomplete conversation on the board.
9. Ask students to help fill in the blanks with their ideas.
10. Guide students by giving example answers if needed.
11. Pair up students and let them practice the conversation.
12. Walk around and assist students during the activity.
13. Encourage students to share their answers with the class.
14. Let students draw something they do on a computer.
15. Ask students to explain their drawings using simple sentences.

PRACTICE BOOK LESSON 1

1 Look and Match

Student's own answer

2 Look and Write

Student's own answer

3 Look, Write, and Tick ()

Mouse- printer – speaker – scanner- keyboard

4 Listen and Write (ph/, f/ or ff)

1- Phone

2- frog

3- giraffe

4- fox

5- elephant

6- fan

7- photo

5 Look and Write

It's a mouse

It's a printer

It's a screen

Unit 5 Technology

Lesson 2 Technology Everywhere

SB pages, PB Pages.....

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

- take part in a conversation about personal information.
- read for specific information.
- identify the different devices of technology.
- recognize the short /o/ sound.
- associate of the short /o/ sound with its spelling patterns

Vocabulary: smart phone, phone number, WhatsApp, chat, blue, use, mobile online

Language:

What's your phone number? / It's

Phonics:

- Recognize the short /o/ sound.
- Associate of the short /o/ sound with its spelling patterns

Values:

- Curiosity and Learning
- Effective Communication
- Respect for Others Online
- Problem-Solving
- Responsibility in Using Technology



- Appreciation of Innovation
- Listening and Collaboration

Materials:

- Whiteboard or projector
- Markers
- Student's book, Practice book
- Real objects
- Flashcards with pictures of technology-related items (smartphone, phone)

Warm up

1. Greet the students and ask if they have seen or used a phone, laptop, or tablet today.
2. Show a smartphone, laptop, or picture of technology and ask them to name it.
3. Let them guess what these devices are used for in daily life.
4. Encourage them to act out using a phone (calling, taking a selfie) or typing on a laptop.
5. Ask, "What would happen if we had no phones or computers?" to spark curiosity.
6. Share a short story about a child using technology to learn, play, or talk to family.
7. Allow students to share their experiences with technology at home or school.
8. Summarize how technology is everywhere and helps us in many ways.
9. Reinforce the idea that these devices make life easier but should be used wisely.
10. Transition into the lesson by introducing how technology is part of our world

1. Listen, point and repeat

1. Show flashcards with pictures of these items (if available) and say the words clearly.
2. Encourage students to repeat the words after you and practice pronouncing them correctly
3. Guide students through the “Listen, Point and Repeat” activity.
4. Point to the first picture (smartphone) and say the word “smartphone.”
5. Have students repeat the word chorally and individually.
6. Emphasize the sounds of the letters in the word (“s,” “m,” “a,” “r,” “t,” “p,” “h,” “o,” “n,” “e”).
7. Repeat this process for the other words and pictures.
8. Have students complete the “Listen, Point and Repeat” activity independently.
9. Circulate around the classroom to provide individual assistance and answer questions.
10. Play a game where students identify technology-related items.
11. Show flashcards with pictures of different technology items and have students say the names.
12. Play a game where students make words using the letters from the vocabulary words (e.g., “phone” can be made using the letters from “smartphone”)
13. Observe students during the activities to assess their understanding of the vocabulary words and their ability to pronounce them correctly.
14. Assess student participation and engagement in the activities.



2. Listen, Point, and Do

1. Start by reviewing the concept of communication with the class.
2. Ask students how they communicate with their friends and family (e.g., talking, texting, video calls).
3. Introduce the phrases “Do you have...?”, “Yes, I do.”, “Yes, of course.”, “What’s your phone number?”, “WhatsApp,” and “chat.”
4. Write these phrases on the board and have students repeat them chorally and individually.
5. Explain the meaning of each phrase and how they are used in communication.
6. Guide students through the “Listen, point and do” activity.
7. Point to the first question “Do you have a smartphone?” and read it aloud.
8. Read the response “Yes, I do. Everyone has a smartphone.” and have students repeat both the question and the answer.
9. Explain the meaning of the exchange and the use of the phrases “Do you have...?” and “Yes, I do.”
10. Repeat this process for the other questions and answers in the activity.
11. Have students practice asking and answering the questions in the activity independently.
12. Circulate around the classroom to provide individual assistance and answer questions.
13. Play a game where students ask and answer questions about technology in pairs. For example:



14. Student 1: “Do you have a computer?”

15. Student 2: “Yes, I do.”

16. Student 1: “Do you have a tablet?”

17. Student 2: “Yes, of course.”

18. Play a game where students use the phrase “What’s your phone number?” to ask for each other’s phone numbers (without actually exchanging real numbers).

19. Observe students during the activities to assess their understanding and use of the target phrases, their ability to ask and answer questions about technology, and their participation in the activities.

3. Read and Circle the Words with the Short /o/

1. Start by reviewing the concept of reading and comprehension with the class.

2. Ask students about their favorite stories.

3. Introduce the short “o” sound. Model the sound by saying “o” as in “hot” and having students repeat it.

4. Provide examples of words with the short “o” sound (e.g., “dog,” “top,” “hop”).

5. Guide students through the reading passage “Omnia and Her Laptop.”

6. Read the story aloud, pointing to the pictures as you go.

7. Pause after each sentence and have students repeat it chorally and individually.

8. Explain the meaning of the story and any new vocabulary words.

Lesson 2

3 Read and Circle the Words with the Short /o/

Omnia has a small blue laptop. She keeps it on her desk. On Fridays, she uses it to listen to songs and read short stories. She also sends messages online. Her brother has a tablet. He plays games on it. Her father has an iPad. It helps him do his work.

Choose the correct answer:

1. The laptop is (big - **small** - slow).
2. Omnia uses the laptop (once - twice - three times) a week.
3. Omnia sends (songs - messages - games) online.
4. Omnia's brother has (a laptop - an iPad - a tablet).
5. Omnia's father has (a tablet - a laptop - an iPad).

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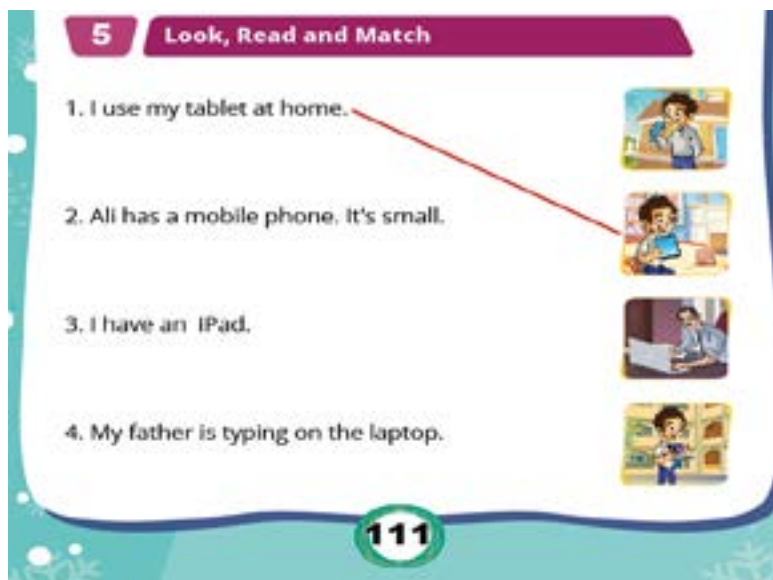
9. Highlight words with the short “o” sound in the story (e.g., “laptop,” “on,” “short,” “stories,” “also”).
10. Have students read the story independently.
11. Circulate around the classroom to provide individual assistance and answer questions.
12. Guide students through the “Choose the Correct Answer” section.
13. Read the first question “The laptop is (big-small-slow).”
14. Guide students to identify the correct answer (“small”) based on the story.
15. Repeat this process for the other questions.
16. Have students complete the “Choose the Correct Answer” section independently.
17. Circulate around the classroom to provide individual assistance and answer questions.
18. Guide students through the “Read and Circle the Words with the Short /o/ Sound” section.
19. Read the words aloud, emphasizing the short “o” sound in each word.
20. Guide students to circle the words with the short “o” sound.
21. Have students complete the “Read and Circle the Words with the Short /o/ Sound” section independently.
22. Circulate around the classroom to provide individual assistance and answer questions.
23. Observe students during the activities to assess their reading comprehension, vocabulary understanding, and ability to identify words with the short “o” sound.
24. Assess student participation and engagement in the activities.

Answers

1. small
2. once
3. messages
4. a tablet
5. an iPad

4. Fill in the Gaps with a Word from the Box

1. Start by reviewing the concept of technology with the class.
2. Ask students what technology they use in their daily lives (e.g., smartphones, tablets, computers).
3. Introduce the vocabulary words: mobile phone, online, off, blue, use.
4. Show flashcards with pictures of technology devices (if available) and say the words clearly.
5. Encourage students to repeat the words after you and practice pronouncing them correctly.
6. Guide students through the “Fill in the Gaps with a Word from the Box” activity.
7. Read the first sentence “My brother has a mobile phone. It’s”
8. Guide students to identify the correct word from the box (“blue”) to fill in the gap.
9. Explain the meaning of the sentence and emphasize the use of the vocabulary word “blue.”
10. Repeat this process for the other sentences in the activity.
11. Have students complete the “Fill in the Gaps with a Word from the Box” activity independently.
12. Circulate around the classroom to provide individual assistance and answer questions.



Answers

1. mobile
- 2- blue
- 3- on
- 4- use

5. Look, Read, and Match

1. Guide students through the “Look, Read and Match” activity.
2. Read the first sentence “I use my tablet at home.”
3. Point to the corresponding picture (a child using a tablet) and explain why it matches the sentence.
4. Have students draw a line to connect the sentence to the correct picture.
5. Repeat this process for the other sentences and pictures.
6. Have students complete the “Look, Read and Match” activity independently.
7. Circulate around the classroom to provide individual assistance and answer questions.
8. Play a game where students describe technology devices using the vocabulary words (e.g., “My phone is blue.” or “I use my tablet to play games online.”).
9. Observe students during the activities to assess their understanding of the vocabulary words, their ability to read and understand the sentences, and their ability to match sentences to pictures.
10. Assess student participation and engagement in the activities.

Answer: 1. the second picture

2. the first picture

3. the last picture

4. the third picture

5

Look, Read and Match

1. I use my tablet at home.



2. Ali has a mobile phone. It's small.



3. I have an iPad.



4. My father is typing on the laptop.



PRACTICE BOOK LESSON 2

1 Read and Complete

a WhatsApp number, chat, happy, Hello

2 Look and Match

Student's own answer

3 Read and Sort /f/, /g/ or /o/

/f/: frog, fan, fox, flower

/g/: goat, guitar, gorilla, green, glue

/o/: ox, shop, pot, orange, elephant

4 Look and Write

It is a tablet.

It is a mobil0

It is a laptop.

5 Listen and Complete

Sun- cat- red- frog- nut

Unit 5 Technology

Lesson 3 Facebook Post

SB pages, PB Pages.....

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

- read a text about the internet for specific information.
- comment on Facebook posts.
- identify the prepositions of place.
- use the prepositions of place properly.

Vocabulary:

nature, share, ideas, in, under, on, clear water, fresh air, vase, flower, grass

Language:

- Using the prepositions of place properly.

Where's the dog? It's under the table.

Values:

- Curiosity and Learning
- Effective Communication
- Respect for Others Online
- Problem-Solving
- Responsibility in Using Technology
- Appreciation of Innovation



- Listening and Collaboration

Materials:

- Whiteboard or projector
- Student's book
- Markers
- Worksheet with the “Listen, Point and Repeat” activity
- Flash cards

Warm up

1. Greet the students warmly and introduce the idea of sharing experiences online.
2. Show pictures of different natural places and ask students what they see, hear, and feel in those places.
3. Encourage students to talk about any trips they have taken to parks, beaches, or forests.
4. Lead a short movement activity where students pretend to explore nature, such as walking through a forest or listening to birds.
5. Ask students what they would tell their friends about their nature trip if they could post it online.
6. Give each student a small sheet of paper and ask them to draw something they would “post” about their nature trip.
7. Allow a few students to share their drawings and describe them as if they were writing a Facebook post.
8. Explain that people use Facebook to share pictures and short stories about their experiences.
9. Transition into the main lesson by discussing how to create a simple Facebook post about a trip to nature

1. Listen, Point, and Repeat

1. Guide students through the “Listen, Point and Repeat” activity.
2. Start showing them the pictures that clarify the meaning.
3. Elicit the meaning from your students and encourage them to participate.
4. After presenting the meaning say the words clearly and they repeat.
5. Use a ball for example to show prepositions of place in a realistic way.
6. Help students to act the same way in order to differentiate their meaning.



2. Look, Read, and Complete

1. Start by reviewing the concept of nature with the class. Ask students about their favorite places in nature (park, beach, garden).
2. Introduce the vocabulary words: park, nature, fresh air, birds, sky, duck, water, Facebook, share, ideas.
3. Show flashcards with pictures of nature (if available) and say the words clearly.
4. Encourage students to repeat the words after you and practice pronouncing them correctly.
5. Guide students through the reading passage “We had a trip to the park to learn about nature.”
6. Read the story aloud, pointing to the pictures as you go.



7. Guide students through the “Look, Read and Complete” activity.
8. Point to the first blank space and read the sentence “We enjoy our time in the _____ air.”
9. Guide students to identify the correct word from the picture (“fresh”) to fill in the gap.
10. Explain the meaning of the sentence and emphasize the use of the vocabulary word “fresh.”
11. Repeat this process for the other blank spaces in the activity.
12. Have students complete the “Look, Read and Complete” activity independently.
13. Circulate around the classroom to provide individual assistance and answer questions.
14. Discuss the importance of nature and environmental protection with the class.
15. Ask students how they can help protect nature (e.g., planting trees, reducing waste, conserving water).
16. Observe students during the activities to assess their reading comprehension, vocabulary understanding, and ability to complete the sentences.
17. Assess student participation and engagement in the activities.

1 Answers

1. sky
1. . Facebook
2. . park
3. . share what they will find on the Facebook

3. Look, read, and circle

1. Start by reviewing the concept of location with the class. Ask students where they keep their books, toys, etc.
2. Introduce the prepositions “in,” “on,” and “under.” Write each preposition on the board and explain its meaning using simple examples.
3. Observe students during the game to see if they can correctly use the prepositions “in,” “on,” and “under” to describe the location of objects.
4. Assess student participation and engagement in the activities.

5. Use objects to demonstrate the prepositions. Place a toy car on a book and say “The car is on the book.” Place a block in a box and say “The block is in the box.” Place a book under a chair and say “The book is under the chair.”

6. Guide students through the “Look, Read and Circle” activity.

7. Point to the first question “The dog is (in-on-under) the table.”

8. Look at the picture and identify the dog under the table.

9. Say the answer “The dog is under the table.” and have students repeat it chorally and individually.

10. Explain the meaning of the question and the answer, emphasizing the use of the preposition “under.”

11. Repeat this process for the other questions and answers.

12. Have students complete the “Look, Read and Circle” activity independently.

13. Circulate around the classroom to provide individual assistance and answer questions.

14. Play a game where students ask and answer questions about the location of objects. Use objects in the classroom and have students ask and answer questions using prepositions (e.g., “Where is the marker?” “The marker is on the desk.”).

Answers

1. under
2. on
3. in

Unit 5
Lesson 3

3 Look, Read, and Circle

The dog is **in** the box. The frog is **under** the table. The vase is **on** the table. The flowers are **in** the vase.



Circle the correct preposition:

- 1 The dog is (in - on - under) the box.
- 2 The vase is (in - on - under) the table.
- 3 The flowers are (in - on - under) the vase.

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4. Color and Comment

1. Start by reviewing the prepositions “on” and “in” with the class. Use objects to demonstrate the prepositions (e.g., “The book is on the table.” “The toy is in the box.”).
2. Review the colors yellow, brown, and blue. Show students examples of these colors and have them repeat the color names.
3. Guide students through the “Color and Comment” activity.
4. Point to the first picture (a chair with a yellow ball on it).
5. Ask students to color the ball yellow.
6. Guide students to describe the location of the ball using the preposition “on” and the color “yellow” (e.g., “The yellow ball is on the brown chair.”).
7. Repeat this process for the other pictures, guiding students to use the correct prepositions and colors in their descriptions.
8. Have students complete the “Color and Comment” activity independently.
9. Circulate around the classroom to provide individual assistance and answer questions.
10. Play a game where students describe the location of objects using prepositions and colors. Use objects in the classroom and have students describe their location (e.g., “The red pen is on the desk.”).
11. Observe students during the activities to see if they can correctly use the prepositions “on” and “in,” identify the colors, and describe the location of objects using both prepositions and colors.



Answers

1. yellow/on/brown
2. black/on/brown
3. brown/under/orange
4. green/on/red
5. yellow/under/blue

PRACTICE BOOK LESSON 3

1 Look, Read, and Choose

- 1- in
- 2- on
- 3- under
- 4- in
- 5- in
- 6- under

2 Rearrange the Following Sentences

- 2. She helped us to post nice pictures.
- 3. We had a nice trip in the park.
- 4. You can share ideas about clean water on Facebook

3 Look and Write Three Sentences

Student's own answer

4 Look and Match

Student's own answer

5 Look, Color, and Complete

Student's own answer

Unit 5 Technology

Lesson 4 The Internet

SB pages, PB Pages.....

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

- surf the internet to search for information.
- take part in a dialogue about the internet.
- read for specific information.
- use the internet to find the meaning of new words.

Vocabulary: library, surf the net, dictionary, pay, information, don't worry

Look up words, cooking, search on the internet

Language:

- Want to + verb . I want to have a book.
- There isn't any..... There isn't any in the library.
- What's + noun? What's that?
- "Can" for ability/suggestions. You can look in the library.
- "Where" for places. The internet is where you find information.

Values:

- Curiosity and Learning
- Effective Communication
- Respect for Others Online



- Problem-Solving
- Responsibility in Using Technology
- Appreciation of Innovation
- Listening and Collaboration

Materials:

- Whiteboard or projector
- Student's book
- Markers
- Teacher's Guide

Warm up

1. Greet the students warmly and introduce the lesson with excitement.
2. Show a few pictures of different objects and ask students to name them.
3. If they don't know a word, ask how they think they can find out its meaning.
4. Guide them to the idea of using the internet to look up new words.
5. Display a simple word on a tablet or screen and ask if they know its meaning.
6. Pretend to search for the word online and show a picture or definition.
7. Repeat with a few more words to demonstrate how searching for words works.
8. Tell a short story and include a word they may not know.
9. Ask if they understand the word and encourage them to guess its meaning.
10. Act surprised and suggest using the internet to find out.

1. Listen, point, and repeat

1. Guide students through the “Listen, Point and Repeat” activity
2. Start showing them the pictures that clarify the meaning
3. Ask them to identify any if the things they can see in the pictures.
4. Elicit the meaning from your students and encourage them to participate.
5. After presenting the meaning say the words clearly and the repeat.
6. They repeat chorally and ask individuals to say the words.
7. Say the words in random order. Students point to the correct picture.



2. Listen and Repeat

8. Start by reviewing the concept of the internet with the class. Ask students what they use the internet for (e.g., playing games, watching videos, learning).
9. Introduce the phrases: “Hello, Dina.”, “I want...”, “Thank you.”, “You’re welcome.”, “You can surf the internet.”, “The internet is where you can find information about everything.”
10. Write these phrases on the board and have students repeat them chorally and individually.
11. Explain the meaning of each phrase and how they are used in conversation.
12. Guide students through the “Listen and Repeat” activity.
13. Read the conversation aloud, pointing to the pictures as you go.
14. Pause after each sentence and have students repeat it chorally and individually.

15. Explain the meaning of the conversation and the use of the target phrases.

16. Highlight how Dina asks for help and Soha offers assistance using the internet.

17. Have students practice reading the conversation independently.

18. Circulate around the classroom to provide individual assistance and answer questions.

19. Pair up students and have them role-play the conversation between Dina and Soha.

20. Encourage students to use the target phrases and vary the content of the conversation slightly.

21. Observe students during the activities to assess their understanding of the conversation, vocabulary, and ability to use the target phrases.

22. Ask students to write a short story about a time they used the internet to learn something new.



3. Read, and Circle (Let's search)

1. Start by reviewing the concept of using technology for learning with the class. Ask students how they use computers or tablets for learning.
2. Introduce the vocabulary words: teacher, English, library, dictionary, internet, search.
3. Show flashcards with pictures related to the vocabulary words (if available) and say the words clearly.
4. Encourage students to repeat the words after you and practice pronouncing them correctly.

5. Guide students through the reading passage about Mrs. Nadia and her students using technology to learn.

6. Read the passage aloud, pointing to the picture as you go.

7. Pause after each sentence and have students repeat it chorally and individually.

8. Explain the meaning of the passage and any new vocabulary words.

9. Highlight how technology (like dictionaries and the internet) can be used to learn new words.

10. Have students read the passage independently.

11. Circulate around the classroom to provide individual assistance and answer questions.

12. Guide students through the “Read, Answer and Circle” questions.

13. Read the first question “Mrs. Nadia teaches (math-science-English).”

14. Guide students to identify the correct answer (“English”) based on the reading passage.

15. Explain the meaning of the question and how to find the answer in the text.

16. Repeat this process for the other questions.

17. Have students complete the “Read, Answer and Circle” questions independently.

18. Circulate around the classroom to provide individual assistance and answer questions.

19. Discuss the importance of using technology for learning with the class.



Answers

1. English
2. E-dictionary
3. with parents
- 4 Work in pairs (Role- play).

1. Explain the activity to the students.
2. Point to each picture and ask the class what they can see.
3. Read the sentences and get students to repeat after you.
4. In pairs students take turns to role-play the dialogue about the internet.

4 Work in pairs (role play).

Presentation (10 minutes)

Write the model dialogue on the board:

A: How can I find pictures using Internet?

B: You can surf the Internet.

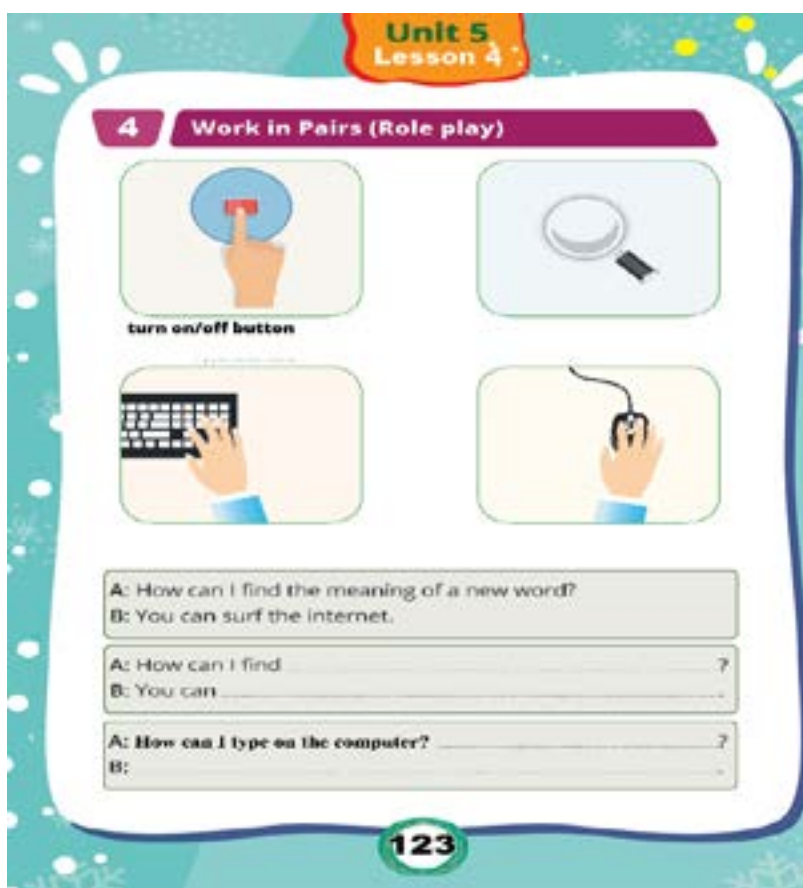
Teacher reads aloud with a student.

Students repeat (choral repetition → pairs → individuals).

Highlight the question form: “How can I find ...?” and the answer: “You can ...”

□ Purpose: Teach key sentence pattern clearly.

3. Guided Practice (10 minutes)



Show a flashcard (e.g., cat picture). Ask:

Teacher: “How can I find cat pictures using Internet?”

Students: “You can surf the Internet / You can use a computer.”

Do the same with music, videos, games, school lessons.

☐ Purpose: Scaffold the activity and provide examples before free practice.

4. Pair Work (10 minutes)

Students work in pairs.

Student A asks: “How can I find ... using Internet?”

Student B answers: “You can ...” (use computer, phone, tablet, Google, YouTube, etc.).

Swap roles after 2–3 questions.

☐ Purpose: Encourage speaking practice and use of digital vocabulary.

5. Checking Answers (5 minutes)

Invite pairs to perform in front of the class.

Example:

A: How can I find games using Internet?

B: You can use your phone. You can surf the Internet.

Teacher corrects errors gently and praises effort.

6. Extension / Wrap-up (5 minutes)

Teacher asks students funny or creative questions:

“How can I find a new teacher using Internet?”

“How can I find a talking cat?”

Encourage creative and funny answers → students laugh and enjoy.

□ Purpose: Personalize and make learning memorable.

5. Read and Tick (✓) or (✗).

1. Discuss with students the reading passage in meaningful points and relate it to their interests.
2. Explain any blocking words you feel they may be hard for them as debit card, groceries.
3. Raise their awareness to the importance of the internet in our life concerning online shopping.
4. Give them chance to read and help them while monitoring.
5. Read aloud and explain the ideas.
6. Give students the opportunity to think, and divide them into groups.
7. Get the answers, discuss them and say the right ones.

Answers 1. ☒ 2. ☒ 3. ☒ 4. ☒ 5. ☒

Unit 5 Lesson 4

5 Read then Tick (✓) or (✗)

The internet is very useful in our life. My mom loves online shopping. She can buy a lot of things and pay online by debit card. We can also buy food, books and groceries. Online shopping makes life much easier.

1 Online shopping is bad. (☒)

2 Online shopping makes life much easier. (☐)

3 The internet is not useful. (☐)

4 My mom can buy food only. (☐)

5 My mom can pay online. (☐)

6. Fill in the Gaps.

1. Point to the picture and ask students what can you see?
2. Discuss the idea of online shopping and ask students if they bought anything on line before, if not, ask them what do they like to buy.
3. Elicit ideas and let students share ideas about their experiences.
4. Ask them to read the words given and make sure they know the meaning.
5. Give students the chance to think and answer then say the right answers.

Answers

1. things
2. pay
3. debit card
4. easier

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Fill in the Gaps

fast

pay

debit-card

things

easier

Today online shopping is much **easier**. My friends can buy a lot of
They online by So, our life becomes much



PRACTICE BOOK LESSON 4

1 Read and Complete

look for, library, internet, information, know, help

2 Look and Match

Student's own answer

3 Read and Complete

online, things, debit card, food, easier

4 Look, Read, and Number

Student's own answer

5 Look and Find the Words

Student's own answer

Unit 6

Travelling



Unit 6 Travelling

Lesson 1 A Family Picnic

SB pages, PB Pages.....

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

- Listen for gist.
- make request.
- identify places to go for a picnic.
- ask and answer about places to go for a picnic.
- read for specific information.
- write about picnics.

Vocabulary:

Giza Zoo, Alex Aquarium, Farm,
The Pyramids, The Citadel, Al-Azhar
Park, The Egyptian Museum

Language:

- Present Continuous Affirmative

I'm cleaning my room.

He is swimming in the sea.

They are having a family picnic.

- Making request.
- Asking and answering about places to go for a picnic.

Values:

1. Be prepared and organized when traveling.
2. Respect different cultures and historical places.
3. Take care of the environment while traveling.



Materials:

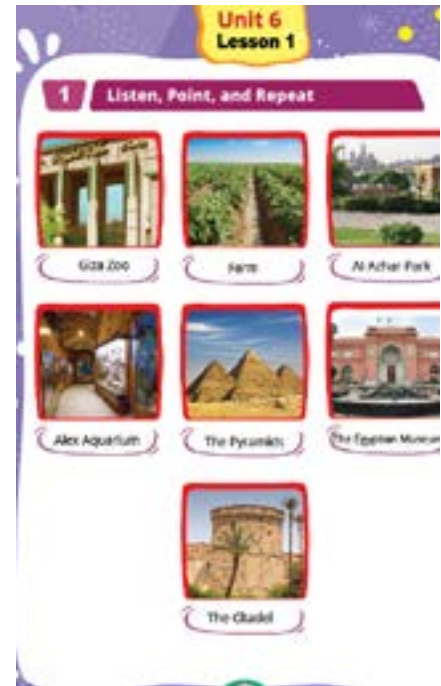
1. Pictures of Family Picnics
2. Picnic Flashcards
3. Mystery Bag with Picnic Items
4. Real Picnic Objects
5. Picnic Storybook
6. Picnic Preparation Chart or Poster
7. Drawing Materials for Picnic Scene
8. Picnic Action Song or Rhyme
9. Video Clip of a Picnic

Warm up

1. Greet the students with and tell them you will talk about something fun today.
2. Show pictures of different picnic scenes and ask students what they see.
3. Encourage students to guess where the families in the pictures might be.
4. Ask if anyone has been on a picnic and let a few students share their experiences.
5. Bring out a bag with picnic-related items and let students take turns pulling out items.
6. Ask students to name and describe each item, and how it is used for a picnic.
7. Teach a short and simple picnic-related song or chant with actions.
8. Encourage students to join in by clapping, singing, or acting out the actions.
9. Ask students what things they think are needed to prepare for a picnic.
10. List answers on the board and encourage discussion about each item.

1. Listen, Point, and Repeat

1. Start by showing the image to the pupils and asking them to look at it carefully.
2. Point to each picture one by one and say the name of the place out loud.
3. Have the pupils repeat the name of the place after you.
4. Encourage them to point to the correct picture while saying the name.
5. Repeat for all the pictures until the pupils can recognize and name each place.
6. Say the name of a place and ask the pupils to point to its picture.
7. Praise correct answers and guide them gently if they make a mistake.



2. Listen, Read, and Answer

1. Start by showing the image to the pupils.
2. Point to the title “Listen, Read and Answer” and read it aloud.
3. Point to the question “What is the family going to do?” and read it aloud.
4. Show the picture of Al-Azhar Park and explain, “This is Al-Azhar Park.”
5. Read each part of the dialogue aloud.
6. Ask the pupils to repeat the dialogue after you.
7. Explain that the family is preparing for a picnic at Al-Azhar Park.
8. Write the following questions on the board for pupils to answer:
What is Baher going to do?



Is he going to help his sister get ready?

9. Help pupils write the answers in complete sentences. .

Answers

1. Baher is going to pack his bag and bring his blue ball.
2. Yes, he is going to help his sister get ready.

3. Speak with your Partner

1. Begin by introducing the task to the pupils in a friendly and clear way, explaining that they will practice asking and answering questions about computers.
2. Show visual aids or pictures of computers to grab their attention and make the concept relatable.
3. Say the question, "Do you like computers?" slowly and clearly, using gestures or pointing to the visual aids.
4. Have the pupils repeat the question after you several times until they are comfortable with it.
5. Answer the question yourself, using a clear and enthusiastic voice, for example, "Yes, I like computers!" or "No, I don't like computers!"
6. Pair up the pupils and instruct them to take turns practicing the question and answer with each other.
7. Walk around the classroom and listen to the pupils as they practice, offering guidance and encouragement when needed.
8. After everyone has had a turn, invite a few pairs to demonstrate their dialogue in front of the class.
9. Reinforce what they have learned by asking some pupils the same question, allowing them to answer individually.



4. Read and Complete

1. Begin by showing the pupils the image related to the task and discussing what they see. Point out key details like the family, picnic setup, and park surroundings.
2. Read the passage aloud to the pupils. Speak slowly and clearly, using gestures to help explain new words or phrases.
3. Pause after each sentence to ask simple questions that guide understanding, such as, “What are they doing?” or “Where are they?”»
4. Explain that the present continuous tense describes actions happening now. Use examples from the text, like “They are eating.»
5. Write a few present continuous sentences on the board from the passage. Underline the verb phrases like “are eating” to show the structure.
6. Engage pupils by asking them to form their own sentences using the present continuous about the picture or their daily actions.
7. Guide the pupils to the questions in the task. Read each question aloud and model how to find the answer by looking back at the text.
8. Write the answers on the board as a group activity. Invite pupils to come up to the board and fill in blanks for additional interaction.

Unit 6
Lesson 1

4 Read and Complete

Top Tip
Present Continuous Affirmative:
I'm cleaning my room.
He is swimming in the sea.
They are having a family picnic.

Make the Park Clean
It is sunny today. We are having a family picnic at Al-Azhar Park. It is a large clean place with lots of green trees and plants. There are many beautiful views. We are having lunch under a big tree. Mom said, "We should leave the park clean as it is." We are going to have more picnics in other places. We may go to the Egyptian Museum, Alex Aquarium or Dream Park.



1. Baher is having a family picnic.
2. The family is in _____ Park.
3. The Park is clean with beautiful _____.
4. The family may go to _____ and _____.
5. The family feels _____.

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5 Look and Write

1. Show the pupils the image and ask them what they see in each picture. Let them describe the scenes.
2. Point to the first picture and read aloud the sentence: “We can have a picnic in Al-Azhar Park.” Emphasize the activity “have a picnic.»
3. Point to the second picture and ask the pupils what activity they think can be done at the zoo. Guide them to say “see animals.»
4. Repeat aloud while filling in the blank: “We can see animals.»

5. Point to the third picture and ask the pupils what they can do at the Pyramids of Giza. Let them try to answer with an activity like “visit the Pyramids.»
6. Read the sentence aloud while filling in the blank: “We can visit the Pyramids.»
7. Ask the pupils to repeat all the sentences together with you to reinforce their understanding.
8. Encourage them to color the pictures or draw their favorite activity from the worksheet

Answer

1. We can have a picnic in Al-Azhar Park.
2. We can see animals at the zoo.
3. We can visit the Pyramids of Giza.



6 Poem Read Along

1. Show the pupils a picture of a computer. Point to it and say, “Computer.»
2. Ask the pupils, “Do you like computers?” Demonstrate by nodding and saying, “Yes, I like computers.»
3. Encourage them to answer, either with “Yes, I like computers” or “No, I don’t like computers.»
4. Write the words “I like computers” and “I don’t like computers” on the board. Say each phrase slowly and clearly while pointing to the corresponding text.
5. Ask the pupils to repeat after you.



Practice this a few times.

6. Pair the pupils and ask them to take turns asking and answering, “Do you like computers?»
7. Walk around and listen to their responses, offering help or corrections if needed.
8. Play a game where one pupil asks you, “Do you like computers?” and you respond “Yes” or “No.” Then switch roles with the pupil.
9. Conclude by asking several pupils to share their answers with the class. Reinforce the phrases learned.
10. Praise the pupils for their effort and participation.

PRACTICE BOOK LESSON 1

1 Read and Complete

picnic, help, sandwiches, box

2 Read and Answer

- 1- Leila and Basma are playing at the Kids Area.
- 2- The park is clean.
- 3- Leila and Basma are happy

3 Match and Color

Student's own answer

4 Look and Write

Student's own answer

5 Look and Circle

Student's own answer

Unit 6 Travelling

Lesson 2 A School Trip

SB pages, PB Pages.....

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

- ask and answer about means of transportation.
- write about means of transportation.
- read for specific information.
- associate the short /ʌ / sound with its spelling pattern.
- write words with the short /ʌ / sound.

Vocabulary:

by car, by train, by bus, on foot, driver, metro, school trip, means of transportation, Wheels

Language:

- Using “ How” to ask about means of transportation.
- By car/ bike/ bus/ train/ metro. In my /a car /a taxi. On foot/ on a train/ on a bus/ on the metro.

Phonics:

- Associating the short /ʌ / sound with its spelling pattern.
- Writing words with the short /ʌ / sound.

The short /ʌ/ sound is usually spelled with “u” (e.g., cup, sun, bus). Here are quick ways to teach it:

1. Word Sort – Group words with /ʌ/ vs. other vowels.



Values:

1. Be prepared and organized when traveling.
2. Respect different cultures and historical places.
3. Take care of the environment while traveling.
4. Work together and communicate well when planning trips.
5. Follow safety rules and be responsible while traveling.
6. Be curious and excited to explore new places.
7. Appreciate and enjoy time spent with family and friends.

Materials:

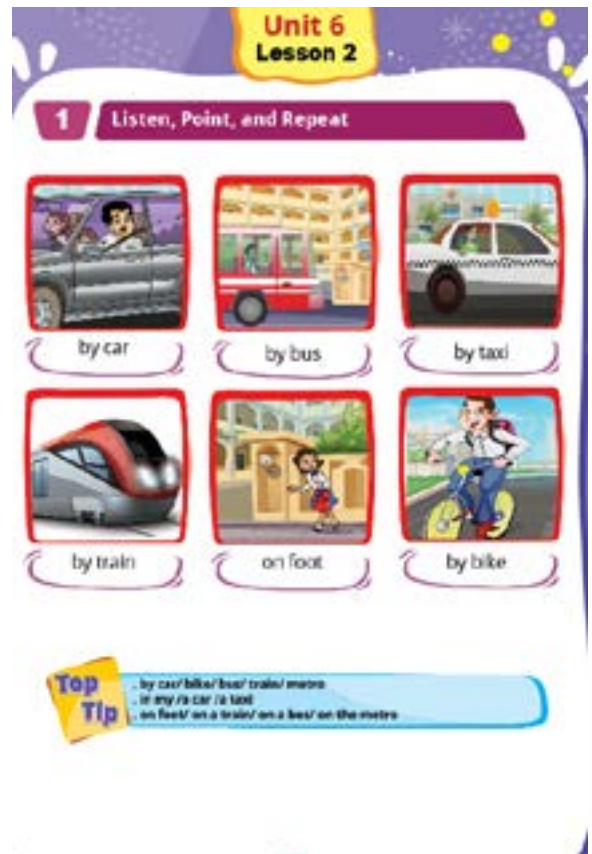
1. Flashcards of Transportation Modes
2. Toy Vehicles for Hands-on Learning
3. Transportation Charts and Posters
4. Storybooks About Travel and School Trips
5. Songs and Videos on Transportation
6. Worksheets for Matching and Coloring

Warm up

1. Show pictures of different transportation modes and ask students how they travel to different places.
2. Ask students what transportation they used to come to school.
3. Call out different vehicles and have students act them out (e.g., steering for a bus, flying for an airplane).
4. Announce an imaginary school trip and ask students where they want to go and how they will travel.
5. Sing a simple transportation-related song or chant with actions

1. Listen, Point, and Repeat

1. Show the page to the pupils clearly so all can see it.
2. Point to the pictures one at a time.
3. Say the phrase under each picture slowly and clearly.
4. Encourage pupils to repeat the phrase after you.
5. Use gestures or body language to demonstrate the meaning (e.g., pretend to drive for “by car”).
6. Ask pupils to point to the correct picture when you say the phrase.
7. Repeat steps 3 to 6 for each picture multiple times.
8. Invite individual pupils to say the phrases aloud while pointing.
9. Praise their efforts to encourage confidence.
10. Play a game, like “Which Picture?”. You say a phrase, and pupils race to point to the correct image.



2. Listen and Repeat

1. Start by introducing the context of the dialogue. Show the pupils the image of the father and son in the car, with the school bus and school building in the background.
2. Read the dialogue aloud slowly and clearly, using gestures and expressions to show what is happening.
3. Explain the meaning of each sentence in simple words. For example, “Hurry up, please” means “Move quickly».
4. Ask the pupils to repeat each sentence after you, one line at a time, to practice pronunciation.
5. Discuss the questions at the end of the



3. Ask ,Answer, and Complete

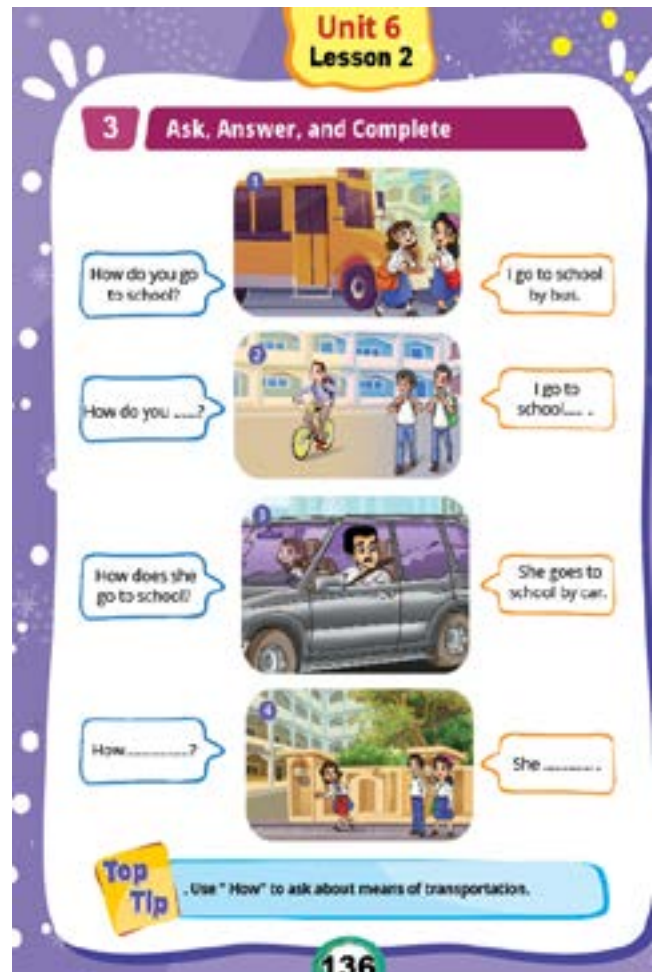
1. Show the pupils the image and explain that they will talk about how people go to school.
2. Point to the first picture and read, "How do you go to school?" then the answer, "I go to school by bus.»
3. Point to the second picture and say, "How do you...?" Tell them to complete the answer with, "I go to school by bike.»
4. Point to the third picture and read, "How does she go to school?" and the answer, "She goes to school by car.»
5. Point to the fourth picture and say, "How...?" Ask them to finish it with, "She walks to school.»
6. Practice by asking them how they go to school. Encourage answers like, "I go to school by...»
7. Pair them up to ask each other how they go to school and answer using different transportation options.
8. Repeat key phrases and answers to reinforce their understanding

Answer

1. I go to school by bus.
2. I go to school goes to school by car.
3. She walks to school.

4 Read and Answer.

1. Read the text about Uncle Adel aloud to the pupils with clear pronunciation.
2. Show the picture of the school bus and Uncle Adel and describe it briefly.
3. Explain the meaning of key words like "clever," "driver," and "trip" using simple language and gestures.
4. Discuss the story by asking questions like "Who is Uncle Adel?" or "Where is he taking the children«?"



5. Read the first question aloud and explain the two choices.
6. Ask the pupils to choose the correct answer, guiding them if needed.
7. Repeat the process for each question, ensuring all pupils participate.
8. Encourage the pupils to say their answers out loud one by one.
9. Praise correct answers and kindly explain any mistakes to help them learn.
10. End the session by summarizing the story and asking pupils what they liked about Uncle Adel.

Answer

1. early 2. play
3. school and parks 4. good
5. like

Unit 6
Lesson 2

4 Read and Answer

Uncle Adel is a clever bus driver. He gets up early every day to drive us to school. Today, he is taking us on a school trip. We are going to Al-Azhar Park. We will play and run. We will have so much fun.



1. Uncle Adel gets up early / late.
2. The children will (study - play) in the park.
3. Uncle Adel takes the children to (school only - school and parks).
4. Uncle Adel is a (bad - good) driver.
5. The children (like - don't like) Uncle Adel.

5 Read Again and Find Words with Short /ʌ/ Sound

1. Uncle
2. _____
3. _____
4. _____
5. _____
6. _____

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5 Read Again and Find Words with Short /ʌ/ Sound.

1. Show the pupils the worksheet and explain the goal is to find words with the short /ʌ/ sound, like in “uncle.»
2. Write “uncle” on the board and say it slowly, emphasizing the /ʌ/ sound. Ask pupils to repeat after you.
3. Provide a few examples such as “cup,” “sun,” and “bus.” Say each one aloud and have the pupils repeat them.
4. Show how to look for the /ʌ/ sound in words. Point to “uncle” on the worksheet and explain it is the first example.
5. Allow pupils time to carefully read the other words on the worksheet quietly or with a partner.
6. Ask them to circle the words they think have the /ʌ/ sound. Give hints if they seem unsure.
7. Go through the words together as a class, reviewing the answers on the board.
8. Praise correct answers and encourage pupils to repeat the words again for reinforcement.

Answer

1. uncle 2. cup 3. sun
4. bus 5. rug 6. hut

6. Song Time.

1. Show the pupils the page with the song and the school bus illustration.
2. Point to the title “The Wheels on the Bus” and say it aloud to introduce the song.
3. Read the first verse of the song while pointing to each word.
4. Ask the pupils to repeat the verse after you.
5. Demonstrate the action for “round and round” by making circular motions with your hands.
6. Encourage the pupils to do the same actions as they repeat the verse.
7. Sing the first verse together, combining the words and actions.
8. Move on to the next verse and follow the same steps: read it, have them repeat, show the action, and sing together.
9. Continue until all verses have been practiced.



PRACTICE BOOK LESSON 2

1 Read and Complete

hurry, trip, worry, much

2 Read and Complete

Mom, cup, bun, fun

3 Look, Read, and Match

Student's own answer

4 Look, Circle, and Write Words with short /ʌ/ sound

1- bun

2- sun

3- up

4- cup

5- run

6- but

7- fun

8- bus

5 Read and Match

- 1- a bus driver**
- 2- to school on foot**
- 3- very much**
- 4- cup of tea**
- 5- umbrella**

Unit 6 Travelling

Lesson 3 Summer Holiday

SB pages, PB Pages.....

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

- Listen for gist.
- Identify suitable places for a summer holiday.
- Read a text for specific information.
- Write about summer holidays.
- Identify the /b/ sound.
- Associate the /b/ sound with its spelling patterns.
- Differentiate between /b/ and /p/ sounds.

Vocabulary:

book, a trip, kite, beach, sand castle, kit

Language:

1. Future plans using “going to”

Example: “We are going to the beach tomorrow.”

2. Offering an invitation:

Example: “Would you like to come with us?”

3. Expressing enthusiasm and making plans:

Example: “Great! I’ll bring my ball to play on the beach.”

4. Giving instructions and making preparations:

Example: “Prepare your things because we are leaving tomorrow early.”



Phonics:

- Associating the /b/ sound with its spelling patterns.
- Differentiating between /b/ and /p/ sounds.

/b/ sound is usually spelled with B or BB.

Common words: bat, ball, bag, book, big, ribbon, rubber.

/b/ is a voiced sound (vibration in the throat).

/p/ is an unvoiced sound (no vibration, more air).

Minimal pairs: bat/pat, big/pig, berry/perry, bite/pipe.

Paper test: More air with /p/ than /b/.

Hand-on-throat test: Vibration with /b/, none with /p/.

Sorting words: Identify and group B and P words

Values:

1. Be prepared and organized when traveling.
2. Respect different cultures and historical places.
3. Take care of the environment while traveling.
4. Work together and communicate well when planning trips.
5. Follow safety rules and be responsible while traveling.
6. Be curious and excited to explore new places.
7. Appreciate and enjoy time spent with family and friends.

Materials:

1. Pictures and Flashcards
2. Real or Toy Objects
3. Chart Paper or Whiteboard
4. Props for Role-Playing
5. Songs or Audio Clips

Warm up

1. Show pictures of different transportation modes and ask students how they travel to different places.
2. Ask students what transportation they used to come to school.
3. Call out different vehicles and have students act them out (e.g., steering for a bus, flying for an airplane).
4. Announce an imaginary school trip and ask students where they want to go and how they will travel.
5. Sing a simple transportation-related song or chant with actions

1. Listen, Point, and Repeat

1. Show the page to the pupils clearly so all can see it.
2. Point to the pictures one at a time.
3. Say the phrase under each picture slowly and clearly.
4. Encourage pupils to repeat the phrase after you.
5. Use gestures or body language to demonstrate the meaning (e.g., pretend to drive for “by car”).
6. Ask pupils to point to the correct picture when you say the phrase.
7. Repeat steps 3 to 6 for each picture multiple times.
8. Invite individual pupils to say the phrases aloud while pointing.
9. Praise their efforts to encourage confidence.
10. Play a game, like “Which Picture?”. You say a phrase, and pupils race to point to the correct image.



2. Listen and Repeat

1. Start by introducing the context of the dialogue. Show the pupils the image of the father and son in the car, with the school bus and school building in the background.
2. Read the dialogue aloud slowly and clearly, using gestures and expressions to show what is happening.
3. Explain the meaning of each sentence in simple words. For example, “Hurry up, please” means “Move quickly».
4. Ask the pupils to repeat each sentence after you, one line at a time, to practice pronunciation.
5. Discuss the questions at the end of the dialogue. Help the pupils understand each question by giving examples and showing how to find answers in the dialogue.
6. Let the pupils answer the questions aloud. Give hints if needed, and encourage participation.
7. Reinforce the vocabulary and phrases by using them in simple role-play activities. Let pupils take turns acting as the son and the dad.
8. Use repetition to ensure they remember. For example, write the dialogue on the board and let them practice reading it in pairs.



3. Ask and Answer

1. Show the image to the pupils and point to the first question: “Where are we going for this summer holiday?”
2. Read the question aloud and ask the pupils to look at the picture above the question.
3. Point to the picture of Alexandria and read the label “ALEXANDRIA” aloud.
4. Explain that the answer to the question is In the picture and the label.
5. Ask the pupils to repeat after you: “We are going to Alexandria.»
6. Move to the second question: “Where are we?»

7. Read the question aloud and ask the pupils to look at the picture above the question.

8. Point to the picture of Port Said and read the label "PORT SAID" aloud.

9. Explain that the answer to the question is In the picture and the label.

10. Ask the pupils to repeat after you: "We are in Port Said.»

11,. Move to the third question: "Where are we?»

12. Read the question aloud and ask the pupils to look at the picture above the question.

13. Point to the picture of Hurghada and read the label "HURGHADA" aloud.

Answer

1. Where are we going for this summer holiday?
2. We are going to Alexandria.
3. Where are we?
4. We are in Port Said.
5. Where are we?
6. We are in Hurghada.



4. Read and Tick (✓) or (X)

1. Start by showing the picture to the pupils and give them time to observe it.
2. Read the accompanying text aloud slowly and clearly, pointing at the picture when mentioning specific details.
3. Ask simple questions about the picture, like "What is Basant doing?" or "What do you see in the sea?" to ensure they understand the context.



4. Explain that they will decide if each statement you read is true or false based on the picture and the story.
5. Read the first statement clearly and pause, letting the pupils discuss whether it is true or false.
6. Guide the pupils in deciding whether the statement is true or false by pointing to evidence in the picture or story.
7. Continue this method for each statement, keeping it interactive by involving the pupils in the decision.
8. Praise correct answers and gently explain incorrect answers, reinforcing learning by repeating the correct response.
9. Finish by reviewing all the statements together, summarizing why each is true or false to solidify understanding.

Answer

1. ✗ 2. ✓ 3. ✓ 4. ✓ 5. ✓

6. Complete with (b or p), and Match

1. Show the image to the pupils and introduce the characters as Baher and Basant. Explain they are at the beach.
2. Point to Baher in the image and ask the pupils to say what Baher is doing.
- 3.
4. Point to Basant and ask the pupils to describe what Basant is doing.
5. Encourage the pupils to think about what Baher and Basant might be feeling or enjoying at the beach.
6. Use repetition to reinforce understanding.
7. Repeat steps for clarity until they grasp the task.
8. Encourage full participation.
9. Answer
10. Baher and Basant are on the beach.

Lesson 3

6 Complete with (b or p), and Match

play
_each
_urple
_lue
_en
_all
_ee
_utterfly

Top Tip /b/ as in book
/p/ as in pen

11. Baher is playing with a ball.
12. Basant is building a sandcastle.
13. They are having fun at the beach.
14. 6. Complete with (b or p), and match.
15. Show the pupils the worksheet and explain that they will complete the words by filling in the blanks with “b” or “p”.
16. Read the “Top Tip” box aloud, emphasizing the sounds “/b/ as In book” and “/p/ as in pen».
17. Point to each incomplete word and read it out loud slowly.
18. Ask the pupils to say the sound of the missing letter and identify whether it is “b” or “p».
19. Write the correct letter in the blank space together as a group.
20. Point to the pictures on the right side of the worksheet and discuss them briefly.
21. Ask the pupils to match each word they completed to the picture that corresponds by drawing a line.
22. Review the answers together, reinforcing the correct sounds of “b” and “p».

PRACTICE BOOK LESSON 3

1 Read and Complete the Dialogue

Matrouh, car, sea, beach

2 Read and Complete

family, people, beach, brother, happy

3 Look and Unscramble

cake

picnic

butterfly

people

beach

4 Circle Words with /b/ Sound and Underline Words with /p/ Sound Words with /b/ sound (circle):

- boy
- bee
- butterfly
- bun

- **Basant**
- **blue**
- **bag**
- **brown**
- **black**

Words with /p/ sound (underline):

- **pink**
- **purple**
- **piece**
- **pencil**
- **pen**

5 Listen and Circle Words with /b/ Sound

Student's own answer

Unit 6 Travelling

Lesson 4 A Holiday Egypt

SB pages, PB Pages.....

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

read for gist and specific information.

- identify the /l/ sound.
- associate the /l/ sound with its spelling patterns.
- value the greatness of the Ancient Egyptians.

Vocabulary:

Airport, The Valley of the Kings, Temple of Karnak, cruise,

Lion, plate, lunch, Nile, elephant, tall, ball, elephant, rat, tub, pug, pet

Language:

1. Present continuous for future plans (e.g., They are coming tomorrow morning.)
2. Asking and answering about future events (e.g., When are they arriving?)
3. Making requests (e.g., Can I come with you?)
4. Expressing excitement (e.g., I'm excited to see my cousins.

Phonics:

- Associating the /l/ sound with its spelling patterns.
- The /l/ sound is commonly spelled in different ways. Here are some patterns:
 1. "L" at the beginning of words – lion, lemon, lamp, leaf
 2. "L" at the end of words – ball, hill, fall, doll
 3. "LL" for double "L" in short vowel words – bell, well, tall, small



4. “LE” at the end of words – apple, table, circle, little
5. “AL” making the /l/ sound – animal, local, metal, signal

Values:

1. Be prepared and organized when traveling.
2. Respect different cultures and historical places.
3. Take care of the environment while traveling.
4. Work together and communicate well when planning trips.
5. Follow safety rules and be responsible while traveling.
6. Be curious and excited to explore new places.
7. Appreciate and enjoy time spent with family and friends.

Materials:

Pictures and Flashcards

Visual aids of Egyptian landmarks.

Map of Egypt

3D Models or Toys

Mini pyramids, Sphinx, or camels for hands-on learning.

Videos and Songs

Engaging media about Egypt’s tourist attractions.

Warm up

1. Greet the students and say, “We are going on a special trip today! Can you guess where?”
Give hints like “It has big pyramids and a long river.” Let students guess “Egypt.”
2. Show pictures of famous places in Egypt (Pyramids, Nile River, Sphinx) and ask, “What do you see? Have you seen this before?” Encourage simple responses.
3. Pretend to pack a suitcase for Egypt. Hold up items (sunglasses, hat, camera, map) and ask, “Do we need this for our trip?” Let students say yes or no.
4. Play a short video or song about Egypt and ask, “What places did you see? What did the people do?” Let them share.
5. Tell a simple story: “First We arrive in Egypt!, Next. , we visit the big pyramids. Then ..., ” Let students choose and act it out.
6. End by asking, “Would you like to visit Egypt? What place would you go to first?” Let students share their answers

1. Listen, Point, and Repeat

1. Begin by showing the image to the pupils.
2. Point to each picture and say its name out loud: “airport,” “Temple of Karnak,” “The Valley of the Kings,” “cruise.»
3. Ask the pupils to repeat the names after you.
4. Point to each picture again and let the pupils say the name without your help.
5. Praise the pupils for their efforts and correct gently if needed.
6. Repeat the activity until the pupils confidently name each picture.

2. Listen , Repeat, and Tick (✓) or (✗)

1. Start by showing the image to the pupils and explain the scene briefly.
2. Point to the pictures of the airplane and ship and name them aloud.
3. Read the sentence “Uncle Usama’s family is traveling by” and explain that the pupils will find the answer by listening.
4. Read the conversation in the speech bubbles slowly and clearly.
5. Emphasize key details like “airport” and “10 o’clock.»
6. Repeat the conversation if needed to ensure understanding.
7. Ask guiding questions like “Where are they arriving?” or “What time are they arriving?”
8. Help pupils identify the correct mode of transportation (airplane) and tick the box.
9. Praise their effort and explain anything unclear to reinforce learning.
10. Conclude by reviewing the key details from the conversation.

Answer

“Uncle Usama’s family is traveling by airplane«.



3. Read and Answer.

1. Start by showing the students the pictures.
2. Ask them simple questions like “What do you see in the picture?” to help them describe what’s happening.
3. Read the text aloud slowly and clearly.
4. Pause to explain any difficult words in simple terms.
5. Ask questions about the story, such as “Where did they go?” or “Who did they visit?”
6. Act out parts of the story with the students, like greeting guests or packing bags.
7. Discuss the question: “What are some nice things we can do for our guests?”. Encourage students to share their ideas.
8. Write their ideas on the board using simple words and short sentences.
9. Assign a small drawing or writing activity where students can illustrate or describe one nice thing they can do for guests.
10. End by summarizing the story in simple words and reviewing the key points.

Answer

We can welcome guests warmly, offer them food and drinks, help with their luggage, and make them feel comfortable.



4. Read again and Tick (✓) or .(✗)

1. Start by reading each sentence aloud slowly and clearly.
2. Ask the pupils to listen carefully and think about whether the sentence sounds correct or not.
3. Explain that they need to decide if the sentence is true (✓) or false) ✗.(
4. Read the first sentence again and ask, “Is this true or false?”
5. Guide them to give an answer by raising their hands or saying their choice.
6. Mark the correct answer (✓ or ✗) together on the board.
7. Repeat steps 4 to 6 for each remaining sentence.
8. Encourage pupils to explain why they



think each answer is true or false.

9. Review all the answers at the end to reinforce learning.

Answer

1. ✗ 2. ✗ 3. ✓ 4. ✓ 5. ✓

5. Listen and Repeat the sound /l/.

1. Show the picture to the pupils and point to the title. Say, "We are learning the /l/ sound today«.
2. Point to the first picture (lion) and say the word slowly, emphasizing the /l/ sound: "L-l-lion." Ask the pupils to repeat after you.
3. Move to the next picture (lunch) and do the same: "L-l-lunch." Ask them to repeat.
4. Continue with the other pictures (elephant, plate, Nile, tall), emphasizing the /l/ sound in each word.
5. Ask the pupils to say the words again with you as a group.
6. Call on individual pupils to say one word each.
7. Play a fun game where you say a word, and the pupils clap if it has the /l/ sound.



6. Listen, Point, Repeat, Trace, and Read

1. Show the pictures of the ball, elephant, and rat. Say the names clearly and ask the students to repeat them.
2. Point to the letter 'b' and say its sound: /b/. Ask students to repeat the sound. Trace the letter 'b' on the board or in the air while they watch. Then ask them to trace it in their books.
3. Repeat the same steps for the letters 'e' and 'r'. Say the sound, trace the letter, and ask the students to repeat and trace it in their books.
4. Show the pictures of the words "pet," "red," "tub," and "pug." Say each word clearly, pointing to the picture. Ask students to repeat each word.
5. Read the short passage aloud while pointing to each word.
6. Ask the students to follow along with their fingers as you read again.



7. Have the students take turns reading the sentences out loud with your guidance.
8. Ask simple questions like, “Where did Gus sleep?” or “Did Gus fit in the tub?”.to check their understanding.
9. Praise their effort and encourage them to try reading the passage again for practice.

PRACTICE BOOK LESSON 4

1 Listen and Complete

Saturday, plane, airport, cousins

2 Read and Complete

long, female, tusks, holes

3 Look, Read and Match

Student's own answer

4 Listen and Circle the Pictures with /l/ Sound

Student's own answer

5 Complete the Crossword

Student's own answer

Unit 7

Hobbies



Unit 7 Travelling

Lesson 1 My Favorite Hobbies

SB pages, PB Pages.....

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

- read about favourite hobbies for gist.
- identify a number of hobbies.
- ask and answer questions about favourite hobbies.
- use collocation appropriately.
- write about hobbies using the present continuous tense.
- Speak about hobbies fluently
- listen to a dialogue for gist.
- sing a song about hobbies.

Vocabulary:

playing music, reading, listening to songs, planting, writing, watching TV, cycling, painting, cooking

Language:

- Using the present continuous tense to write about hobbies.

Ex: What are your favorite hobbies?

My favorite hobbies are reading stories and planting trees.

- Describing what you like doing using “like” followed by a verb+ing

Ex: I like painting pictures. He enjoys planting flowers. We like reading stories.

Phonics:

You can focus on simple phonics concepts from the text, such as:



1. Beginning Sounds: H in hobbies, happy, hold, W in we, with

2. Rhyming Words: Enjoy – toy, Trees - seas

3. Short and Long Vowel Sounds:

Short vowels: play, plant, with, hobby

Long vowels: tree, sea, we, toy

4. Blends and Digraphs:

Blends: pl in plant, st in stories

Digraphs: sh.

Values:

1. Expressing interests

2. Being creative

3. Managing time wisely

4. Practicing perseverance

5. Staying active and healthy

6. Working as a team

7. Respecting nature

8. Building confidence

9. Improving communication skills

10. Appreciating different cultures

Materials:

1. Flashcards of different hobbies

2. Hobby Picture Chart

3. Storybook About Hobbies

4. Real Objects (Ball, Paintbrush, Toy Guitar, etc.)

5. Worksheets on Hobbies

6. Coloring Pages of Fun Activities

8. Videos About Hobbies

Warm up

1. Greet the students with excitement and ask, “Who likes to have fun?”
2. Tell them, “Today, we will talk about fun things we like to do!”
3. Ask students to stand up if they like certain activities (e.g., “Stand up if you like to dance!”).
4. Show pictures of different hobbies and ask, “Who likes to do this?”
5. Let students take turns naming activities they enjoy.
6. Play a quick action game where students act out hobbies (e.g., pretend to paint, kick a ball).
7. Introduce a mystery bag with small objects or pictures and let students pick one and say, “I like _.”
8. Praise their participation and tell them, “Now, let’s learn more about our favorite hobbies!”

1 listen ,point, and repeat.

1. Show the students the pictures one by one and ask, “What do you see?” Let them describe what they notice.
2. Perform actions related to each picture, such as pretending to read, ride a bike, or paint. Ask students to guess what you are doing.
3. Point to a picture and act it out. Have students imitate the action to reinforce understanding.
4. Slowly say the word for each picture while pointing at it. Ask students to repeat after you.
5. Call on different students to point at a picture while saying the word aloud.
6. Pair up the students. One student points at a picture while the other says the word. Then, they switch roles.
7. Play a game where you say a word, and students must quickly point to the correct picture.



8. Ask students which pictures remind them of something they like to do. Let them share their thoughts.
9. Have students draw one of the pictures and say what it is.
10. Show the pictures again and have the class say the words together to review

2 Listen and answer.

1. Greet the students and ask them what they like to do when they are not in school.
2. Show the picture and point to the two children talking.
3. Read each speech bubble aloud with expression.
4. Ask students to repeat after you.
5. Choose two students to act out the conversation.
6. Ask simple questions about what the children in the picture are talking about.
7. Let students share what they like to do in their free time.
8. Ask students to draw a picture of something they enjoy doing.
9. Let students show their drawings and talk about them.
10. Play a game where students act out activities, and others guess what they are doing



3 Speak with your partner .

1. Show the pictures and ask students what they see.
2. Point to the first speech bubble and read it aloud. Have students repeat after you.
3. Point to the second speech bubble and read it aloud. Have students repeat after you.
4. Point to each small picture and ask students to describe what they see.
5. Encourage students to match the pictures with the words they learned.
6. Pair up students and let them practice asking and answering.
7. Ask students to act out different activities while others guess.



4 Look, read, and match.

1. Show the pictures one by one and ask, "What is the person doing«?"
2. Read each sentence aloud and ask students to repeat after you.
3. Choose one sentence, read it, and ask, "Which picture shows this«?"
4. Point to different pictures and let students guess.
5. Draw a line to match the sentence with the correct picture.
6. Read another sentence and let students choose the correct picture together.
7. Give students time to match the remaining sentences to pictures on their own or in pairs.
8. Check the answers together and discuss why they match.
9. Act out the activities or ask students to demonstrate the actions.

Unit 7
Lesson 1

4 Look, Read, and Match

1 I like painting. I paint nice pictures.

2 We like playing video games. We play every weekend.

3 I like reading. I read short stories.

4 I like planting flowers in the garden.

5 I like cooking. I help my mother in the kitchen.

6 I like cycling. I cycle to school.








Top Tip

To describe what you like doing, use "like" followed by a verb+ing (x: I like painting pictures. He enjoys planting flowers. We like reading stories.

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5 Look and write.

1. Show the paper to everyone.
2. Point to the first box and read the sentence.
3. Say the missing word aloud and write it in the blank.
4. Point to the next box and ask, "What are they doing«?"
5. Listen to answers and write the correct words.
6. Point to the next box and ask, "What is she doing«?"
7. Let students say the answer and write it together.
8. Ask students to complete the other boxes by themselves.

Unit 7
Lesson 1

5 Look and Write



She is cooking.



They are singing.



She _____.



_____.



_____.



_____.

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9. Check the answers as a group.
10. Act out some actions and let students guess them.

6 Song time.

1. Show pictures of different activities and ask students what they see.
2. Act out different activities and encourage students to copy the actions.
3. Say a short phrase about each activity and have students repeat after you.
4. Sing a few lines while showing pictures and ask students to join in.
5. Point to a picture and ask students to describe what the person is doing.
6. Have students take turns acting out activities while others guess.
7. Ask students to say what they like to do and repeat the phrases together.
8. Sing the song again with gestures and encourage full participation.
9. End by asking each student to share one activity they enjoy doing.

Unit 7
Lesson 1

6 **Song Time**



Hobbies, hobbies we enjoy
We read stories
We play with toys



Hobbies, hobbies we enjoy
We plant trees
We swim in the seas



Hobbies, hobbies we enjoy



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PRACTICE BOOK LESSON 1

1 Read and Complete

1. hobbies
2. enjoy
3. reading, planting
4. animal
5. animal stories

2 Read and Choose

1. planting
2. playing
3. listening
4. writing
5. watching

3 Look, Read and Match

1. She is painting nice pictures.
2. My mother is cooking food in the kitchen.
3. He is cycling to school.
4. I like reading and writing stories.

4 Listen and Circle the Pictures with /l/ Sound

1. painting
2. playing
3. listening
4. going
5. happy

5 Complete the Crossword

Student's own answer

Unit 7 Travelling

Lesson 2 Free Time

SB pages, PB Pages.....

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

- Identify activities to do in free time.
- Ask and answer about free time activities.
- Talk about what they can/can't do in free time.
- Write about free time activities.
- Speak about freetime activities.
- Reading, writing, speaking and listening.
- Use “can” and “can’t” to express ability
- Listen to a dialogue for specific information.
- Associate the sounds /k/ and /h/ with their spellings.
- Practice tracing the letters k and h.
- Listen for the /aI/ sound in words.

Vocabulary:

ride a bike, fly a kite, climb a mountain, drive a car, cook food, ride a motorbike
duck, rock, sick, sack, neck

Language:

- Using can to express ability and can't to express inability.
I can't ride a bike, but I can't drive a car.
- Practicing tracing the letters k and h.



Phonics:

- Associating the sounds /k/ and /h/ with their spellings.
- Listening for the /aI/ sound in words.
- the blend -ck at the end of a word

When the blend -ck appears at the end of a word, it makes the /k/ sound. The -ck spelling is typically used after short vowel sounds in one-syllable words.

Examples:

back /bæk/

duck (/dʌk/

clock /klɒk/

stick /stɪk/ This spelling rule helps differentiate short vowel sounds from long ones.
For example:

back vs. bake

duck vs. duke

Values:

1. Expressing interests
2. Being creative
3. Managing time wisely
4. Practicing perseverance
5. Staying active and healthy
6. Working as a team
7. Respecting nature
8. Building confidence
9. Improving communication skills
10. Appreciating different cultures

Materials:

1. Flashcards of different hobbies
2. Hobby Picture Chart
3. Storybook About Hobbies
4. Real Objects (Ball, Paintbrush, Toy Guitar, etc.)
5. Worksheets on Hobbies
6. Coloring Pages of Fun Activities
8. Videos About Hobbies
9. Songs About Fun Activities

1 Listen, Point, and Repeat

1. Show the pictures and let students look at them.
2. Point to each picture one by one and ask, "What do you see?"
3. Act out the movements in the pictures and say the words aloud.
4. Have students repeat after you.
5. Point to a picture and ask, "What is this?" Let students answer.
6. Say an action and ask students to act it out.
7. Ask a question using "can" and encourage students to answer.
8. Let students ask and answer in pairs.
9. Play a pointing game where students find the correct picture when they hear the word.
10. Review all the pictures by having students say the words again



2 Read and Do

1. Show the picture and ask students what they see.
2. Point to the two children and ask who they are.
3. Ask what they might be talking about.

4. Read each speech bubble aloud with expression.
5. Have students repeat after you.
6. Assign roles and let students act out the conversation.
7. Ask simple questions about what is happening.
8. Let students share their own experiences related to the picture.
9. Encourage students to make their own short dialogues.
10. Have students draw and describe something from the picture.
11. Play a game where students act out actions from the conversation.



3 Ask and Answer

1. Show the pictures and point to each one.
2. Say the names of the children in the pictures and ask students to repeat.
3. Point to the first picture and describe what the child is doing.
4. Ask students to say what they see in the picture.
5. Repeat with the other pictures, encouraging students to describe them.
6. Ask a question about one picture (e.g., "What can she do?").
7. Guide students to answer in a complete sentence.
8. Repeat the process with different pictures and questions.
9. Pair students and let them ask and answer about the pictures.



10. Encourage students to practice with a partner or in a group.

Answer

1. What can Faten do in her free time?

She can fly a kite.

2. What can Omar do in his free time?

He can read a book.

3. What can Kareem do in his free time?

He can climb a rock.

4. What can Nader do in his free time?

He can ride a bike.

4 Listen, Repeat and Trace

1. Show the letter “K” and say the sound it makes.

2. Ask students to repeat the sound.

3. Show the letter “H” and say the sound it makes.

4. Ask students to repeat the sound.

5. Show the pictures and say the words, emphasizing the first sound.

6. Demonstrate how to trace the letter “K” on the board.

7. Ask students to trace the letter “K” on their worksheets.

8. Demonstrate how to trace the letter “H” on the board.

9. Ask students to trace the letter “H” on their worksheets.

10. Show the pictures and say the words, emphasizing the last sound.

11. Ask students to repeat each word after you.

Unit 7
Lesson 2

4 Listen, Repeat, and Trace


karate

K _____


hat

h _____


duck


rock


sick


sack


neck

Top Tip When the blend -ck is at the end of a word, it has the sound /k/.

Afra and Zara see a big frog. The big frog is stuck in a net. "I can help the frog," said Afra. Zara sets the frog free from the net. The frog hops to the pond. Afra and Zara grin.



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12. Explain the sound at the end of the words.
13. Read the passage aloud while pointing to each word.
14. Ask students to follow along with their fingers.
15. Read the passage again, stopping to ask simple questions.
16. Ask students to repeat some sentences after you.
17. Ask students what happened in the story.
18. Ask students to describe the picture.
19. Ask students how they would feel in the same situation.
20. Repeat the sounds with the class.
21. Ask students to think of a word with the same sound.
22. Give positive feedback and praise their efforts.

5 Look and Write

1. Show the pictures and ask students to look carefully.
2. Point to each picture and ask, “What do you see?”
3. Use gestures or act out the actions in the pictures.
4. Say a simple sentence about the first picture and ask students to repeat.
5. Write part of the sentence on the board and leave a blank space for the action.
6. Ask students to look at the next picture and think about the action.
7. Say, “I go...” and let students complete the sentence.
8. Repeat the process for the other pictures.
9. Have students practice saying and writing the sentences in pairs or small groups.
10. Review all the answers together as a class.



Answer

1. I go sailing.
2. I go fishing.
3. We go camping.
4. We go swimming.

6 Circle the word that doesn't have /a/ sound

1. Say each group of words out loud.
2. Ask students to repeat after you.
3. Tell students to listen carefully to how the words sound.
4. Say each word again and ask if one sounds different.
5. Ask students to choose the word that sounds different.
6. Show how to circle the different word.
7. Let students try on their own.
8. Check the answers together.
9. Ask why they think the word is different.
10. Repeat with another group of words.

Answers

1. model
2. smell
3. clay
4. mall
5. king

6

Circle the word that does not have /a/ sound

1 fine	- climb	- model
2 smile	- smell	- slide
3 mile	- clay	- kite
4 mind	- mine	- mall
5 find	- kind	- king

PRACTICE BOOK LESSON 2

1 Listen and Complete, Then Say

walk, park, bike, kite, flying

2 Circle the Word with Different Sound

1. in
2. sit
3. sing
4. pink

3 Write What Ali Can and Can't Do

Ali can fly a kite

Ali can't drive a car.

Ali can't cook food.

4 Find Words with /aI/ Sound

1. mice
2. kite
3. I
4. sky
5. find

6. ride

7. my

8. Nile

9. five

10. site

5 Read and Circle

1 ride

2 drive

3 climb

4 fly

Unit 7 Travelling

Lesson 3 A Gymnast

SB pages, PB Pages.....

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

- listen to a dialogue for gist.
- read a non-fiction text about an Egyptian gymnast.
- reread and answer questions about specific information
- associate the / dʒ / sound with its spelling.
- read a short story that features words with the / dʒ / sound.

Vocabulary:

Gymnaſt, club, gold medal, silver medal, kitchen, practice, bronze medal, do gymnastics, do karate, do judo, jump, jeans, jar, jacket, juice, jam

Language:

1. Expressing desires: “I want to be a gymnast.” / “I’d like to join.”
2. Giving warnings/advice: “Be careful!” / “Don’t jump in the kitchen.”
3. Asking & answering questions: “Why do you want to be a gymnast?”
4. Making future plans: “We can go to the club tomorrow.”

Phonics:

1. Phoneme: /dʒ/ is a voiced palato-alveolar affricate, produced by stopping airflow and releasing it with friction.
2. Common Spellings:

j → jump, jam, jacket, jelly



g (before e, i, y) → giant, giraffe, gym, gentle

dge → bridge, badge, edge, fudge

3. Word Positions:

Initial: jam, jog, joke, joy

Medial: magic, rigid, legend, subject

Final: bridge, judge, edge, fridge

4. Minimal Pairs (Contrast with similar sounds):

/dʒ/ vs. /ʒ/: judge vs. rouge

/dʒ/ vs. /tʃ/: joke vs. choke

5. Phonological Process: In fast speech, /dʒ/ may be devoiced, sounding like /tʃ/ (e.g., judge → chudge)

Values:

1. Expressing interests
2. Being creative
3. Managing time wisely
4. Practicing perseverance
4. Practicing perseverance
5. Staying active and healthy
6. Working as a team
7. Respecting nature
8. Building confidence
9. Improving communication skills
10. Appreciating different cultures

Materials:

1. Flashcards
2. Real or Toy Equipment

3. Videos
4. Storybooks/Posters
5. Word Cards
6. Worksheets
7. Songs or Chants
8. Whiteboard & Markers
9. Props or Costumes

Warm up

1. Gather students in a circle and greet them with enthusiasm.
2. Perform simple gymnastic movements like jumping or stretching and encourage them to mimic.
3. Show pictures or flashcards of gymnasts and ask students what they see.
4. Ask students if they can name any sports or activities that involve movement.
5. Engage them in a quick discussion about what they want to be when they grow up.
6. Introduce the word “gymnast” and have them repeat it with gestures.
7. Show a short video or tell a brief story about a gymnast.
8. Ask simple questions like, “Do you like jumping?” and encourage responses.
9. Praise students for participation and prepare them for the lesson

1 Listen and Repeat

1. Show each picture one by one and ask students what they see.
2. Say the word under each picture and have students repeat after you.
3. Use actions or gestures to demonstrate the meaning of the words.
4. Point at a picture and say a different word to see if students can correct you.
5. Ask simple questions related to the pictures to engage students.
6. Mix up the pictures and words, then ask stu-



1. Bring real objects or similar items to make learning more interactive.
2. Let each student say one word aloud to build confidence.
3. Create a short rhyme or story using the words to help students remember them.
4. Repeat the words again and praise the students for their effort.

2 Listen and answer

1. Show the picture and ask, “What do you see«?”
2. Point to the characters and ask, “Who are they«?”
3. Choose two students to act like the characters.
4. Read the speech bubbles aloud with expression.
5. Ask students to repeat after you.
6. Ask simple questions about what is happening.
7. Write a sentence with a missing word on the board.
8. Ask students to help complete the sentence.
9. Discuss the answer together.
10. Praise their effort and review key points.

Answers

The girl wants to be a gymnast.



3 Read and Answer

1. Show the picture and ask students what they see.
2. Say the name “Habiba” and ask students to repeat it.
3. Read the text aloud slowly while pointing to each word.
4. Pause and ask simple questions about what was read.
5. Use gestures or act out key words to help understanding.
6. Show pictures of medals and ask students to describe them.
7. Ask students to recall how old Habiba was when she started gymnastics.



8. Repeat important sentences and have students say them together.
9. Ask students to clap or cheer when they hear about Habiba winning medals.
10. End with a fun movement activity related to gymnastics.

4 Reread and Answer

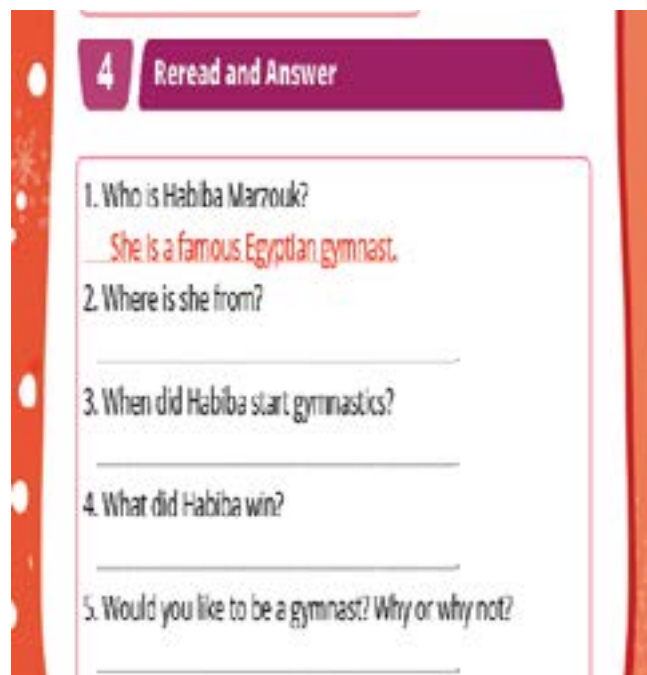
1. Greet the students and get their attention.
2. Show a picture or video related to the content.
3. Say a short sentence about the topic and read it aloud.
4. Ask students to repeat the sentence after you.
5. Explain any difficult words using simple examples.
6. Ask a question related to the sentence.
7. Guide students to answer in short, clear sentences.
8. Write their answers on the board and read them together.
9. Repeat the process for the next sentence.
10. Encourage students to answer more questions independently.
11. Praise their efforts and give positive feedback.
12. End the lesson with a fun recap or game.

Answer

1. She is a famous Egyptian gymnast.
2. She is from Egypt.
3. She started gymnastics when she was young.
4. She won medals and awards.
5. Yes, because it is fun. / No, because I like other sports.

5 Listen, Repeat, and circle /dʒ/ sound

1. Say the sound /dʒ/ clearly and ask students to repeat it.
2. Say words that contain the sound, such as “juice,” “jam,” “jacket,” and “jeans,” and have students listen.
3. Point to each picture one by one and say the word, asking students to repeat after you.



4. Ask students if they hear the /dʒ/ sound in each word. If they do, they raise their hands.
5. Give students a pencil or crayon and ask them to circle the words that have the /dʒ/ sound.
6. Say the words again together and check their answers.
7. Make it fun by adding a movement like clapping or jumping whenever they hear the /dʒ/ sound.

Answer

The words that contain the /dʒ/ sound are:

jar juice jeans jacket jam

6 Read and Circle the words with the /dʒ/ sound

1. Say a few words aloud: joy, juice, jar, jump.
2. Ask students to repeat the words after you.
3. Read the sentences slowly and clearly.
4. Emphasize certain words while reading.
5. Ask students if they heard any words that sounded similar.
6. Let students say the words they noticed.
7. Give students a pencil or marker.
8. Read the sentences again.
9. Ask students to circle specific words as they listen.
10. Write the correct words on the board.
11. Let students compare their answers.
12. Say a few more words and ask students to repeat.
13. Have students act out certain words.

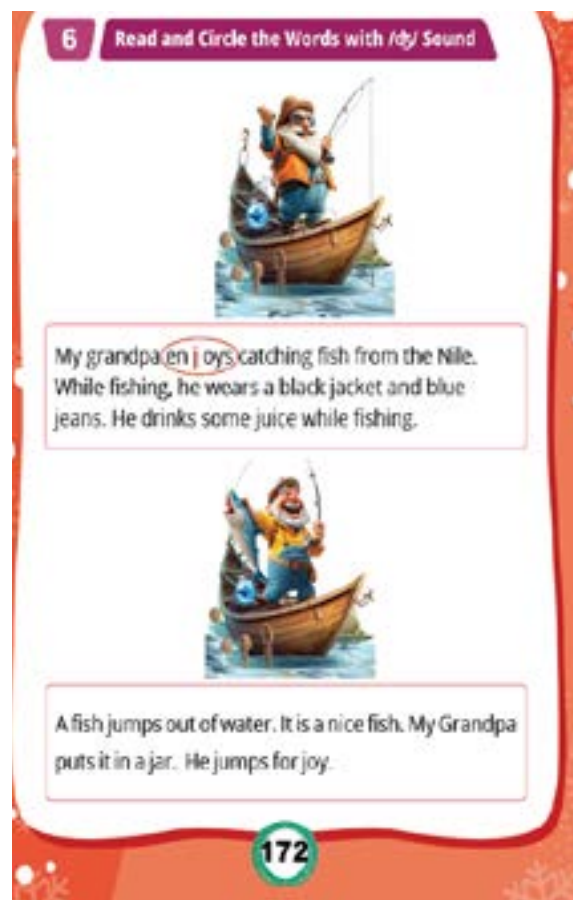
Answers

First paragraph:

enjoys jacket jeans juice

Second paragraph:

jumps jar joy



PRACTICE BOOK LESSON 3

1 Read and Complete

gymnast, want, video, join, club, practice, know

2 Read and Fill in the Gaps

doing, gold, silver, clever, medicine

3 Look and Match

Student's own answer

4 Read and Complete

2 July is warm, so he likes to jog.

3 January is cold so he wears a jacket.

4 He likes to drive a jeep.

5 He saw a jellyfish in the ocean.

6 The jellyfish looks like jelly because it jiggles.

5 Write Three Hobbies

Student's own answer

Unit 7 Travelling

Lesson 4 AGymnast

SB pages, PB Pages.....

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

- identify a number of activities related to camping
- ask and answer about camping activities
- read a story about camping for specific information
- write about camping activities using present continuous tense
- find words related to Camping.
- use camping vocabulary for reading, writing, speaking and listening
- talk about going camping.

Vocabulary:

put up a tent, make a campfire, listen to stories, start a barbeque, catch fish, desert, forest, row a boat, go camping, go sailing, go swimming, go fishing

Language:

1. Asking about holidays: "What do you do on your holiday?"
2. Asking & answering about camping: "Where do you go camping?" / "I go camping in the forest."
3. Describing activities: "We put up tents and make a campfire."
4. Expressing interest: "I would like to go camping. Can I join?"



5. Making plans: “We can go camping next week.”

Values:

1. Expressing interests
2. Being creative
3. Managing time wisely
4. Practicing perseverance
5. Staying active and healthy
6. Working as a team
7. Respecting nature

Materials:

1. Flashcards – Camping Items
2. Realia – Camping Gear
3. Audio Clips – Nature Sounds
4. Videos – Camping Scenes
5. Songs/Chants – Camping Songs
6. Puppet/Toy – Camping Buddy

Warm up

1. Greet students energetically and say, “Today, we are going on a camping trip! Are you ready?”
2. Play a short camping sound (e.g., birds chirping, fire crackling) and ask, “What do you hear? Where are we?”
3. Show a picture of a tent, campfire, or sleeping bag and ask, “What is this? Do we use it at home or outside?”
4. Act out camping actions (pitching a tent, roasting marshmallows) and have students copy the actions.
5. Ask, “What do we do when we go camping?” and let students share ideas.
6. Say, “Let’s go camping together!” to transition into the lesson

1 Listen and Repeat

1. Show each picture and ask, "What do you see?" Let students describe it.
2. Say the words under each picture and have students repeat them.
3. Act out some of the pictures and let students guess which one matches.
4. Point to a picture and ask, "What is happening here?"
5. Cover the words and ask students to match pictures to spoken words.
6. Say an action or place and let students point to the correct picture.
7. Mix up the pictures and ask students to put them in the correct order.
8. Have students work in pairs to describe a picture to each other.
9. Play a memory game by showing a picture, hiding it, and asking what it was.
10. End with a fun review where students act out or describe different pictures.



2 Read and Say

1. Greet the students and ask simple questions about holidays.
2. Show a picture and ask students what they see.
3. Read the conversation aloud with expressions.
4. Use gestures to explain key words.
5. Have students repeat after you.
6. Cover the answers and read the questions aloud.
7. Ask students to guess the correct answer.
8. Reveal the correct answers one by one.
9. Assign roles and let students practice the conversation in pairs.
10. Encourage students to act out the dialogue.



11. Ask students to create their own short conversation using similar sentences.
12. Praise their effort and review the key words.

Answers

1. What do you do on your holiday? → I go camping.
2. Where do you go camping? → In the forest.
3. What do you do there? → Put up tents and make a campfire.
4. I would like to go camping with you. → That will be fun.
5. Thank you. When can we go? → Next week.

3 Read and Complete

1. Show the pictures and ask students what they see.
2. Read each sentence aloud while pointing to the matching picture.
3. Act out some of the actions in the pictures, like rowing a boat or cooking.
4. Ask simple questions about what is happening in each picture.
5. Read the sentences again and have students repeat after you.
6. Point to a picture and ask students to say a word or phrase about it.
7. Cover parts of the text and ask students to guess the missing words.
8. Let students complete the sentences with your guidance.
9. Encourage students to act out a short role-play based on the pictures.
10. Praise students for their effort and review key words together.

Unit 7
Lesson 4

3 Read and Complete

1 Every year, we go camping in the forest.



2 When we arrive, we put up a tent, start the barbeque and cook food.



3 In the afternoon, we go fishing, row our boat, and go swimming in the lake.



4 In the evening, we listen to stories and play hide and seek. We have a lot of fun.



1. We go camping in the forest.

2. We can _____ make a _____ and _____ food.

3. In the afternoon, we row _____ in the lake and go _____.

4. In the evening, we listen to _____ and play _____.

Remember
Put up a tent to set a place to stay in while camping.

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Answers

1. We go camping in the forest.
2. We can put up a tent, make a barbecue, and cook food.
3. In the afternoon, we row a boat in the lake and go swimming.
4. In the evening, we listen to stories and play hide and seek.
- 5.

4 Look and Match

1. Show the pictures and ask students to look at them carefully.
2. Point to each picture one by one and ask, "What are they doing?"
3. Make simple actions related to each picture (e.g., pretend to row a boat, swim, or set up something).
4. Read each sentence aloud and ask students to listen carefully.
5. Ask students what each sentence might mean by using gestures or small hints.
6. Read a sentence again and let students point to the picture that matches.
7. Repeat for all sentences and check together if they match correctly.
8. Encourage students to say the sentences while pointing at the pictures.
9. Let them try on their own, then review as a group.
1. Celebrate their effort and ask what they liked about the activity.

Answer

- a. 2 b. 4 c. 1 d. 3

Mini Project

1. Show pictures of different actions and ask students to name them.
2. Explain that some people enjoy certain actions, while others do not.
3. Draw two large sections on the board: one with a happy face and one with a sad face.
4. Pick one action and ask students if they like it. Write it under the happy face if they do and under the sad face if they don't.
5. Ask students to take turns choosing an action and deciding where to place it.
6. Encourage students to use gestures like raising hands, nodding, or shaking heads to show their choices.



7. Give students a sheet with a similar list and two sections to sort the actions.
8. Let students compare their choices with a partner and talk about them.
9. Ask a few students to share one action they like and one they don't, using simple sentences.
10. Praise students for participating and make the activity fun with claps or stickers.

Suggested answer

Activities you like

Painting pictures

Reading

Planting flowers

Cooking

Swimming

Activities you don't like

Cycling

Skateboarding

Writing stories

Fishing



Mini Project

Draw

- paint your skateboar



PRACTICE BOOK LESSON 4

1 Read and Write

- camping
- go
- forest
- tents
- campfire
- fun
- week

2 Look and Match

Student's own answer

3 Look and Write

- He goes camping.
- He goes swimming.
- He goes fishing.

4 Look and Complete

1. make a campfire
2. puts up a tent
3. cook food
- 4 .go camping

5. row a boat

5 Write Three Activities you Can Do While Camping

Student's own answer

Unit 8

Sea World



Unit 8 Sea World

Lesson 1 Discover the Sea World

SB pages, PB Pages.....

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

identify vocabulary for sea animals.

- listen to a conversation for gist.
- use context clues to figure out the meaning of unfamiliar words.
- sing a song about sea animals to the tune of “Wheels on the Bus”.
- read and match sentences with the correct picture.
- give examples of how to obey your mother.
- associate the sounds of l, w, and j with the letters.
- read words with l, w, and j.
- read a decodable story with l, w, j.

Vocabulary:

Octopus, seal, crab, seahorse, shark, starfish, jellyfish, eel, dolphin, squid, turtle, web, jet, lock, pill

Language:

- Simple Present Tense

A whale lives in the ocean.



Fish swim in the sea.

- Singular & Plural Nouns

One fish, two fish (irregular plural).

A jellyfish, three jellyfish.

- Prepositions of Place

The fish is in the water.

The crab is under the rock.

- Question & Answer Structure

What is this? → It is a jellyfish.

Where does a whale live? → It lives in the ocean

Phonics:

Phonics Practice: /l/, /w/, and /j/ (Common Words)

/l/: The tongue touches the top of the mouth (lamp, love, ball).

/w/: Lips are rounded, and the tongue moves back (water, wind, away).

/j/: The tongue is raised near the roof of the mouth (juice, jump, yellow).

Values:

1. Respect for nature and marine life
2. Awareness of dangers and safety
3. Following and giving advice
4. Curiosity and exploration
5. Communication and teamwork
6. Respect for rules and safety measures

Materials:

1. Flashcards
2. Posters or Charts

3. Storybooks
4. Songs and Rhymes
5. Ocean Sound Clips
6. Short Animated Videos

Warm up

1. Greet the students with enthusiasm and ask if they have ever seen the sea or ocean.
2. Show a picture or video of the sea and ask them what they see.
3. Play a short audio clip of ocean sounds and let them guess where the sounds come from.
4. Bring out a mystery box with sea animal toys or pictures inside.
5. Let one student at a time feel inside the box and describe what they touch without looking.
6. Have the class guess the animal based on the description.
7. Reveal the animal and briefly discuss its name and features.
8. Play a fun sea-themed song and encourage students to move like sea animals.
9. Ask students to name any sea animals they know.
10. Transition smoothly into the lesson by introducing new sea animal vocabulary.

1 Listen, point, and repeat

1. Show the pictures to the students and ask them what they see.
2. Point to each picture and say the word clearly.
3. Ask students to repeat the word after you.
4. Say the words again and have students point to the correct picture.
5. Point to a picture and ask students to say the word.
6. Ask students to find a specific picture when you say the word.
7. Let students take turns saying a word while others find the picture.
8. Encourage students to act like the animals in the pictures.



9. Have students work in pairs to point and say the words.
10. Review by pointing randomly to pictures and having students say the words.

2 Listen, Do, and Discuss

1. Show a picture and ask, “What do you see?”
2. Point to the people and ask, “Where do you think they are going?”
3. Read the conversation aloud using different voices.
4. Pause and ask, “Where are they going?”
5. Ask, “What animals do they talk about?” and point to the pictures.
6. Let students take turns acting out the conversation.
7. Show the second picture and ask, “What animals can you see?”
8. Help students describe the animals using simple sentences.
9. Say an animal’s name and let students point to it.
10. Say a fact about an animal and let them guess which one.
11. Ask, “Which animal do you like the most? Why?”
12. Let students draw or describe their favorite animal.
13. Sing a song or do a coloring activity.
14. Repeat key words using a game or flashcards.



Answer

The dialogue is about going to the aquarium.

Top Tip

Context clues are hints or clues in a sentence or passage that help you figure out the meaning of an unfamiliar word.

The shark’s teeth are so sharp it can easily bite into its prey.

3 Read and number

1. Show the pictures and ask, “What do you see?”
2. Let students name and describe what they observe.
3. Say, “We will match the pictures with the right numbers.”
4. Read the first sentence aloud slowly.
5. Ask, “Who do you think this is?” and let students guess.
6. Repeat the process for all sentences, helping students find matches.
7. Guide students to write the correct number in each box.
8. Ask questions like, “What is different about these?” to encourage thinking.
9. Review the answers together as a class.
10. Praise students for their effort and learning.



Crabs → Number 4

Turtle → Number 5

Dolphins → Number 2

Sharks → Number 3

Whale → Number 1

4 Song Time

1. Show pictures or flashcards of fish, crabs, and eels.
2. Ask students, “What animals live in the sea?” and encourage responses.
3. Act out the movements of fish (swish), crabs (snap), and eels (zap).
4. Sing the first line of the song and ask students to repeat it.
5. Use gestures to match the words (swishing hands, snapping fingers, zapping motions).

6. Repeat each line with actions until students are comfortable.

7. Sing the song together slowly while doing the movements.

8. Gradually increase the speed for fun and engagement.

9. Divide students into small groups and assign each group an animal to act out.

10. Have each group perform their part while singing.

11. Play a backing track or clap a rhythm to help with the beat.

12. Encourage students to sing confidently and enjoy the activity.



5 Listen, Point, Say, Trace, and Read

1. Greet the students and grab their attention with a fun introduction.
2. Show pictures of a lion, watch, and a person jumping. Say the words slowly and emphasize the beginning sounds.
3. Ask students to repeat the words after you and identify the starting sounds.
4. Write the letters “L”, “W”, and “J” on the board and say their sounds aloud.
5. Have students practice saying the sounds while pointing at the letters.



6. Demonstrate how to trace “W” and “J” on the board using large strokes.
7. Ask students to trace the letters in the air, on their desks, or using their fingers on a surface.
8. Provide them with a worksheet to practice tracing the letters.
9. Show a list of simple words like “web,” “jet,” “lock,” and “pill».
10. Sound out each word slowly and ask students to blend the sounds together.
11. Show corresponding pictures and ask students to match the word to the image.
12. Read a simple sentence from the text while pointing at each word.
13. Have students repeat after you, pointing at the words as they read.
14. Ask students to read the sentences on their own with your guidance.
15. Praise their efforts and encourage them to keep practicing.

Top Tip

L, S, F, and Z get doubled when they are at the end of a one-syllable word.

Example: mall, fill, miss, pass, buzz, fuzz

PRACTICE BOOK LESSON 1

1 Listen and Fill in the Gaps

Student's own answer

2 Look, Read, and Match

Student's own answer

3 Look and Answer

Student's own answer

4 Find Sea Animal Words in the Word Search

1. Shark
2. Fish
3. Eel
4. Seal
5. Dolphin
6. Squid
7. Octopus

5 Look, Read, and Color

Student's own answer

Unit 8 Sea World

Lesson 2 Discover the Sea World

SB pages, PB Pages.....

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

- Identify and use vocabulary about eels and other underwater animals.
- Listen to a conversation for gist.
- Read a nonfiction passage about eels for specific information.
- Associate the /ai/ sound with its spelling.
- Write words with the /ai/sound.

Vocabulary:

Swimmer, ocean, electricity, hide, forward, lake, saltwater, backward, freshwater

Language:

1. Vocabulary development; learning words related to eels and underwater animals.
2. Listening for gist; understanding the main idea of a conversation.
3. Reading for information; extracting specific details from a nonfiction passage about eels.
4. Writing practice, writing words that contain the /ai/ sound

Phonics:

Associating the /ai/ phoneme with its spelling and recognizing words that contain this sound.



Example words may include: sail, tail, mail, rain, train, pain, chain, etc

Values:

1. Respect for nature and marine life
2. Awareness of dangers and safety
3. Following and giving advice
4. Curiosity and exploration
5. Communication and teamwork
6. Respect for rules and safety measures

Materials:

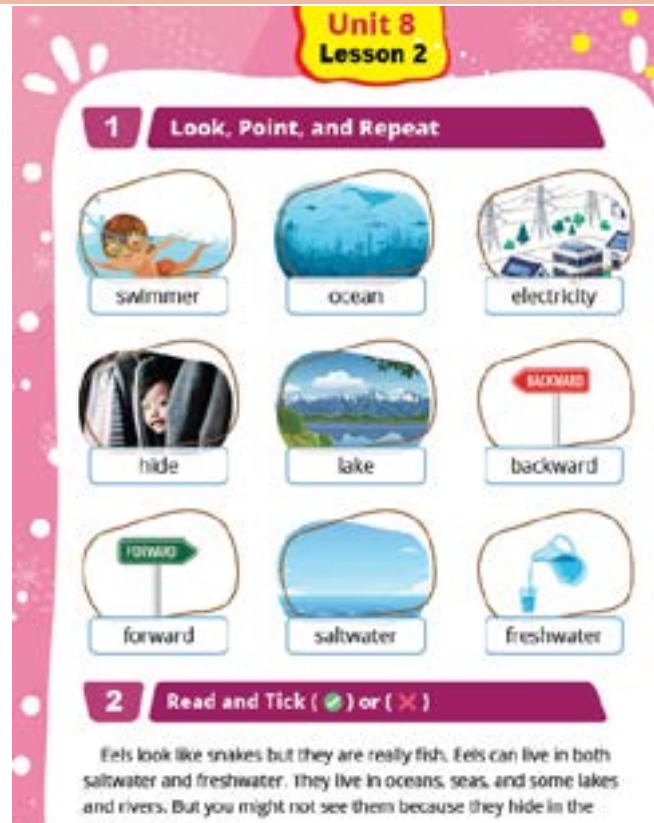
1. Flashcards of Sea Animals
2. Ocean-Themed Posters and Charts
3. Toy Sea Creatures (Plastic Models or Stuffed Animals)
4. Storybook or Nonfiction Book on Eels and Underwater Life
5. Videos and Audio Clips About the Sea
6. Songs and Rhymes About the Ocean and /ai/ Sound

Warm up

1. Greet the students with a smile and energetic tone.
2. Ask students if they have seen the sea or any sea animals.
3. Show a mystery bag and tell them there are surprises inside.
4. Let one student pick an item (toy sea animal or picture) from the bag.
5. Ask the class to guess the name of the animal.
6. Repeat with a few more items to introduce different sea creatures.
7. Play a short audio clip of ocean sounds and ask students what they hear.
8. Encourage students to mimic the movements of sea animals.
9. Show flashcards with sea animals and say the names clearly.
10. Ask students to repeat after you with gestures or sounds.
11. Sing a simple sea-themed song together.
12. Praise students for participating and introduce the lesson

1 Look, Point and Repeat .

1. Show each picture and ask students what they see.
2. Say the word for each picture and have students repeat it.
3. Point to a picture and ask students to say the matching word.
4. Say a word and ask students to find and point to the correct picture.
5. Use the words in simple sentences and have students repeat or create their own.
6. Play a game where students act out or demonstrate the meaning of words.
7. Mix up the order and quiz students by pointing randomly and having them name the word.
8. Encourage students to describe the pictures in their own words.
9. Praise and encourage students for participate



2 Read and Tick (✓) or (✗).

1. Show the picture and ask what the animal looks like.
2. Listen to their answers and tell them what it really is.
3. Read the first part aloud while they listen.
4. Point to words and explain using gestures or simple words.
5. Ask simple questions about what you read.
6. Read the next part and show actions to explain.
7. Ask more questions to check if they understand.
8. Read each sentence from the box one by one.
9. Ask if it is correct or not and let them answer.
10. Mark the correct or incorrect answer together.

Answer

1. ✗ Eels live in oceans, seas, lakes, and rivers.
2. ✓ Eels hide in rocks under the water.
3. ✓ Electric eels are good swimmers.

4. ☒ Eels can swim backward.
5. ☒ We can drink freshwater, not saltwater.

3 Read again and Choose the correct answer.

1. Show pictures or objects related to the words in the sentences.
2. Read the first sentence aloud and pause at the blank space.
3. Show three options and say each word clearly.
4. Ask students to repeat each option after you.
5. Use gestures, actions, or sounds to help them understand the meaning.
6. Ask students to choose the correct word by pointing or saying it.
7. Repeat the correct sentence with the right word.
8. Move to the next sentence and follow the same steps.
9. Encourage students to say the full sentence aloud together.
10. Praise their effort and correct gently if needed.

Answer

1. Rivers
2. Electricity
3. Swimmer
4. Hide
5. Backward

4 Listen, Read, and Identify the /ai/ sound.

1. Begin by clearly pronouncing the /ai/ sound and have the students repeat it after you. Use simple words like “pie” and “tie” as examples.
2. Read the provided sentences aloud, emphasizing the /ai/ sound in words such as “pies,” “ties,” “cries,” “flies,” “fries,” and “lies.” Ask students to raise their hands when they hear the /ai/ sound.

Unit 8
Lesson 2



One kind of eel is the Electric Eel. It makes electricity and uses it to hunt and eat other small fish. Eels are good swimmers and can even swim backwards. Eels are strange and fascinating fish.

Top Tip Look, like + similar in the same. Oceans are wider and deeper than seas. Saltwater is in oceans and seas, we can't drink it. Freshwater is in lakes and rivers, we can drink it.

1. Eels live in oceans only.	(seas - oceans - rivers)
2. Eels hide in rocky areas under water.	() ()
3. Electric eels are good swimmers.	() ()
4. Eels can swim backward.	() ()
5. We can drink freshwater and saltwater.	() ()

3 Read again and Choose the Correct Answer

1. We got freshwater from the (seas - oceans - rivers)
2. Electric eels make (seals - electricity - water)
3. Ahmed is a good (swim - swimmer - sister)
4. Laila likes to her toys from her baby brother. (hide - ride - bite)
5. Eels can swim forward and (fly - backward - sing)

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3. Have the students repeat the sentences after you, focusing on correctly pronouncing the /ai/ sound. Encourage them to exaggerate the sound initially to become comfortable with it.
4. Write the words containing the /ai/ sound on the board (e.g., pie, tie, cries, flies, fries, lies). Call on students to point to the word as you say it.
5. Read the sentences again, pausing before the word with the /ai/ sound. Let the students fill in the word, emphasizing the /ai/ sound.
6. Ask the students to think of other words that have the /ai/ sound. Write these new words on the board and discuss their meanings if needed.
7. Pair the students and have them take turns reading the sentences to each other, focusing on the /ai/ sound. Encourage them to help each other with pronunciation.
8. Create a simple worksheet with pictures of items that have the /ai/ sound (like a pie, a tie, etc.). Ask the students to match the pictures with the correct words.
9. Review the /ai/ sound and the words learned. Provide positive feedback and gently correct any mispronunciations.
10. Assign a fun homework task where students draw pictures of items with the /ai/ sound and label them to reinforce their learning creatively.



5 Look , Find and Write Words with /ai/ sound.

1. Start by explaining the /ar/ sound using simple words like “car” or “star.” Have the students repeat the sound after you.
2. Play a quick game where you say a word, and the students clap or raise their hands if they hear the /ar/ sound.
3. Show the students the letter grid and explain that they will search for words with the /ar/ sound hidden in it.

4. Find the first word, “pies,” together. Point out the letters in the grid and show how they form the word.
5. Help the students find the next word by asking them to guess where it might be and guiding them to the correct letters.
6. Let the students work on their own or in pairs to find the remaining words. Encourage them to circle or highlight the words as they find them.
7. After all words are found, review them together. Ask students to explain how they found each word and discuss any difficulties.
8. Have the students write down the words they found on a separate piece of paper to practice spelling.
9. For extra practice, ask the students to create their own word search grid using /ar/ words and swap with a partner to solve.
10. Praise the students for their hard work and success during the activity to keep them motivated.

Unit 8
Lesson 2

5 Look, Find, and Write Words with /ar/ Sound

P	M	K	A	S	G	T
I	O	C	R	Y	N	I
E	D	R	I	E	S	E
S	B	F	R	I	E	S
O	F	L	I	E	S	S

The words are:

- 1 pies
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

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Answer

1. pies
2. cries
3. fried
4. flies
5. bries
6. tries

PRACTICE BOOK LESSON 2

1 Read, Color, and Answer

- 2 . It can be many colors.
- 3 . It eats plants and small fish.
- 4 . It can sting you.

2 Tie Each Balloon to its Correct Sentence

2. snakes
3. rivers
4. electricity
5. rocky

3 Look, Read and Complete

2. pies
3. ties
4. fries
5. brush

4 Listen, Read and Match

Student's own answer

5 Read and Circle the Words that have /a/ Sound.

Fly – Try – Kite – Buy – Like – Lies – Pie – Hide – Cry

Unit 8 Sea World

Lesson 3 A Dangerous Boat Trip

SB pages, PB Pages.....

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

- identify and use vocabulary for a story about a dangerous boat trip
- give advice and warn others about dangers
- write meaningful sentences
- write meaningful sentences

Vocabulary:

boat, bite, net, catch fish, dangerous, finger, sports, horn, forty, cord, shorts, fork

Language:

1. Imperatives; Giving advice and warnings (e.g., “Be careful!”).
2. Modal Verbs; Using should, must, can for advice (e.g., “You should wear a life jacket.”).
3. Present & Past Simple; Describing dangers (Present) and narrating past events (Past).
4. Sentence Structure; Matching and writing meaningful sentences

Values:

1. Respect for nature and marine life
2. Awareness of dangers and safety
3. Following and giving advice



4. Curiosity and exploration
5. Communication and teamwork
6. Respect for rules and safety measures

Materials:

1. Flashcards
2. Storybook or Short Story
3. Worksheets
4. Videos or Audio Clips
5. Role-Play Props
6. Charts & Posters
7. Interactive Games

Warm up

1. Show pictures of boats, water, and storms, and ask students what they see.
2. Make boat and water sounds like whoosh and splash, then have students repeat.
3. Say action words like sail, row, swim, sink and ask students to act them out.
4. Place objects like a toy boat or life jacket in a bag, let students touch and guess.
5. Sing a simple song related to boats and have students join in.
6. Ask simple questions like “Have you been on a boat?”

1 Listen, Point and Repeat.

1. Gather the students in a group where everyone can see and hear you clearly.
2. Explain that you will say a word, show a picture or object, and they will point to it and repeat the word.
3. Demonstrate the activity by saying a word (e.g., “boat”), pointing to the corresponding picture or object, and repeating the word.
4. Say the first word clearly and show the matching picture or object.
5. Ask the students to point to the picture or object when you say the word again.

6. Have the students repeat the word after you, ensuring clear pronunciation.
7. Combine the steps: say the word, have students point to the correct picture or object, and then repeat the word together.
8. Repeat the process with each new word, ensuring all students participate.
9. Turn it into a game by saying a word and having students race to point and repeat it correctly.
10. Review all the words at the end by saying them one by one and having students point and repeat without your prompt.
11. Provide positive feedback and encouragement throughout the activity to keep students engaged.

2 Look and Give Advice.

1. Start by explaining that we use certain words to give advice or warn someone. Use simple examples like brushing teeth or eating candy.
2. Show pictures or flashcards that show different actions, some good and some bad.
3. Ask the students what they see in the pictures and if the actions are good or bad. Encourage them to use words like “should” or “shouldn’t” in their answers.
4. Create simple situations where students can pretend to give advice. For example, one student can act like they are about to do something wrong, and another can advise them.
5. Divide the class into small groups and give each group a situation. Have them talk about it and come up with advice using “should” or “shouldn’t”.

Unit 8
Lesson 3

1 Listen, Point, and Repeat



boat



bite



net



catch fish



dangerous



finger

2 Look and Give Advice



You shouldn't throw litter in the sea.







Top Tip

We use should / shouldn't to give advice.

We say be careful to warn someone from something dangerous.

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6. Ask the students to draw their own pictures showing good and bad actions. Then, have them explain their drawings using “should” and “shouldn’t”.
7. Give students sentence starters like “You should...” and “You shouldn’t...” and have them finish the sentences based on the pictures or situations you discussed.
8. At the end, review what you talked about. Ask students to share one thing they learned about giving advice.
9. Give students a simple worksheet with pictures and ask them to write sentences using “should” or “shouldn’t” to describe the actions in the pictures.

Answer

1. You shouldn’t swim near dangerous sea animals.
2. You should walk carefully near the water.
3. You should wear a life jacket.
4. You should stay seated while the boat is moving.

3 Read and Match.

1. Begin by explaining that the students will read and match short conversations to pictures or scenarios.
2. Read each conversation aloud to the class, using expressive tones to make it engaging.
3. After reading each conversation, ask simple questions to check understanding. For example, “What do they want to do?” or “Why is it dangerous?”
4. Show pictures or scenarios that match the conversations. Ask students to match the correct conversation to each picture.
5. Have students role-play the con-

Unit 8
Lesson 3

3
Read and Match

1

A: Hello, Yahya. The sea is great today. Let's have a boat trip.

B: That's a good idea. I love the sea.



2

A: Be careful, Yahya. We shouldn't touch the water when we are on the boat.

B: Why? You can try and play. It's fun.

A: No, it's dangerous.



3

A: Oh, not! Help me, please.

B: What happened?

A: The fish is biting my finger. Hurry up, Ahmed, bring a net and catch the fish.



Top Tip

We use let's to make suggestion.
Let's have a boat trip.

Let's have a boat trip.
We use that's ok to accept.

versations. Assign roles and encourage them to use the same phrases.

6. Point out key phrases like “Let’s have a boat trip” and explain how they are used to make suggestions.
7. Discuss safety using the second conversation. Ask why it might be dangerous to touch the water from the boat.
8. Create an interactive activity where students act out the third conversation. Use props like a toy net to make it fun.
9. Review all the conversations and key phrases at the end. Ask students to recall what they learned.
10. Provide positive feedback and encouragement to build their confidence and interest in learning.

Answer

1. Picture 3
2. Picture 1
3. Picture 2

4 Listen, Read and Number.

1. Ensure each student has a copy of the worksheet and a pencil. Make sure they are seated comfortably and can see and hear you clearly.
2. Tell the students they will listen to words and then find and number the correct items on their sheet.
3. Say a word clearly and slowly (e.g., “Sports”). Show the students how to find the matching item on the sheet and write the number “1” next to it.
4. Have the students repeat the word after you to ensure they understand the pronunciation.



5. Guide the students to find the word on their sheet and write the correct number next to it.
6. Say the next word (e.g., “Horn”). Repeat the process: say the word, have students repeat it, find it on the sheet, and write the next number.
7. Go through a few more words together, offering help and encouragement as needed.
8. Once students seem comfortable, let them try on their own. Say the remaining words one by one, allowing time for students to find and number each one.
9. After completing the task, review the answers as a group. Say each word again and have students confirm their numbers.
10. Praise the students for their efforts and gently correct any mistakes, explaining the correct answers.

Answer

- | | | |
|-----------|-----------|----------|
| 1. Sports | 2. Horn | 3. Forty |
| 4. Cord | 5. Shorts | 6. Fork |

PRACTICE BOOK LESSON 3

1 Look, Read and Tick (☑)

Student's own answer

2 Read and Match

Student's own answer

3 Read and Fill in the Gaps

stories – store – popcorn

4 Look, Read and Circle

Student's own answer

5 Rearrange the Following Sentences

2 Salwa plays with a horn.

3 Noor has a fork.

4 Adam wears green shorts.

Unit 8 Sea World

Lesson 4 Find Me at the Sea

SB pages, PB Pages.....

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

- identify and use vocabulary
- identify different places
- read a story for specific information
- use should and shouldn't to evaluate different behaviors
- ask and answer questions about a story

Vocabulary:

Port, get up, Friday, walk, around, street, kitchen, store, aquarium, tidy, room, help, family

Language:

- Using should and shouldn't to evaluate different behaviors
- Using “where” to ask about places and locations and using “everywhere” to talk about all places.

Values:

1. Respect for nature and marine life
2. Awareness of dangers and safety
3. Following and giving advice
4. Curiosity and exploration
5. Communication and teamwork



6. Respect for rules and safety measures

Materials:

Flashcards (sea animals, objects, activities)

Charts or posters (a labeled sea scene)

Real objects (seashells, sand, toy fish)

Props for role play (hats, sunglasses, toy fishing rods)

Songs or videos about the sea

Interactive whiteboard or digital presentations

Warm up

1. Greet the students with excitement and introduce the lesson with a question: “Have you ever been to the sea?”
2. Ask students to name things they might find at the sea, encouraging them to share their ideas.
3. Give simple action commands using should, such as “You should swim like a fish” or “You should walk like a crab”, and have students act them out.
4. Show pictures or flashcards of sea-related items and ask guiding questions like “What should we do with seashells?” or “What shouldn’t we do at the beach?”
5. Engage students in a short discussion using should and shouldn’t, encouraging them to complete sentences like “We should...” and “We shouldn’t...”.
6. Tell a short story about a child visiting the sea and pause to ask students what the character should or shouldn’t do.
7. Conclude by summarizing key ideas and letting students share their favorite things about the sea using should statements

1 Listen, Point and Repeat

1. Tell the students they will listen to words, point to them, and then repeat them. Keep the explanation simple and clear.
2. Show them how to do it. Say a word, point to it (on a list or visual aid), and then repeat the word. Do this a few times so they understand.
3. Say a word and have the entire class point to it together, then repeat it in

unison. This helps everyone feel comfortable.

4. Call on individual students to try. Say a word, have the student point to it, and then repeat it. Offer encouragement and praise.
5. If possible, show pictures or objects that match the words. This helps students connect the word to its meaning.
6. Incorporate simple actions to make it more engaging. For example, if the word is an action word, have them act it out.
7. Go through the words multiple times, changing the order each time to ensure they are learning and not just memorizing.
8. Turn it into a fun game, like “Simon Says.” For example, “Simon says point to [word]”.
9. Have students work in pairs. One says a word, and the other points to it and repeats it. Then they switch roles.
10. At the end, go through the words one more time and praise the students for their efforts. This helps reinforce what they’ve learned.



2 Read Along

1. Begin by asking the students to share what they usually do in the morning. Encourage them to talk about their routines.
2. Read the provided text to the students. Use expressive tones and gestures to keep them engaged.
3. Explain important words from the text, such as “tidies,” “kitchen,” “aquarium,” “port,” and “store.” Use simple definitions and examples.



4. Have the students read the text together. Divide the text into smaller sections and assign different groups to read each part.
5. Explain the use of “where” and “everywhere” as mentioned in the text. Provide examples and ask students to create their own sentences.
6. Create a matching activity where students pair family members with their favorite activities. This can be done on the board or with printed cards.
7. Ask students to draw a picture of the family doing their favorite activities. Have them label the activities using the vocabulary words they learned.
8. Encourage students to talk about what they like to do with their families. Prompt them to use the new vocabulary and grammar points.
9. Recap the main points covered. Review the vocabulary and grammar concepts discussed.
10. Give a simple homework task, such as writing a few sentences about their family activities, using the words “where” and “everywhere”.

3 Ask and Answer Questions

1. Briefly explain to students that they will learn how to ask and answer simple questions. Use gestures or examples to make it clear.
2. Show how to ask and answer a question. For example, ask, “Where is he?” and answer, “He is at the” Use a visual or gesture to indicate the location.
3. Have the whole class repeat the question and answer after you. This helps students get comfortable with the structure.
4. Divide students into pairs. One student asks the question, and the other answers. Encourage them to take turns.
5. Provide simple images or flash-



cards without labels. Ask students to describe where the person in the picture is by answering the question.

6. Give students a worksheet with incomplete sentences (e.g., “He is at the”). Have them fill in the blanks based on the visuals or their imagination.
7. Let students act out scenarios where they ask and answer the questions. This makes the activity more engaging.
8. Repeat the question-and-answer process multiple times with different examples to reinforce learning.
9. Allow students to create their own questions and answers based on what they see or imagine.
10. Give positive feedback and gently correct any mistakes. Encourage students to try again if they need to.
11. At the end of the session, review the questions and answers with the whole class to ensure understanding.

Answer

1. Where is he?

He is at the aquarium.

2. Where is she?

She is at the supermarket.

3. Where is he?

He is at the swimming pool.

4. Where is she?

She is at home.

4 Look, Read and Complete

1. Begin by asking students to share things they think are good or bad to do. Write their ideas on the board.
2. Explain that “should” is used to give good advice, and “shouldn’t” is used to say what is not a good idea. Use simple examples.
3. Read each sentence slowly, pointing to the words. Pause at the blanks and ask students to think about what word could fit.
4. Complete one sentence together. For example, “We should help mum.” Explain why “help” is a good choice.
5. Ask students to suggest words for the blanks in the other sentences. Write

their ideas on the board and discuss which ones make sense.

6. Have students work with a partner to complete the sentences. Encourage them to talk about their choices.
7. Ask a few pairs to share their completed sentences with the class. Write the correct answers on the board.
8. Give students new sentences with blanks to complete on their own or in pairs. For example, "You should..... your hands before eating«.
9. Create a game where students act out scenarios and decide if they should or shouldn't do something.
10. Go over the completed sentences as a class. Ask students to explain their choices.
11. Give students a worksheet with similar sentences to complete at home.

Answer

1. We should help mum.
2. I shouldn't ride my bike in the park.
3. They should clean their classroom.
4. You should tidy up your toys.



Game Time

Bingo

1. Explain to the students that they will be playing a fun game where they answer questions or complete small tasks.
2. Tell them that each number corresponds to a different task, and they should

listen carefully to each one.

3. Ask them to say three words that have the /m/ sound, like “moon” or “mouse.»
4. Have them name a very large animal that lives in the sea, such as a whale or shark.
5. Ask them to name a sea animal that can create electricity to catch food, like an electric eel.
6. Tell them to write down two words that have the /ɔ:/ sound, such as “ball” or “call.»
7. Ask them to share something they should not do at the sea, like swimming alone.
8. Have them tell you something they should do at home, like cleaning their room.
9. Ask them to say three words that have the /j/ sound, like “yellow” or “yogurt.»
10. Explain the word “freshwater” and ask them to use it in a sentence, such as “Fish live in freshwater lakes.»
11. Ask them to name a sea animal with sharp teeth, like a shark.
12. Congratulate them on completing the tasks and encourage them to share what they learned.

Answer

1. Moon, mouse, milk.
2. Whale.
3. Electric eel.
4. Ball, call.



5. Swim alone.
6. Clean your room.
7. Yellow, yogurt, yarn.
8. Fish live In freshwater lakes.
9. Shark.

Best of luck

PRACTICE BOOK LESSON 4

1 Look, Read and Complete

Adel is an actor.

The queen walks in the street.

The boy cries when he sees flies.

Laila is a doctor.

2 Read and Sort

or: corn, fork, story, shorts

ie: flies, tries, pies, ties

ee: weeds, seeds, trees, sweets

3 Point and Say

Student's own answer

4 Rearrange the Following Sentences

2 My Mom fries fish.

3 You should brush your teeth.

4 You shouldn't eat a lot of sweets.

5 The bee is asleep on the tree.

5 Sea Animal Research

Student's own answer