



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

**A-LEVEL**

# ENGLISH

## for

# Al-Azhar Treetops

Primary Two

Teacher Guide

First Draft Edition

2025 - 2026



غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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## *A-level English for Al-Azhar Treetops -Grade 2*

### *Preface*

#### **In the name of Allah, the Most Gracious, the Most Merciful.**

For more than a millennium, Al-Azhar Al-Sharif has stood as a beacon of knowledge and moral excellence, championing the harmonious integration of faith, ethics, and enlightenment. Our mission—to cultivate minds firmly rooted in Islamic values while embracing the tools of modernity—guides every educational endeavor we undertake.

It is with great pride that we present **A-Level English for Al-Azhar Treetops Grade 2**, a course meticulously designed to reflect Al-Azhar's vision of nurturing globally conscious, ethically grounded, and intellectually agile learners. This curriculum transcends mere language acquisition. Each unit—from Pharaohs to Water is Life, from Sports to The Weather—is carefully crafted to intertwine linguistic mastery with moral reflection. Through dialogues on ancient civilizations, discussions on environmental stewardship, and narratives that celebrate honesty and respect, students are invited to explore universal values rooted in both Islamic teachings and global citizenship. The pillars of Values and Critical Thinking embedded in every lesson echo Al-Azhar's commitment to fostering *adab* (ethical conduct) and *'aql* (reasoned understanding), empowering students to navigate complex global challenges with wisdom and integrity. **Aligned with the timeless message of Al-Azhar**, this course bridges tradition and modernity. By equipping learners with English proficiency, we enable them to articulate Islamic principles of justice, compassion, and environmental responsibility on the world stage. Furthermore, the curriculum's structured approach to literacy, reading, and writing adheres to internationally recognized TEFL methodologies, enriched by the expertise of institutions such as Oxford University Press, Cambridge Assessment English, and the Library of Congress.

**As General Manager of Al-Azhar's Educational Affairs**, I am confident that this course will not only elevate linguistic competence but also instill a profound sense of moral purpose. Together, we prepare our youth to be ambassadors of Al-Azhar's legacy—scholars who think critically, act compassionately, and contribute meaningfully to a world in need of enlightened leadership.

**Final Word:** Empowering Young Learners

**Dear Teachers**, as you embark on teaching Treetops Grade Two, remember that your role is pivotal in shaping your pupils' language journey. Through engaging lessons, supportive feedback, and a genuine passion for English, you will help them develop not only linguistic competence but also essential life values such as empathy, respect, and responsibility. Encourage curiosity, celebrate each child's progress, and create a classroom environment where learners feel safe to explore, make mistakes, and grow.

Adapt activities to meet diverse learner needs while maintaining curriculum goals. Balance structured lessons with flexibility—for instance, extending A Trip to Aswan (Unit 5) into a class discussion on travel experiences. Foster a classroom environment where curiosity, respect, and creativity thrive.

This guide is your ally in shaping confident, articulate, and empathetic learners ready to navigate both language and life with enthusiasm and integrity. Let's embark on this journey together!

In the pages that follow, you will find detailed lesson plans, additional activities, and practical tips to make each unit come alive. Use these ideas flexibly—adapt them to your class's needs, add your personal flair, and watch your pupils flourish as they discover the joy of learning English.

Thank you for your dedication and commitment to nurturing the next generation of confident, creative, and compassionate English users. May Treetops Grade Two be a fulfilling and inspiring journey for both you and your learners!

**May Allah bless this journey of knowledge and virtue.**

*Dr. Ismail Elshirbini*

**General Manager of Al-Azhar**

**Educational and Technical Affairs**

# GRADE 2 TEACHER'S GUIDE

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## Introduction to the Curriculum

Welcome to Treetops Grade Two, an engaging, dynamic, and interactive English course designed specifically for young learners. **This Teacher's Guide** introduction aims to give you a strong foundation for how to implement each unit effectively, ensuring your pupils' progress in English while fostering their personal growth, moral values, and critical thinking skills. The Treetops series is built upon the belief that children learn best through immersive, hands-on activities that make language meaningful and fun. By integrating listening, speaking, reading, and writing tasks into thematic lessons, Treetops Grade Two enables learners to connect English with real-world contexts, both inside and outside the classroom

### Key Philosophical Underpinnings

**Child-Centered Learning:** Activities encourage active participation, creativity, and curiosity.

**Holistic Language Development:** Lessons integrate vocabulary, grammar, phonics, and functional language.

**Values Education:** Pupils learn about cooperation, respect, responsibility, environmental awareness, and cultural appreciation.

**Critical Thinking and Problem-Solving:** Pupils practice decision-making and analytical skills through puzzles, discussions, and project-based tasks.

By placing the learner at the heart of each lesson, Treetops Grade Two supports diverse learning styles and paves the way for confident, capable communicators.

## 2. Aims of the Course

The overarching goal of Treetops Grade Two is to build a solid linguistic and personal foundation for young learners as they progress in their English language journey. Specifically, the course aims to:

The course aims at developing students' overall language skills to effectively communicate in English, both orally and in writing. That's why the course addresses some language domains which are essential for fourth year primary students.

The course has been carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, social and emotional needs. Therefore, the activities combine life skills, values, top tip for life, and content presented through different topics, games, stories and mini-projects. This is done in order to create a comprehensive, successful learning experience. The current socio-cultural theory of learning focuses on the importance of social interactions for learning.

In Treetops Primary 2, students also practice using language in realistic social interactions, such as real-life dialogues, family meetings etc. The topics and activities encourage students to gradually develop their understanding of themselves, their environment and their citizenship, including digital citizenship.

- **Language Proficiency:** Develop foundational skills in phonics, grammar, reading, writing, speaking, and listening.
- **Critical Thinking:** Encourage analysis through tasks like evaluating how pyramids were built (Unit 7) or solving water pollution challenges (Unit 8).
- **Values Integration:** Cultivate respect for diverse cultures (e.g., ancient Egyptian civilization), teamwork (e.g., School Football Team), and environmental responsibility.
- **21st-Century Readiness:** Equip students with digital literacy, collaborative problem-solving, and presentation skills through mini-projects and inquiry-based activities.

## 1. Develop Communication Skills

Pupils will gradually expand their ability to understand spoken English, communicate orally, read age-appropriate texts, and write short sentences or paragraphs.

## **2. Foster Critical Thinking and Creativity**

By engaging with thematic units (e.g., sports, weather, water, ancient civilizations), pupils learn to analyze information, solve problems, and think creatively about the world around them.

## **3. Build Core Values and Life Skills**

Each unit includes life values—cooperation, respect, responsibility, perseverance, and empathy—that students internalize through role-plays, group work, and reflective tasks.

## **4. Encourage Cultural and Environmental Awareness**

Lessons draw on local contexts (e.g., the Egyptian Museum, the Nile) and global perspectives (sports from around the world, weather phenomena) to broaden pupils' horizons and instill appreciation for their heritage and the wider world.

## **5. Enhance Motivation and Confidence**

Engaging, age-appropriate topics—such as sports heroes, weather changes, or fascinating facts about Pharaohs—capture pupils' interest, encourage active participation, and nurture self-confidence.

By the end of the year, learners will have a stronger command of English, a deeper respect for cultural diversity, and the confidence to express themselves meaningfully in various contexts.

## **Key Components and Materials**

Treetops Grade Two comprises several components designed to create a well-rounded language experience:

### **1. Student's Book (SB)**

The Student's Book is the primary classroom resource, containing colorful illustrations, stories, dialogues, exercises, and games. Each unit is divided into lessons focusing on specific skills, grammar points, and values.

## **2. Workbook / Activity Book**

The Workbook provides additional written practice, reinforcing vocabulary, grammar, and phonics learned in class. It often includes fun puzzles, matching exercises, and short writing tasks that allow for further consolidation.

## **3. Teacher's Guide**

The Teacher's Guide (of which this introduction is a part) offers step-by-step lesson plans, ideas for differentiation, suggestions for classroom management, and answers to workbook exercises. It also highlights key teaching points, common student errors, and strategies for maximizing participation.

## **4. Audio Materials**

Songs, chants, and dialogues bring authentic listening experiences into the classroom. Pupils practice pronunciation, rhythm, and intonation in an enjoyable way, learning to recognize and produce various sounds.

## **5. Flashcards and Visuals**

The use of flashcards (for vocabulary, phonics, or functional language) helps young learners associate words with images and remember new terms more effectively.

## **6. Digital Resources**

Some editions or schools may offer digital content (PowerPoint slides, online quizzes, interactive games) to supplement the course, enhance engagement, and cater to diverse learning preferences.

When used together, these components create a rich and varied language-learning environment, ensuring that pupils encounter English in multiple formats and contexts.

## **4. The Four Language Skills: A Holistic Approach**

Developing listening, speaking, reading, and writing is at the core of Treetops Grade Two. Each skill is interwoven into every lesson, though certain units or lessons might emphasize one skill more heavily to ensure systematic progression.

### **4.1 Listening**

Listening is the foundational skill upon which language acquisition builds. In Tree-

tops Grade Two, pupils practice listening through:

**Dialogues and Stories:** For example, in Unit 8 Water Is Life, Lesson 1, pupils hear a conversation about Kamal the fisherman working on the Nile. They learn how to identify key words related to fishing and water use.

**Songs and Chants:** Simple, repetitive songs about weather (Unit 4) or sports (Unit 3) help pupils internalize new vocabulary and sentence structures.

**Interactive Audio Activities:** Pupils match pictures to what they hear or respond to questions about an audio recording. For instance, in Unit 7 Pharaohs, they might listen to a short text about the Egyptian Museum and then answer questions about what artifacts can be found there.

## Teaching Tips:

Play each audio track multiple times: first for general understanding, then for detail.

Encourage pupils to respond physically (e.g., pointing to pictures, miming actions) to maintain engagement.

Use pre-listening questions to activate background knowledge.

## 4.2 Speaking

Speaking activities in Treetops Grade Two encourage children to use English in meaningful, age-appropriate ways:

**Role-Plays and Dialogues:** Pupils practice short exchanges such as describing the weather (“It’s sunny today!”) or discussing sports (“I’m playing football”). In Unit 3, Lesson 1, they might simulate a “Sports for All” day, discussing what sport they like.

**Picture Descriptions:** In Unit 4, Lesson 2 (It’s Hot Today!), learners look at illustrations of people feeling hot or cold and describe how they feel, reinforcing adjectives and personal pronouns.

**Show and Tell:** Pupils bring an item or a picture to class and present it. For instance, after learning about water usage (Unit 8, Lesson 2), they can show pictures of how their families use water at home and speak briefly about it.

## Teaching Tips:

Provide sentence starters (“I like...”, “He is...”, “She feels...”) to support less confi-

dent speakers.

Encourage pair and small-group practice before open-class presentations.

Correct gently and model accurate pronunciation without interrupting fluency too often.

### 4.3 Reading

Reading in Treetops Grade Two introduces simple texts that gradually increase in complexity:

**Short Paragraphs or Passages:** Unit 7 includes texts about ancient Egypt and the pyramids, prompting pupils to learn new vocabulary (e.g., “museum,” “mummy,” “Pharaoh”).

**Infographics and Charts:** In Unit 8, Lesson 3 (Fresh Water), pupils read an infographic about the importance of fresh water. This builds both content knowledge and reading comprehension.

**Stories or Dialogues in Print:** Pupils often see the dialogues they have listened to in written form, allowing them to connect spoken and written language.

### Teaching Tips:

Pre-teach key vocabulary using flashcards or board work.

Use “While-Reading” tasks (e.g., scanning for specific words, matching images to sentences) to keep pupils focused.

Follow up with comprehension questions or short discussions.

### 4.4 Writing

Writing tasks in Treetops Grade Two range from word-level activities to short paragraphs:

**Copying and Tracing:** For young learners still mastering letter formation, especially in earlier lessons, copying key words (e.g., “sunny,” “rainy,” “football”) helps reinforce spelling.

**Guided Writing:** Pupils might fill in missing words in a short paragraph about the weather or sports. In Unit 3, Lesson 1, they could write a few sentences about their favorite sport.

**Independent Writing:** As pupils grow in confidence, they can write a short description or paragraph about, for instance, a famous athlete (Unit 3, Lesson 3) or a favorite season (Unit 4, Lesson 3).

## Teaching Tips:

Use word banks and sentence frames to support vocabulary recall.

Encourage inventive spelling at first, but gradually guide students toward accurate spelling.

Celebrate students' writing efforts with displays or read-aloud sessions.

## 5. Language Domains: Vocabulary, Grammar, Phonics, and Functions

Treetops Grade Two systematically introduces vocabulary, grammar, phonics, and functional language in each unit. By focusing on these domains, pupils gain a deeper and more precise understanding of English.

### 1. Vocabulary

**Thematic Words:** Each unit (e.g., “Sports,” “Weather,” “Water,” “Pharaohs”) has a set of key words.

**Everyday Expressions:** Pupils learn functional phrases like “What’s the weather like?” or “How can I help you?”

### 2. Grammar

**Present Simple and Continuous:** Used for describing daily routines or ongoing actions (Unit 3: “I play football,” “I am running.”)

**Past Simple:** Introduced in topics like ancient Egypt (Unit 7: “They built pyramids.”)

**Modal Verbs:** Basic usage of “can” or “can’t” to express ability (“Can you draw a star?” in Unit 4).

### 3. Phonics

Pupils encounter specific sounds each unit. For example, in Unit 8, they might focus on /l/ and /sh/ in words like “fisherman” or “pollution.”

**Sound–Symbol Correspondences:** Pupils learn tricky English letter patterns (e.g., “ch” for /tʃ/ or /k/, “gh” sometimes silent, etc.).

### 4. Functional Language

Asking Questions: “What’s your favorite sport?”, “How do we get water?”, “What’s the weather like?”

Making Suggestions: “Let’s play football!”

Describing Feelings: “I’m hot,” “He’s tired,” “They’re excited.”

By integrating these domains into listening, speaking, reading, and writing tasks, learners gradually become comfortable using English in authentic contexts.

## 6. Integrating Life Values and Critical Thinking

One of the hallmarks of Treetops Grade Two is its emphasis on life values and critical thinking skills. Each unit incorporates a specific value and encourages pupils to reflect on how it applies to their lives:

**Unit 8 (Water Is Life):** Pupils learn the value of environmental responsibility and gratitude for natural resources. They discuss water conservation, pollution, and why fresh water is vital for life.

**Unit 3 (Sports):** Pupils explore teamwork, fair play, and sportsmanship. They learn to appreciate different roles in a sports team and respect winners and losers alike.

**Unit 7 (Pharaohs):** Pupils gain a sense of cultural pride and respect for history, learning how ancient Egyptians contributed to civilization and how we can preserve historical artifacts.

**Unit 4 (Weather):** Pupils practice problem-solving when discussing how to cope with different weather conditions, fostering adaptability and respect for nature’s variations.

## Critical thinking tasks include:

Identifying pictorial clues to understand new vocabulary.

Making inferences from short reading texts or dialogues.

Classifying and comparing (e.g., types of weather, sports positions, or ancient Egyptian achievements).

By consistently weaving values and critical thinking into lessons, Treetops Grade Two helps children develop both linguistic competence and essential life skills.

### 7. Sample Lessons and Activities (Drawn from Units 3, 4, 7, and 8)

Below are brief overviews and sample activities illustrating how each unit integrates the four language skills, grammar, phonics, values, and critical thinking.

## 7.1 Unit 3 – Sports

### 1. Lesson 1: Sports for All

**Listening & Speaking:** Pupils listen to a conversation about sports day at school. They practice the present continuous (“I am playing tennis,” “She is running”).

**Reading:** A short text about a PE class, focusing on identifying the main idea and inferring details (e.g., “Which sport are they talking about?”).

**Writing:** Pupils write a paragraph about their favorite sport using a simple template (“My favorite sport is... I play it with...”).

**Values:** Appreciating the importance of staying active.

**Critical Thinking:** Guessing which athlete or sport is being described from contextual clues.

## 2. Lesson 2: School Football Team

**Focus:** Present simple for routines (“We train on Mondays,” “He plays as a goalkeeper”).

**Activities:** Pupils label positions on a football team diagram, then write short sentences about each position.

**Value:** Teamwork and cooperation.

**Phonics:** Possibly focusing on /b/ in “ball,” /t/ in “team,” etc.

### 3. Lesson 3: Meet an Athlete

**Listening & Speaking:** Pupils watch or listen to an interview with a famous athlete. They practice questions: “What sport do you play?” “When do you train?”

**Reading:** A short biography excerpt about a local or international sports figure.

**Writing:** Pupils compose sentences describing the athlete’s achievements.

**Value:** Admiration and respect for others’ efforts.

**Critical Thinking:** Brainstorm what qualities make a good athlete.

### 4. Lesson 4: End of Year Celebration

**Activities:** Pupils plan a “Sports Day Celebration,” using present simple and continuous.

**Value:** Respecting teamwork in organizing events.

**Phonics/Spelling:** Practice with words like “celebrate,” “trophy,” “chess.”

## 7.2 Unit 4 – The Weather

### 1. Lesson 1: What’s the Weather Like?

**Grammar:** “It’s + adjective” (e.g., sunny, cloudy, rainy).

**Listening & Speaking:** Pupils listen to a weather report, then give their own mini weather updates.

**Reading:** A short passage describing weather in different cities or regions.

**Writing:** Complete sentences: “Today it’s sunny in Cairo.”

**Value:** Showing appreciation for nature.

**Critical Thinking:** Pupils guess the weather conditions from simple riddles or clues.

## 2. Lesson 2: It's Hot Today!

**Listening & Speaking:** A dialogue about how people feel in hot weather.

**Grammar:** “He feels...,” “She feels...,” “They feel...”

**Reading & Writing:** Pupils answer questions about how to stay cool in hot weather.

**Value:** Empathy—recognizing how others feel.

**Phonics:** Focus on /h/ in “hot,” “how,” etc.

## 3. Lesson 3: Seasons and Weather

**Vocabulary:** Seasons (winter, spring, summer, autumn), months, ordinal numbers.

**Activities:** Pupils match months to seasons and discuss what happens in each season.

**Value:** Respecting the environment throughout the year.

**Critical Thinking:** Classifying months into seasons, discussing harvest times.

## 4. Lesson 4: Our Math Teacher

**Listening & Speaking:** A short conversation about a teacher who loves drawing weather charts.

**Grammar:** “Can you draw a star? Yes, I can.”

**Writing:** Pupils write about something they can/can't do, linking it to the weather context (e.g., “I can ride a bike in sunny weather.”).

**Value:** Appreciating teachers.

## 7.3 Unit 7 – Pharaohs

### 1. Lesson 1: The Egyptian Museum

**Listening & Speaking:** A dialogue about visiting the museum, focusing on present simple for daily routines or facts: “The museum opens at 9 a.m.”

**Reading:** A short text about famous artifacts.

**Writing:** Pupils write sentences about what they might see (e.g., “I can see a mummy in the Egyptian Museum.”).

**Value:** Cultural pride, respecting history.

**Critical Thinking:** Pupils infer the importance of preserving artifacts.

### 2. Lesson 2: Architecture in Ancient Egypt

**Grammar:** Past simple (e.g., “They built pyramids,” “They designed temples.”).

**Activities:** Pupils read a short passage on how pyramids were built, then answer comprehension questions.

**Value:** Appreciation for historical achievements.

**Critical Thinking:** Pupils discuss how ancient Egyptians managed to move heavy stones.

### 3. Lesson 3: The Great Pyramids

**Listening & Speaking:** A dialogue about a trip to Giza, focusing on the past tense: “We visited the Great Pyramid.”

**Reading:** Pupils read a short article about the three major pyramids.

**Writing:** Pupils fill in missing verbs in past tense.

**Value:** Pride in national heritage.

**Critical Thinking:** Theorizing how the pyramids might have been constructed.

### 4. Lesson 4: Mummification

**Listening & Speaking:** Pupils learn about the process of mummification, discussing reasons behind it.

**Grammar:** Past simple with irregular verbs (e.g., “put,” “wrapped,” “kept”).

**Value:** Respect for cultural beliefs.

**Critical Thinking:** Pupils reflect on the science behind preservation.

## 7.4 Unit 8 – Water Is Life

### 1. Lesson 1: Kamal, the Fisherman

**Listening & Speaking:** Questions and answers about jobs related to the Nile.

**Grammar:** Present simple (e.g., “He catches fish every morning.”).

**Reading:** A short text about Kamal’s day on the river.

**Writing:** Pupils practice words with the /l/ sound (e.g., “fisherman,” “pollution”).

**Value:** Appreciating different jobs.

**Critical Thinking:** Identifying new vocabulary using pictorial clues.

### 2. Lesson 2: Water Use

**Listening & Speaking:** Pupils discuss how they use water at home.

**Reading:** A text about various household and agricultural uses of water.

**Writing:** Words with /s/ or the “ch” spelling pattern.

**Value:** Understanding water’s importance for daily life.

**Critical Thinking:** Brainstorming ways to save water.

### 3. Lesson 3: Fresh Water

**Reading:** An infographic about the scarcity of fresh water.

**Grammar:** Present simple for facts (“Most of the Earth’s water is salt water.”).

**Writing:** Pupils fill in a table about fresh water sources.

**Value:** Appreciating water as a limited resource.

**Critical Thinking:** Linking pollution to daily life.

#### 4. Lesson 4: The Crying Water

**Listening & Speaking:** Pupils hear a story about polluted water.

**Grammar:** Present simple with environmental vocabulary (“We pollute the river when we throw garbage.”).

**Writing:** Pupils complete a short paragraph on ways to reduce pollution.

**Value:** Environmental responsibility.

**Critical Thinking:** Suggesting actions to stop pollution.

### 8. Assessment and Evaluation Strategies

Assessment in Treetops Grade Two should be continuous, varied, and child-friendly. Rather than relying solely on traditional tests, teachers can employ multiple strategies to capture each pupil’s growth and strengths:

#### 1. Formative Assessments

**Observation:** Note how pupils participate in class discussions, group work, and pair activities.

**Checklists:** Track each child’s progress in reading fluency, speaking confidence, or mastery of specific grammar points.

**Anecdotal Records:** Keep brief notes on behaviors, interactions, and breakthroughs during lessons.

#### 2. Summative Assessments

**Quizzes and Written Tests:** Short tests focusing on vocabulary, grammar, reading comprehension, and writing tasks.

**Speaking Presentations:** Pupils prepare a short talk or role-play at the end of a unit to demonstrate oral proficiency.

**Projects:** Group or individual projects (e.g., designing a poster on water conservation or creating a mini booklet about the weather).

### 3. Alternative Assessments

**Portfolios:** Collect samples of pupils' work (written assignments, drawings, etc.) to track improvement over time.

**Self-Assessment:** Encourage pupils to reflect on their own strengths and areas they want to improve.

**Peer Assessment:** Pupils can give constructive feedback to one another, learning to value collaboration and mutual support.

Grading should be age-appropriate, focusing on effort and progress as well as accuracy. Provide positive reinforcement to maintain motivation, and offer gentle guidance when pupils make errors.

### Classroom Techniques & Activities

**Interactive Learning:** Games (e.g., Mingle Game in Unit 2), songs (e.g., Four Seasons in Unit 4), and storytelling.

**Differentiated Instruction:** Tailor tasks for varied abilities, such as simplified sentence frames or advanced research on The Sun (Unit 6).

**Cultural Integration:** Compare ancient Egyptian practices (Unit 7) with modern sustainability efforts (Unit 8).

## 9. Linking the Course to Children's Needs and Real-Life Contexts

Young learners thrive when they see a direct connection between classroom activities and their own lives. Treetops Grade Two ensures relevance by:

### 1. Using Familiar Contexts

Topics such as weather, sports, and family life are relatable to children's daily experiences.

Local cultural references (e.g., the Egyptian Museum, the Nile) help pupils appreciate their own heritage.

## 2. Encouraging Real-World Application

Pupils learn how to ask for help, describe feelings, and talk about their environment—practical skills they can use immediately.

Discussions about water conservation or fair play in sports instill responsible behavior and community-mindedness.

## 3. Catering to Different Learning Styles

**Visual:** Flashcards, illustrations, videos, and posters.

**Auditory:** Songs, chants, dialogues, group discussions.

**Kinesthetic:** Role-plays, TPR (Total Physical Response) activities, games that involve movement.

## 4. Building Confidence and Self-Esteem

The course includes plenty of praise, short achievable tasks, and group support so every child experiences success.

By rotating roles (e.g., team leader, presenter, note-taker), children learn to take responsibility and gain leadership skills.

## 10. Basic Educational Principles

- CALLA Approach: Scaffold academic language in lessons like Agriculture in Ancient Egypt (Unit 7) through structured tasks.

- **VAK Model:** Cater to visual learners with infographics (Unit 5), auditory learners with songs (e.g., Ancient Egypt), and kinesthetic learners with role-plays.

- Global Citizenship: Lessons on water conservation (Unit 8) and ecotourism (Unit 5) instill ethical awareness.

- Inquiry-Based Learning: Mini-projects like designing a bar chart (Unit 4) or debating Cheap or Expensive (Unit 2) promote critical inquiry.

## 11. Skill-Specific Teaching Strategies

**Listening:** Use audio tracks (e.g., Planets poem in Unit 6) and story retelling.

**Speaking:** Conduct role-plays (e.g., Lost at the Supermarket in Unit 2) and group discussions.

**Reading:** Apply inference strategies to texts like The Egyptian Museum (Unit 7).

**Writing:** Guide students through structured tasks like composing birthday cards (Unit 1) or infographics.

**Values Education:** Link lessons to ethics, e.g., honesty in Lost at the Supermarket (Unit 2).

## 12. Mini-Projects Implementation

**Examples:** Create infographics on Fresh Water (Unit 8) or plan a Birthday Party (Unit 1).

**Collaboration:** Use group work for tasks like Solving Water Pollution (Unit 8).

**Assessment:** Rubrics evaluate creativity, accuracy, and teamwork.

**Illustrative Idea:** Launch each unit with a “Theme Wall” where students add visuals, vocabulary, and questions related to the topic (e.g., pyramids for Unit 7, planets for Unit 6).

## 13. Final Word: Empowering Young Learners

Dear Teachers, as you embark on teaching Treetops Grade Two, remember that your role is pivotal in shaping your pupils’ language journey. Through engaging lessons, supportive feedback, and a genuine passion for English, you will help them develop not only linguistic competence but also essential life values such as empathy, respect, and responsibility. Encourage curiosity, celebrate each child’s progress, and create a classroom environment where learners feel safe to explore, make mistakes, and grow.

Adapt activities to meet diverse learner needs while maintaining curriculum goals. Balance structured lessons with flexibility—for instance, extending A Trip to Aswan (Unit 5) into a class discussion on travel experiences. Foster a classroom environment where curiosity, respect, and creativity thrive.

This guide is your ally in shaping confident, articulate, and empathetic learners ready

to navigate both language and life with enthusiasm and integrity. Let's embark on this journey together!

In the pages that follow, you will find detailed lesson plans, additional activities, and practical tips to make each unit come alive. Use these ideas flexibly—adapt them to your class's needs, add your personal flair, and watch your pupils flourish as they discover the joy of learning English.

Thank you for your dedication and commitment to nurturing the next generation of confident, creative, and compassionate English users. May Treetops Grade Two be a fulfilling and inspiring journey for both you and your learners!

## **End of Introduction**

This introduction can serve as the opening 30+ pages (when expanded with additional examples, illustrations, and lesson-plan details) of the Treetops Grade Two Teacher's Guide. You may add tables, extended reading passages, photocopiable worksheets, and more in the subsequent sections to enrich the teaching and learning experience. Feel free to reorganize, add local references, and incorporate your own classroom anecdotes to make the guide even more relevant and effective

## **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

# Scope and Sequence

# Scope and Sequence

## Unit 1 A Birthday Party

|                                            | Listening and speaking          | Linguistics                            | Reading                    | Writing                                   | Literacy                                                  | Values                                       | Critical Thinking                           |
|--------------------------------------------|---------------------------------|----------------------------------------|----------------------------|-------------------------------------------|-----------------------------------------------------------|----------------------------------------------|---------------------------------------------|
| Lesson 1<br>A Birthday Present             | Plans for a Birthday Present    | Present Simple Affirmative             | Buying a Book              | A Birthday Card                           | Associating the Sounds /ks /with its Spelling Pattern 'x' | Appreciating Giving Presents to Friends      | How to Make a Plan                          |
| Lesson 2<br>Getting Ready for the Party    | Going Shopping                  | Using yes/no with Can                  | At the Store               | Sentences about Going to the Store        |                                                           | Helping Friends Buy Things                   | Making a Shopping list for a Birthday party |
| Lesson 3<br>At the Pastry Shop             | At the Pastry Shop              | Ordinal Numbers (first, second, third) | At the Pastry Shop         | Birthday card                             | Sound of /l :/ at the end of the word Spelled "y" "or "ey | Celebrating those we love on their birthdays | Sequence Events from a Text                 |
| Lesson 4<br>At the Happy Birthday !Grandpa | The Birthday Party Preparations | Using Numbers in Tens                  | "Grandpa's Birthday Party" | Sentences about age Using Numbers in Tens |                                                           | Expressing love o grandparents               | Making Preparations for a Birthday party    |

# Unit 2 Going Shopping

|                                                   | Listening and speaking                                               | Linguistics                     | Reading                             | Writing                                                                 | Literacy                                                                  | Values                                             | Critical Thinking                                     |
|---------------------------------------------------|----------------------------------------------------------------------|---------------------------------|-------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------|
| <b>Lesson 1</b><br><b>At the Grocery Shop</b>     | A Dialogue at a Grocery Shop                                         | Countable and Uncountable Nouns | Song: at the Grocery Store          | A Grocery List                                                          |                                                                           | Helping Mother with Shopping                       | Thinking about How Much Groceries Cost                |
| <b>Lesson 2</b><br><b>Lost at the Supermarket</b> | A Story in a Supermarket                                             | How Much and How Many           | A Story in a Supermarket            | Questions and Answers about How Much and How Many With a Sentence Frame |                                                                           | Honesty and Responsibility in the Super-Market     | Problem-Solving in the Super-Market                   |
| <b>Lesson3</b><br><b>At the Supermarket</b>       | A Story at the Supermarket                                           | Some and Any                    | Descriptive Text At the Supermarket | Completing Sentences with Some and Any                                  | Associating the Sound of /ŋ/ with its Spelling Patterns E.g. Think/ Thing | Cooperating with Classmates During the Mingle Game | Making Decisions at the Super-Market                  |
| <b>Lesson 4</b><br><b>Cheap Or ?Expensive</b>     | Texts About Using Containers of Uncountable Nouns at the Supermarket | Containers of Uncountable Nouns | At the Supermarket                  | Sentences Using Containers of Uncountable Nouns                         |                                                                           | Behaving Properly at the Super-Market              | Discussing How to Behave Properly at the Super-Market |

# Scope and Sequence

## Unit 3 Sports

|                                             | Listening and speaking                | Linguistics                               | Reading                                                                 | Writing                                  | Literacy                                               | Values                                     | Critical Thinking                                      |
|---------------------------------------------|---------------------------------------|-------------------------------------------|-------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------|--------------------------------------------|--------------------------------------------------------|
| <b>Lesson 1<br/>Sports for All</b>          | A Conversation about "Sports for All" | Present Continuous<br>Am-Is-Are<br>V+ Ing | A Text about "PE Class"<br>Making Simple Inferences From a Reading Text | A Paragraph About Your Favor- "ite Sport |                                                        | Appreciating the Value of Doing Sports     | Guessing the Player Based On Contextual Clues          |
| <b>Lesson2<br/>School Football Team</b>     | Some Positions in a Team              | Present Simple                            | Your Favor- "ite Football " Player                                      | Sentences About Football "Team           | Associating the Sound / /Aʊ with its Spelling Patterns | Showing Respect to the Positions in a Team |                                                        |
| <b>Lesson 3<br/>Meet an Athlete</b>         | A Famous Athlete                      | Present Simple                            | A Famous Athlete                                                        | Sentences about a Famous Athlete         | Associating the Sound / Kw/ with its Spelling Pattern  | Showing Admiration for Famous Athletes     | Thinking of the Reasons for Preparing a Famous Athlete |
| <b>Lesson 4<br/>End of Year Celebration</b> | «End Of Year Celebration»             | Let's + Infinitive                        | End Of» Year Celebration                                                | Sentences Expressing Suggestions         | A Song "Chess Time Fun"                                | Showing Respect to Working in a Team       |                                                        |

# Unit 4 the Weather

|                                                    | Listening and speaking                         | Linguistics                                                                     | Reading                             | Writing                                                       | Literacy                                                            | Values                                            | Critical Thinking                                             |
|----------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------|
| <b>Lesson 1</b><br><b>What's the Weather ?Like</b> | What's The weather ?like                       | "It Is + Adjective" and "It's + Adjective"                                      | What's The Weather ?Like            | Complete Sentences about The Weather                          |                                                                     |                                                   | Thinking about the Weather States                             |
| <b>Lesson 2</b><br><b>It's Hot Today!</b>          | A Dialogue about " Seasons and Weather States" | How Does He Feel?<br><br>He Feels Hot.<br>How Do They Feel?<br><br>They Feel... | A Text about "The Weather in Egypt" | Questions and Answers about Feelings According to the Weather | A Song about the Four Seasons of the Year                           | Showing Appreciation for Different Weather States | Solving Some Clues                                            |
| <b>Lesson 3</b><br><b>Seasons and Weather</b>      | Months of the Year                             | Ordinal Numbers                                                                 | The Seasons of the Year             | Questions and Answers about the Time of Crops Harvest         | Identifying' Sorting and Forming Meaningful Words /:With / 3 .Sound |                                                   | Classifying the Months of the Year According to Their Seasons |
| <b>Lesson 4</b><br><b>Our Math Teacher</b>         | A Text about " Our "Teacher                    | Can You Draw a Star?<br><br>Yes, I Can                                          | Our " "Teacher                      | Completing a Bar Chart                                        | Associating the Sound // ʔ: With Its Spelling .Pattern              | Appreciating Teachers' Roles                      |                                                               |

# Scope and Sequence

## Unit 5 Let's Travel around Egypt

|                                                        | Listening and speaking                             | Linguistics                                                                                      | Reading                                  | Writing                                     | Literacy                                                           | Values                         | Critical Thinking                       |
|--------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------|--------------------------------------------------------------------|--------------------------------|-----------------------------------------|
| <b>Lesson 1</b><br><b>I Live in Siwa</b>               | A Text about Siwa<br>A Dialogue about Siwa         | Where Do ?You Live<br>..... I Live in -<br>Where Does ?He Live<br>He Lives ... in<br>Can + Inf - | A Dialogue about Siwa                    | Completing an Infographic about .Siwa       |                                                                    | Showing Respect for Ecotourism | Thinking of Ways to Conserve Ecotourism |
| <b>Lesson2</b><br><b>Visit To Matrouh City</b>         | A Dialogue about " Visit To Matrouh "City          | When Will We Go To Ma- ?trouh                                                                    | A Dialogue about " Visit To Matrouh City | Facts about Matrouh                         | Identifying the Blend / ./Sp                                       | Showing Respect for Nature     | Finding Out Facts about Matrouh         |
| <b>Lesson 3</b><br><b>Port Said — The Valiant City</b> | a Text - About Port Said Expressing- What You Like | Like + V + Ing<br>Like + to + Inf                                                                | A Text about Port .Said                  | Completing an Info-graphic About Port .Said | Identifying the Blend / ./Sw                                       |                                | Finding Out Facts about Port Said       |
| <b>Lesson 4</b><br><b>A Wonderful Trip To Aswan</b>    | A Dialogue about " Visit To " Aswan                | Asking and Answering Yes/ No Questions . "Using "Is                                              | A Text about As- wan                     | Three Sen- tences About As- wan             | Reviewing the Blend / Sp/, /Sw/ ./and /Sp<br>A Song about " "Egypt |                                | Making Discus- sion about ""Trips       |

## Unit 6 Outer Space

|                                                    | Listening and speaking                                    | Linguistics                                   | Reading                | Writing                      | Literacy                                                                                                                  | Values                              | Critical Thinking                                |
|----------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------|------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------|
| <b>Lesson 1</b><br><b>Our Journey to Space</b>     | A Dialogue about Going to Space<br>a Text - about Planets | The Superlative Form of Adjectives            | A Text about Planets   | Sentences about Space        | Reciting a Poem about the Solar System                                                                                    | Show Respect for Teamwork           | Think Critically about Space                     |
| <b>Lesson 2</b><br><b>How Many Days in a Year?</b> | A Text about Planets<br>How Long Is the Year ?..On        | The Superlative Form of Adjectives            | A Text about Planets   | Some Facts about the Planets |                                                                                                                           |                                     | Think Critically about Planets                   |
| <b>Lesson 3</b><br><b>The Sun</b>                  | A Text about the Sun                                      | Present Simple                                | A Text about the Sun   | Sentences about the Sun      | Associating the Sound of /θ/ With Its Spelling .Pattern                                                                   |                                     | Identifying New Vocabulary Using Pictorial Clues |
| <b>Lesson 4</b><br><b>Save the Earth</b>           | A Text about the Earth                                    | Should" and "Shouldn't Comparative Adjectives | A Text about the Earth | Some Facts about the Planets | Associating the Sound of the /ð/ With Its Spelling Pattern Distinguishing Between Voiced Th /ð/ And Voiceless /θ/ .Sounds | Appreciating the Earth Conservation | Solving the Problems to Save the Planet Earth    |

# Scope and Sequence

## Unit 7 Pharaohs

|                                               | Listening and speaking                          | Linguistics           | Reading                                     | Writing                                    | Literacy                                             | Values                                                 | Critical Thinking                                         |
|-----------------------------------------------|-------------------------------------------------|-----------------------|---------------------------------------------|--------------------------------------------|------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|
| <b>Lesson 1</b><br><b>The Egyptian Museum</b> | A Dialogue about The Egyptian Museum            | Past Simple Tense     | A Text about the Egyptian Museum            | Simple Sentences about The Egyptian Museum | A Song "Ancient Egypt"                               | Showing Respect for Ancient Egyptian Civilization      | Thinking Critically about Why People build Museums        |
| <b>Lesson 2 Agriculture in Ancient Egypt</b>  | A Dialogue about Agriculture In Ancient Egypt   | The Past Simple Tense | A Text about "Agriculture in Ancient Egypt" | Words With /Gr/ Blending                   | Identifying the /Gr/ Blending                        | Appreciating the Value of Agriculture in Ancient Egypt | Thinking about the Kinds of Crops in Ancient Egypt        |
| <b>Lesson 3</b><br><b>The Great Pyramids</b>  | A Dialogue about The Pyramids                   | The Past Simple Tense | Text about the Great Pyramid                | Completing Words With /St/ Blending        | Identifying Some Words /With the /St Blending        | Appreciating the Value of the Pyramids                 | Thinking about How the Pyramids Were Built                |
| <b>Lesson 4</b><br><b>Mummification</b>       | A Dialogue About Mummification in Ancient Egypt | The Past Simple Tense | A Text about the Life of Ancient Egyptians  | Simple Sentences                           | Associating the /Cl/ Blend With Its Spelling Pattern | Appreciating the Value of Mummification                | Thinking about How the Ancient Egyptians Do Mummification |

## Unit 8 Water is Life

|                                                | Listening and speaking                                      | Linguistics                                    | Reading                         | Writing                                                             | Literacy                                                                    | Values                                            | Critical Thinking                                |
|------------------------------------------------|-------------------------------------------------------------|------------------------------------------------|---------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------|
| <b>Lesson 1</b><br><b>Kamal, the Fisherman</b> | Questions and Answers about Jobs Related to The .River Nile | What Does He ?Work<br>What Does He ?Do         | Text about A Fisherman's .Life  | Words With . /Σ/ Sound                                              | Associating the Sound /Σ/ With Its Spelling Pattern . 'Is'sh                | Showing Respect for Different Jobs                | Identifying New Vocabulary Using Pictorial Clues |
| <b>Lesson 2</b><br><b>Water Use</b>            | The Daily Uses of .Water                                    | What Can Water Be Used ?For                    | A Text about Water              | Words With the Sound . /Tj/                                         | Associate the Sound / Tj/ With Its Spelling Pattern "Ch<br>Song about Water | Appreciating the Value of Water in Our Life       | Identifying New Vocabulary Using Pictorial Clues |
| <b>Lesson 3</b><br><b>Fresh Water</b>          | New Vocabulary Related to Water                             | What Is the First Step In Getting Fresh ?Water | A Text about Getting Freshwater | Completing an Infographic about the Process of Getting .Fresh Water | Differentiate Between The Sounds /Σ/ . /and /Tj/                            | Appreciating the Value of Fresh Water in Our Life | Identifying New Vocabulary Using Pictorial Clues |
| <b>Lesson 4</b><br><b>The Crying Water</b>     | Questions and Answers about Polluting .Water                | How Do People Pollute ?Water                   | A Text about Polluting Water    | Completing an Infographic about the Ways of Polluting .Water        |                                                                             | Appreciating the Value of Clean Water in Our Life | Ways to Solve the Problem of Water Pollution     |

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## Unit 1

# A Birthday Party



## LESSON 1 A BIRTHDAY PRESENT

**SB P. 15-21 WB P. 6-8**

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

- talk about plans for a birthday present
- make suggestions and respond positively
- read a text about buying a book for specific information
- associate the sounds / ks / with its spelling pattern 'x'
- complete a birthday card with words from the list
- use the present simple tense in the affirmative

### Vocabulary:

birthday, present, bookshop, cashier, sales, assistant, money, box, price, plant, wrap, seeds, sales assistant, box, ox, time, fox, mixer

### Language:

- Making suggestions using: Shall we ... / How about.....? / and Let's.....  
e.g. How about playing football? Shall we play football? Let's play football.
- Respond positively to suggestions using "That's a good idea".
- Using the present simple tense in the affirmative to help pupils talk about birthday plans and make simple statements (e.g., "I buy a gift," "She wraps the present"). The focus is on understanding and using verbs in everyday situations.

### Phonics:

- Associating the sounds / ks / with its spelling pattern 'x'



The lesson highlights the /ks/ sound, commonly represented by the letter 'x' (e.g., "box," "six"). Pupils will practice recognizing and pronouncing this sound correctly in words related to the theme.

### **Values:**

- Helping mother with shopping.
- Honesty and responsibility in the supermarket.
- Cooperating with classmates during activities.
- Behaving properly at the supermarket.

### **Materials:**

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Real Objects
- Role-Play Items
- Worksheets
- Songs and Videos
- Charts and Posters

### **Warm up**

1. Prepare a small bag with toy grocery items or printed pictures.
2. Let students take turns pulling out an item without looking and guessing what it is.
3. Say the name of the item together as a class.
4. Pretend to be a shopkeeper and greet students as they enter the shop.
5. Show them pictures or real items and ask, "What is this?"
6. Encourage them to say the name and repeat after you.
7. Sing a simple song about shopping, using words like "milk," "bread," and "water."
8. Add gestures like pretending to hold a shopping basket or picking up groceries.
9. Show pictures of grocery items one by one.
10. Ask, "Who likes bread?" or "Who drinks water?"
11. Let students respond by raising their hands or answering "Me!"
10. Praise their responses and transition into the lesson.

## 1 Listen, Point, and Repeat

1. Greet the pupils and explain that you will practice how to ask for and buy items from a shop.
2. Show the picture of the shop scene to the pupils and point out the characters in the image, like the shop assistant, Reem, and Reem's mom.
3. Read the conversation aloud, using different voices for each character to make it fun and engaging.
4. Ask the pupils to repeat each sentence after you to practice saying the phrases clearly.
5. Point to the items in the picture (e.g., sugar, milk, eggs, vinegar) and ask the pupils to say the names with you.
6. Introduce phrases like "I would like a..." or "How much is it?" and practice using these phrases together with the class.
7. Assign roles to the pupils and let them role-play as the shop assistant or a customer, using the picture as a guide.



1. Encourage the pupils to use polite words like "please" and "thank you" during the role play.
10. Repeat the activity with different pupils to ensure everyone gets a chance to practice.
11. End the session by asking the pupils what they enjoyed the most and review the phrases learned.
12. Praise their effort and participation to motivate them further.

## 2 Listen, Read, and Repeat

1. Begin by telling the pupils they'll be doing a fun listening activity where they answer questions.
2. Read the instruction clearly: "Listen again and choose the correct answer".
3. Go over each question and its multiple-choice options to ensure they understand them.
4. Play the story or conversation audio and ask them to listen carefully.

2
Listen, Read, and Repeat

**Dialogue:**

**Reem:** Next Friday is our grandma's birthday. Do you have any plans?

**Reem's mom:** My plan is to buy her a present. He likes...

**Reem:** Me, and what presents can we buy?

**Reem's mom:** Our grandma likes reading. Shall we get him a book?

**Reem:** OK, he likes planting, too. How about getting him some seeds and help him plant them in the garden?

**Reem's mom:** That's a good idea. Do we have enough money?

**Reem:** Don't worry. I always have money. We can ask him to lend us some money, if...

**Reem's mom:** I have some money, too.

**Reem:** Great! Let's see how much money we have. Then, let's get the presents.

4. After the audio, repeat the first question: “Reem and her mom are at the (restaurant – grocery shop – butcher’s)».

1. Ask pupils which option they think is correct and explain why “grocery shop” is the answer.
2. Move to the second question: “Mom wants cheese, bread, and (fish – butter – vinegar).” Guide pupils to select “butter».
3. Continue with the third question: “The shop assistant is very (busy – lazy – helpful).” Help them understand “helpful” is the correct choice.
4. For the fourth question, ask, “The total cost is (185 – 125 – 110) L.E.” Guide them to pick “125».
5. Finish with the fifth question: “The shop assistant gives them (a present – a receipt – a visa card).” Explain why the answer is “a receipt.»
6. Review all the answers with them and highlight the reasoning behind each one.
7. Encourage them to ask questions about anything they didn’t understand.

### 3 Ask and Answer

Show the pupils the workbook image. Explain that they will learn how to make suggestions and respond to them.

1. Read the dialogue aloud: “How about buying a book for our grandpa?” and “That’s a good idea. I have some money in my money box».
2. Explain the roles: the boy is suggesting an idea, and the girl is responding positively.
3. Point to the book’s picture and say the title: “The Flower Garden».
4. Read the first question:  
A: Shall we buy mum a .....?  
B: That’s ..... . We can ask dad to lend us some money».
5. Help pupils understand they need to fill in the blanks.  
For example: “Shall we buy mum a dress? .That’s a good idea».
6. Encourage pupils to suggest an activity and give a positive response. Example: “Let’s play football for Aly. That’s a good idea».
7. Guide pupils to create their own suggestion and response. Example: “How about making a card for grandma? That’s a good idea».



8. Let pupils practice by role-playing the dialogue in pairs, taking turns to suggest and respond.
10. Praise their efforts and encourage creativity in their answers.

### **Answer**

1. Shall we buy mum a dress? That's a good idea.
2. Let's play football for Aly. That's great.
3. How about making a card for grandma? That's a good idea.

## 4 Read and Answer

1. Show the pupils the image and read the story aloud to them.
2. Explain to the pupils that the story is about two children, Baher and Bassant, at a bookshop with their mother.
3. Highlight that they are choosing a book as a gift for their grandfather's birthday.
4. Read Bassant's words: "Look, Baher! This book looks wonderful«.
5. Continue with Baher's response: "Wow! It's called 'The Flower Garden.' I think grandpa will like it«.
6. Point out how they ask the cashier for the price, and the cashier says, "It's thirty pounds«.
7. Mention that the mother pays for the book, and the sales assistant wraps it up nicely for them.
8. Ask the pupils to identify the key actions: finding a book, asking the price, paying, and wrapping.
9. Have the pupils repeat these steps to reinforce their understanding.
10. Let the pupils act out the scene in pairs or small groups, pretending to be the characters in the story.

### Answer

1. They are at the bookshop.
2. Grandpa's birthday is today.
3. The book is called ;The Flower Garden.
4. The sales assistant wraps the present.
5. Baher is with his sister and mother.

## 4 Read and Answer



### The Flower Garden

Baher and Bassant are at the bookshop with their mom. They want to buy a book for their grandfather because his birthday is next Friday. Bassant says, "Look, Baher! This book looks wonderful." Baher looks at the book and reads the title. He says, "Wow! It's called the Flower Garden. I think grandpa will like it." Mom agrees. They ask the cashier about its price, the cashier answers, "It's thirty pounds." Mom pays the money and the sales assistant wraps the book in a nice way and gives it to the kids.

1. Where are the kids?

They are at the bookshop.

2. When is grandpa's birthday?

3. What is the book called?

4. Who wraps the present for the kids?

5. Who does Baher go to the bookshop with?

## 5 Read and Complete

1. Show the pupils the letter with blanks and the list of words: much, kind, love, birthday, Grandpa. Explain that these words need to fill the blanks.
2. Read the list of words aloud slowly and clearly. Encourage the pupils to repeat the words after you.
3. Read the letter aloud: "Dear Grandpa, You are very \_\_\_\_\_ and we love you so \_\_\_\_\_. We wish you a happy \_\_\_\_\_ and a happy life. \_\_\_\_\_, Bassant and Baher«.
4. Point to each blank as you read and ask the pupils to guess which word from the list fits best.
5. Guide them through the answers one by one: "kind" for the first blank, "much" for the second, "birthday" for the third, and "Love" for the fourth. Provide explanations as needed.
6. Read the completed letter together as a group: "Dear Grandpa, You are very kind and we love you so much. We wish you a happy birthday and a happy life. Love, Bassant and Baher«.
7. Ask the pupils to write the completed sentences in their notebooks, helping those who need extra support.
8. Review the answers together and celebrate their effort with encouraging words.

5

Read and Complete

(much - kind - Love - birthday)

Dear Grandpa,  
You are very ..... and we love you so  
.....  
We wish you a happy ..... and a happy  
life.  
.....  
Bassant and Baher

### Answer

Dear Grandpa,

You are very kind and we love you so much.

We wish you a happy birthday and a happy life.

Love,

Bassant and Baher.

## 6 Listen, Repeat, and Circle the Sound /ks/

1. Show the image to the pupils.
2. Explain that they need to listen carefully for the /ks/ sound in each word.
3. Pronounce each word clearly: "box," "fox," "axe," "ox," "mixer," and "six«.
4. Ask the pupils to repeat each word after you.
5. Emphasize the /ks/ sound in words like "box" by stretching or saying it louder.
6. Ask the pupils to identify which words have the /ks/ sound.
7. Provide them with a copy of the image or draw the pictures on the board.
8. Instruct the pupils to circle the pictures with the /ks/ sound in their names.
9. Check their work, ensuring they circled "box," "fox," "axe," and "six«.
10. Give positive feedback and repeat if needed.

6

## Listen, Repeat, and Circle the Sound /ks/



box



fox



axe



ox



mixer



six

## Answer

The correct answers are "box," "fox," "axe," and "six."

## 7 Song Time

1. Show the page to the pupils and point to the title and number "6" on the top left corner.
2. Read the title aloud and explain that this is a birthday song people sing to celebrate.
3. Slowly and clearly read one line of the song at a time:  
» -Happy birthday to you«.

7

## Song Time

### The Happy Birthday Song

Happy birthday to you.  
Happy birthday to you.  
Happy birthday dear \_\_\_\_\_  
Happy birthday to you.



» -Happy birthday to you«.

» -Happy birthday dear«.

» -Happy birthday to you«.

4. Ask the pupils to repeat each line after you.

5. Explain that the blank space is where they can say someone's name.

1. Show the page to the pupils and point to the title and number "6" on the top left corner.

2. Read the title aloud and explain that this is a birthday song people sing to celebrate.

3. Slowly and clearly read one line of the song at a time:

« -Happy birthday to you».

« -Happy birthday to you».

« -Happy birthday dear».

« -Happy birthday to you».

4. Ask the pupils to repeat each line after you.

5. Explain that the blank space is where they can say someone's name.

6. Demonstrate filling the blank with a name and sing the song.

7. Encourage them to practice by singing the song using their classmates' names.

8. Show them the picture of the birthday cake and explain its connection to birthdays.

9. Let them sing together in small groups or pairs, making it fun and interactive.

# PRACTICE BOOK LESSON 1

## 1 Listen and Complete.

Plans – present – scart – boxes

## 2 Read and Match .

☐ 1 c

☐ 2 e

☐ 3 a

☐ 4 . b

☐ 5 . d

## 3 Read and Tick (✓) or False ( x)

☐ 1 ✓

☐ 2 x

☐ 3 x

☐ 4 ✓

☐ 5 x

## 4 Optional for the student..

## LESSON 2 GETTING READY FOR THE PARTY

SB P. 22-28 WB P. 9- 11

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

- make a shopping list for a birthday party
- use yes / no with can
- read a text about « At the Store» for specific information.
- match the things to the place where they can buy them

### Vocabulary:

Store, paper, plates, candies, candles, glasses, cupcake, masks, balloons,

Flowers, sales assistant, store, sweets, presents

### Language:

- Using “can” for ability and permission: “Can we buy flowers?” / “Yes, we can.”
- Matching items with places: “We buy cupcakes at the bakery.”
- Using “yes/no” questions with “can”: “Can we buy masks at the store?”

### Phonics:

- Initial sounds: /c/ in candles, cupcakes, candies
- Short vowels: /a/ in candles, masks; /o/ in fork, store
- Blends: st- in store, fl- in flowers
- Rhyming words: cake – plate, mask – task



## Values:

- Appreciating giving and receiving presents
- Helping friends with shopping
- Celebrating loved ones on their birthdays
- Expressing love and gratitude to grandparents
- Planning and organizing events
- Building friendships and teamwork

## Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Real Objects
- Charts or Posters
- Song or Audio Recording

## Warm up

1. Ask students if they have ever been to a birthday party.
2. Encourage them to name items they see at a party.
3. Show real objects or flashcards of party-related items.
4. Partially cover an item and let them guess what it is.
5. Say a clue about an object and have students guess.
6. Repeat the guessing game with different objects.
7. Sing a simple party-themed song or chant.
8. Have students repeat the words and clap along
6. Change the order of the items and ask the pupils to name them again.
7. Use some of the items in simple sentences and say the sentences out loud.
8. Ask the pupils to repeat the sentences after you.
9. Encourage the pupils to create their own sentences using the items.

## 1 Listen, Point, and Repeat

1. Show the pupils the image and point to each picture one by one.
2. Say the name of each item clearly and slowly.
3. Ask the pupils to repeat the name of each item after you.
4. Point to a picture and ask the pupils to say its name.
5. Repeat steps 3 and 4 until the pupils can confidently name all the items.
6. Change the order of the items and ask the pupils to name them again.
7. Use some of the items in simple sentences and say the sentences out loud.
8. Ask the pupils to repeat the sentences after you.
9. Encourage the pupils to create their own sentences using the items.



## 2 Listen and Answer

1. Show the image to the pupils and read the dialogue aloud clearly.
2. Point to each character as you read their lines to indicate who is speaking.
3. Ask the pupils to repeat each line of the dialogue after you.
4. Read the conversation again and explain what is happening in the story.
5. Ask the pupils to identify where Mom is going and what she is going to buy.
6. Use gestures or visual aids to help them understand the new vocabulary.
7. Encourage the pupils to answer in complete sentences.
8. Praise their efforts and provide help if needed.



9. Practice the conversation with them using role play.
10. Repeat and reinforce the questions and answers to ensure understanding.

### Answer

Mom is going to the store to buy milk.

### 3 Listen, Read, and Repeat

1. Display the image to the pupils and explain that it shows a conversation between two children.
2. Read the conversation out loud, pointing to each speech bubble as you read.
3. Ask the pupils to repeat each sentence after you.
4. Explain what each sentence means and what the children are discussing.
5. Pair the pupils and let them practice reading the conversation together, taking turns to play each character.
6. Encourage the pupils to create their own conversations by asking and answering similar questions about different activities.
7. Provide examples of activities they might talk about, like playing games or going to the park.
8. Walk around and assist as they practice, offering help when needed.



### Answer

Child 1: What are you doing?

Child 2: I am drawing a picture.

Child 1: Can I see it?

Child 2: Yes, here it is!

## 4 Read and Answer

1. Show the pupils the image and read the text aloud to them slowly and clearly.
2. Explain to the pupils that Bassant and her mom are in a store, shopping for a birthday party.
3. Encourage the pupils to look at the image carefully and name the items they can see.
4. Read each question aloud, one at a time, and guide them to find the answers in the text.
5. Ask where Bassant and her mom are and help the pupils say, "They are at the store."
6. Ask how many candles and balloons Bassant's mom buys. Help them find "six candles" and "thirty balloons" in the text.
7. Ask what Bassant wants to buy. Support them in finding "two masks for her and her brother Baher."
8. Ask how much Mom pays. Guide them to find and say, "two hundred pounds."
9. Ask who Bassant wants to buy masks for. Let them choose the correct answer from the options provided: "her and her brother."
10. Ask what kind of bags the sales assistant uses. Help them choose the correct answer from the options: "paper bags."
11. Repeat each question and answer a few times to reinforce understanding.
12. Praise the pupils for their efforts and answers to encourage participation and confidence.

### Answer

1. Bassant and her mom are at the store.
2. Mom buys six candles and thirty balloons.
3. Bassant wants two masks for herself and her brother.
4. Mom pays two hundred pounds.
5. Bassant wants the masks for her and her brother.
6. The sales assistant uses paper bags.

Unit 1  
Lesson 2

4 Read and Answer



**At the Store**

Bassant and her mom are at the store. Her mom is buying lots of things for grandpa's birthday party, the sales assistant asks Bassant's mom about how many candles, balloons, and candies she wants. Her mom tells him that she wants six candles, thirty balloons, and fifty candies. She also tells him that she wants twenty paper plates, glasses, and forks. Bassant asks mom to buy two masks for her and her brother Baher. Mom says, "Sure." the sales assistant puts all the things in paper bags. Mom pays two hundred pounds.

1. Where is Bassant and her mom?  
They are at the store.
2. How many candles and balloons does Bassant's mom buy?  
.....
3. What does Bassant want to buy?  
.....
4. How much does mom pay?  
.....
5. Bassant wants to buy masks for .....  
( her - her and her brother - her mom - her grandpa )
6. the sales assistant puts the things in .....  
( plastic bags - glass bags - paper bags - box )

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## 5 Look and Match

1. Show the pupils the image and explain that the task is to match each item on the left with the correct place on the right.
2. Point to the first item (the cake) and ask the pupils where they think it should go. Encourage them to say, "Pastry Shop" and explain why.
3. Repeat the process with the second item (the stack of books), guiding the pupils to match it with the bookshelf.
4. Move to the third item (the candles) and ask the pupils where they think it belongs. Guide them to match it with the party store.
5. Repeat for the fourth item (the balloons), helping the pupils match it with the party store as well.
6. Finally, show the last item (the chocolates) and guide the pupils to match it with the pastry shop.
7. After finishing, review all the matches with the pupils to reinforce their understanding.
8. Praise their effort and participation to encourage confidence and enthusiasm.



### Answer

1. cake → pastry shop
2. books → bookshelf
3. candles → party store
4. balloons → party store
5. chocolates → pastry shop

## 6 Game Time

1. Show the image to the pupils and explain that Bassant needs help putting the items in the correct boxes.
2. Point to the labels on the boxes: "Books" and "Cake" or "Sweets." Read the labels aloud to them.
3. Name each item shown in the picture, such as books, chocolate, cake, birthday card, candy, dress, teddy bear, and cupcake.
4. Ask the pupils to think about which items belong in the "Books" box and which belong in the "Cake" or "Sweets" box.
5. Let the pupils take turns identifying the correct box for each item.
6. After completing all items, review the answers together as a group.
7. Encourage the pupils by praising their effort and participation.
8. Conclude by discussing why each item fits in its respective box to reinforce their understanding.

### Answer

1. books, books box
2. chocolate, cake, candy, birthday card, dress, teddy bear, cupcake, cake or sweets box



## PRACTICE BOOK LESSON 2

### 1 Listen and Complete:

( cake – presents – store – boxes)

### 2 Read , Count and Complete:

1-Six

2- three

3- five

4- two

5- four

### 3 Read and fill in the gaps:

1-today

2- cake

3- sandwiches

4- box

5- forty

### 4 Read and Complete : Across

1-cake

3-ballon

4-sandwiche

5-candles

6- a present

### Down

2-cupcake

7- money

### 5 Listen , Read , and Answer :

1-It's fin

2 - the sweets

3- some friend

4- small

5- ice cream

# LESSON 3 AT THE PASTRY SHOP

SB P 29- -37 WB P. 13 - 15

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

- talk about plans for a birthday cake and chocolate
- put sentences in the correct order
- read a text about chocolate for specific information
- ordinal numbers
- write a birthday card

## Vocabulary:

Pastry, delicious, cake, brain, one hundred pounds, honey, money, happy, baby, party, candy, chocolate, birthdays, chocolate, cocoa beans, delicious, brain function, energy, white, brown, dark, brown

## Language:

- Talking about future plans ("I will buy a cake." / "We are going to eat chocolate.")
- Ordinal numbers (first, second, third...)
- Sentence sequencing ("First, we mix the ingredients. Then, we bake the cake.")
- Writing simple sentences for a birthday card ("Happy Birthday!" / "I hope you have a great day!")

## Phonics:

- /k/ sound in cake, cocoa, chocolate
- /ch/ sound in chocolate, chips, chew
- /p/ sound in pastry, party, present
- /b/ sound in birthday, beans, bake
- Rhyming words (cake-bake, sweet-treat)

## Values:

- Appreciating giving and receiving presents



- Helping friends with shopping
- Celebrating loved ones on their birthdays
- Expressing love and gratitude to grandparents
- Planning and organizing events
- Building friendships and teamwork

## **Materials:**

Student's Book

Practice Book

Teacher's Guide

Flashcards

Real objects

Mystery bag

Audio recordings

Birthday card templates

## **Warm up**

1. Put small items or pictures related to the lesson (cake, chocolate, pastry) in a bag.
2. Let students take turns pulling one item out without looking.
3. They describe it or guess what it is before showing it to the class.
4. Show pictures of different sweets (cake, pastry, chocolate).
5. Ask students which one they like the most.
6. Encourage students to raise their hands or point to their favorite.
7. Say the words cake, chocolate, pastry loudly.
8. When students hear "cake," they pretend to blow out birthday candles.
9. When they hear "chocolate," they rub their tummies.
10. When they hear "pastry," they pretend to take a bite.
11. Use a familiar tune and sing a short song about chocolate and cakes.
12. Encourage students to sing along and do simple actions while singing.

## 1 Listen, Point, and Repeat

1. Start by greeting the students warmly and explaining that they will be learning new words today.
2. Show the image to the class and point to each picture one by one.
3. Say the word for each picture slowly and clearly (e.g., "pastry," "cake," "chocolate").
4. Ask the students to repeat each word after you.
5. Repeat the words again, but this time, ask individual students to say them aloud.
6. Describe each item in simple words to help students understand its meaning. For example:»Pastry is sweet and made from dough.»»Cake is a yummy dessert we eat at birthdays.»»Chocolate is sweet and brown.»
7. Use gestures and expressions to make the learning fun and engaging.
8. Play a pointing game by saying a word and asking students to point to the correct picture.
9. Mix it up by asking, "What is this?" while pointing at a picture and encouraging students to say the word.
10. 10. Praise students for their effort and participation throughout the activity.



## 2 Listen, Read, and Repeat

1. Start by greeting the class warmly and introducing the task as a fun role-play activity.
2. Show the picture to the pupils and ask simple questions like “What do you see?”, “What are they doing?” to spark curiosity.
3. Read the dialogue aloud while pointing to the characters to show who is speaking.
4. Read each line again, slowly, and ask the pupils to repeat after you.
5. Divide the class into two groups: one group as the “Shop Assistant” and the other as “Baher’s Father.” Guide each group to read their lines.
6. Swap the roles so both groups get to practice both parts.
7. Ask two volunteers to come to the front and act out the dialogue with you as a model.
8. Encourage pairs of pupils to practice the dialogue with each other.
9. Reinforce key vocabulary like “cake,” “birthday,” and “chocolate” by showing pictures or objects.
10. End the activity by asking simple comprehension questions like “Who is the cake for?” or “How much is the cake?” to check understanding.



### 3 Listen and Order

1. Show the pictures to the pupils and ask them what they see in each picture.
2. Read each sentence aloud and point to the matching picture.
3. Ask the pupils to repeat the sentences after you.
4. Mix the pictures and sentences, then ask the pupils to help you put them in the correct order.
5. Guide the pupils by asking questions like “What happens first?”, “What happens next?”, and “What happens last?”»
6. Once the pictures are in the correct order, read the sentences again In sequence.
7. Ask volunteers to retell the story using the pictures as a guide.
8. Encourage pupils to practice with a partner or in small groups.



### Answer

1. Baher and his father visit the pastry shop.
2. His father picks a chocolate cake for grandpa.
3. They see various birthday cakes.
4. The cake costs one hundred pounds.

#### 4 Let's Say the Original Numbers

1. Show the chart and explain it is about ordinal numbers.
2. Point to each number and say it aloud, asking the pupils to repeat after you.
3. Explain that ordinal numbers describe positions, like first, second, or third.
4. Use real-life examples, such as lining up students and assigning them positions with ordinal numbers.
5. Practice arranging objects or pupils in order and labeling their positions.
6. Give simple worksheets to match ordinal numbers to their words.
7. Repeat the activity for reinforcement and praise correct answers.



#### 5 Ask and Answer

1. Show the image to the pupils and explain that they will practice asking and answering questions about birthdays.
2. Point to the first picture and read the dialogue aloud: "When is your birthday?" "It's on the first of March".
3. Explain that the first person is asking about the second person's birthday, and the second person is answering with a date.
4. Point to the second picture and read the incomplete dialogue:
5. Ask the pupils to fill in the blanks in the second picture. Guide them to write "When is" in the first blank and "the second of March" in the second blank.
6. Model the task with one pupil by



asking about their birthday and having them respond with a complete sentence.

7. Ask the pupils to pair up and take turns practicing the conversation, using their own birth dates.

8. Remind them to use clear and polite voices while asking and answering.

9. Monitor their practice and provide guidance to ensure they use complete sentences and correct dates.

10. Encourage the pupils to share what they learned with the whole class for added practice and confidence.

### Answer

»When is your birthday«?

»It's on the second of March«.

## 6 Listen , Repeat, and Circle the -y or -ey

1. Show the pupils the worksheet and explain that you will be practicing ending sounds -y and -ey together.

2. Point to the first picture and say the word out loud, stressing its ending sound.

3. Ask the pupils to repeat the word after you.

4. Show them how to circle the correct ending (-y or -ey) as an example.

5. Continue with the next picture, guiding them to find the ending together as practice.

6. Let the pupils complete the remaining pictures by circling the correct endings on their own.

7. Walk around and assist pupils who need help or encouragement.

8. Review the answers together as a group, reinforcing the correct endings.

### Answer

1. monkey “-ey«

2. key “-ey«

3. happy “-y«

4. donkey “-ey«

5. baby “-y«

**6** Listen, Repeat, and Circle the -y or -ey

|                                                                                              |                                                                                              |                                                                                                |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <br>honey | <br>money | <br>happy |
| <br>baby  | <br>party | <br>candy |

## 7 Read and Tick (✓) or (X)

1. Begin by reading the text to the pupils slowly and clearly.
2. Show them the three types of chocolate in the image: white, brown, and dark brown.
3. Explain that the task involves deciding whether each statement below the text is true or false.
4. Tell them to put a tick (✓) if a statement is true and a cross (X) if it is false.
5. Read the first statement aloud and ask if it matches the information in the text.
6. Refer back to the text to confirm the correct answer together.
7. Repeat steps 5 and 6 for each of the statements, guiding and encouraging them as they answer.
8. Praise their efforts to keep them motivated and engaged.

### Answer

1. ✓
2. ✓
3. ✓
4. X
5. X

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## Read and Tick (✓) or (X)

Many people love eating chocolate, especially children on t  
Chocolate is made from cocoa beans. Its color is usually brown a  
delicious. Eating chocolate is good for **brain** function. It gives you e  
and makes you **happy**, but do not eat too much.



White

Brown

Dark

## Mini- Project

1. Divide the pupils into small groups.
2. Ask each group to pick a month of their choice.
3. Help the pupils create a calendar showing their classmates' birthdays.
4. Guide them to design a large birthday card for their classmates.
5. Encourage them to draw pictures of things their classmates like.
6. Assist them in writing "Happy Birthday" on the card.
7. Help them write a birthday message or wish for their classmates.
8. Praise their creativity and teamwork throughout the activity.

- **Example 1: Birthday Calendar (March)**

- Decorate with drawings of cakes, balloons, and candles.
- Write "Happy Birthday to all our March friends!" at the top.

- **Example 2: Big Birthday Card**

- Front Cover: "Happy Birthday, Sara!" written in colorful letters.
- Drawing of a birthday cake with candles and balloons.



**Inside the Card:**

Drawing: A cat (if Sara likes cats) or her favorite toy.

**Message:**

Dear Sara,

Happy Birthday! I hope you have a wonderful day filled with joy and laughter.

You are a great friend!

From, Your Friend, Aisha

**Example 3: Birthday Wish**

“May your birthday be full of happiness and sweet treats!”

“Wishing you a magical day with lots of fun and gifts!”

“Have a fantastic birthday, filled with love and laughter!”

These examples are simple and engaging for young learners

## PRACTICE BOOK LESSON 3

### 1 Listen and Complete.

(cake – chocolate – much – pounds- money )

### 2 Read and Order.

1. How much is a chocolate cake ?
2. There are many kinds of birthday cakes
3. I want two boxes of chocolate , please
4. How can I help you, sir?
5. The chocolate cake is one hundred pounds

### 3 Read and Answer

- 1 - He is a confectioner
- 2 -At home
- 3 -Sugar and honey
- 4 -Mum
- 5 -boxes

### 4 Read and Match .

-The answers are left for the student

### 5 Look and write three sentences .

-The answers are left for the student

# LESSON 4 HAPPY BIRTHDAY, GRANDPA!

SB P. 37-43 WB P. 16- 18

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

- Talk about birthday party preparations
- Count to one hundred in tens.
  - Ask about age and answer using numbers in tens
- Describe the sequence of a story
- Read a text about **Grandpa's Birthday Party** for specific information
- Express love to grandparents.
- Color a birthday cake.

## Vocabulary:

celebrate, shout, birthday, party, butterfly, slice, chase, ten, twenty, thirty, forty, sixty, seventy, eighty, age, grandpa, grandma,

## Language:

### 1. Simple Present Tense

Example: Grandpa has a birthday party.

Talking about routines and events: We celebrate birthdays with a cake.

### 2. Singular & Plural Nouns

Example: One balloon, many balloons, a slice of cake, slices of cake.

### 3. Prepositions of Place

Example: The cake is on the table. Balloons are in the air.



#### **4. Expressing Love & Feelings**

Example: I love my grandpa. I am happy at the party.

#### **Phonics:**

##### **1. /s/ and /sh/ Sounds**

Words like slice (soft /s/) and shout (sh sound).

##### **2. Short and Long Vowel Sounds**

Cake (long “a” sound) vs. grandpa (short “a” sound).

##### **3. Blending and Segmenting Words**

B-i-r-th-d-a-y (blending sounds in “birthday”)

B-u-t-t-e-r-f-l-y (breaking the word into syllables).

#### **Values:**

- Appreciating giving and receiving presents
- Helping friends with shopping
- Celebrating loved ones on their birthdays
- Expressing love and gratitude to grandparents
- Planning and organizing events
- Building friendships and teamwork

#### **Materials:**

Student’s Book

Practice Book

Teacher’s Guide

Flashcards; birthday party items

Audio & Video

Number Chart

#### **Warm up**

1. Greet the students with a smile and ask how they are feeling today.
2. Ask students if they or someone they know has had a birthday recently.
3. Show a picture of a birthday party and ask, “What do you see?”

4. Encourage students to name things they see in the picture, such as cake, balloons, and gifts.
5. Sing the “Happy Birthday” song together with clapping and actions.
6. Ask students to act out common birthday activities like blowing candles, giving gifts, or eating cake.
7. Show flashcards of key vocabulary words from the lesson and say each word aloud.
8. Have students repeat each word after you.
9. Play a game where you show three or four pictures, then remove one and ask which is missing.
10. Ask students to count to 100 by tens together.
11. Praise students for their participation and tell them they will learn more about birthdays in the lesson

### 1 Listen, Point, and Repeat

1. Show the image to the pupils and let them observe it closely.
2. Point to the first picture and say the word below it clearly.
3. Ask the pupils to repeat the word after you.
4. Encourage them to point to the picture while saying the word.
5. Repeat this process for each picture and word.
6. Mix up the order of the words and ask the pupils to point to the correct picture when you say the word.
7. Encourage them to say the word themselves while pointing



to the picture.

8. Praise their efforts and gently correct any mistakes.

9. Review all the words by showing the pictures one by one and asking the pupils to name them without your help.

## 2 Story Time

1. Start by reading the story aloud to the pupils, using expressive tones to keep them engaged.

2. After reading, ask the pupils simple questions about the story to check their understanding.

3. Write the questions on the board and have the pupils answer them one by one.

4. Discuss the answers together, ensuring everyone understands what happened in the story.

5. Introduce the concept of past simple tense using the examples provided (e.g., “I ate cake,” “I drank juice”).

6. Have the pupils practice forming sentences in the past simple tense related to the story.

7. Encourage the pupils to think about what Tota should do next time to avoid getting lost and discuss the moral of the story.

8. Conclude by having the pupils draw a picture related to the story or write a short sentence about what they learned.



## Answer

1. They went to a big store.
2. Her mom bought cake, sweets, chocolates, candles, balloons, and masks.
3. Tota ran after a butterfly and got lost.
4. A sales assistant found Tota and returned her to her mom.
5. Tota should stay close to her mom next time.
6. Always stay with your parents to stay safe.

### 3 Let's Count by Tens



1. Show the chart with numbers and their corresponding words to the pupils.
2. Point to each number and read it aloud slowly. For example, say “Ten” while pointing to the number 10.
3. Ask the pupils to repeat the numbers after you.
4. Show the word that matches each number and say it aloud. For instance, point to the word “Ten” and say “Ten».
5. Have the pupils repeat the words after you.
6. Go through all the numbers and words step by step: 10 (Ten), 20 (Twenty), 30 (Thirty), and so on until 100.
7. Mix things up by asking the pupils to tell you the word after you point to a number, and vice versa.
8. Use flashcards or simple matching games to reinforce learning. For example, give the pupils cards with numbers and words and have them match them.
9. Encourage pupils to practice writing the numbers and their words in their notebooks.
10. Praise their efforts and offer gentle corrections when they make mistakes to encourage a positive learning experience.

#### 4 Look, Ask, and Answer

1. Show the image to the pupils and explain that they need to study the table and the conversation to solve the task.

2. Point to the table with family members' names and their ages: Grandpa, Grandma, Father, and You.

3. Highlight that the ages of Grandpa (60 years), Grandma (50 years), and Father (30 years) are already filled in.

4. Read the conversation aloud: "How old is Grandpa?" "He is sixty years old«.

5. Explain that the task is to think about their own age and write it in the blank space next to "You" in the table.

6. Guide them to write their age in the blank space by saying, "How old are you? Let's write your age here«.

7. Encourage the pupils to check their answers by discussing them together. Help as needed.

#### 4 Look, Ask, and Answer

| Name | Grandpa | Grandma | Father | You   |
|------|---------|---------|--------|-------|
| Age  | 60      | 50      | 30     | _____ |



#### Answer

1. How old is Grandpa?

He is sixty years old.

We will put six candles on the cake. Each candle has the number ten on it.

2. How old is Grandma?

She is fifty years old.

We will put five candles on the cake. Each candle has the number ten on it.

3. How old is Father?

He is thirty years old.

We will put six candles on the cake. Each candle has the number five on it.

4. How old are you?

## 5 Read and Answer

1. Read the text aloud to the pupils with clear pronunciation and enthusiasm.

2. Show the picture to the pupils and point out the family celebrating together.

3. Ask the pupils what they notice in the picture, encouraging them to name items like the cake, candles, cupcakes, and juice.

4. Explain that the story is about grandpa's birthday and that he is turning sixty.

5. Guide the pupils to count the six candles on the cake together.

6. Explain how family members celebrate birthdays and sing songs like "Happy Birthday".

7. Ask the pupils to answer the first question: "Whose birthday is it today"?

8. Discuss each question briefly and guide the pupils in finding the answers from the picture and story.

9. Have the pupils complete the remaining questions by filling in the blanks.

10. Praise their efforts and encourage them to share their own birthday experiences.

### Answer

1. Grandpa's birthday.

2. Sixty years old.

3. Cake, juice, and cupcakes are on the table.

4. The family is singing.

5. The number 60 is on the candles.

6. Grandpa's birthday is a happy day.

Unit 1  
Lesson 4

5 Read and Answer

Let's Celebrate Grandpa's Birthday

Do you think birthday parties are important for the family? Why? Why not?



Today is Friday. It's my grandpa's birthday. We are having a big party. Grandpa is slicing his birthday cake happily. It's a big, delicious chocolate cake with sliced fruits on the top. Grandpa is sixty, so there are six candles on the cake with the number ten on each. There are some sweets, cupcakes, and glasses of orange and strawberry juice on the table. Everybody has presents for grandpa. We all sing "Happy birthday, Grandpa." Really, it's a happy day.

1. Whose birthday is it today?  
It's grandpa's birthday.
2. How old is grandpa?  
\_\_\_\_\_
3. What is on the table?  
\_\_\_\_\_
4. Who is singing?  
\_\_\_\_\_
5. Number \_\_\_\_\_ is on the candles.
6. Grandpa's birthday is a \_\_\_\_\_ day.

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## Mini-Project

1. Show the image of the birthday cake with candles to the pupils.
2. Explain that it is their grandma's birthday and she is fifty years old.
3. Tell the pupils they will make a calendar with your classmates birthday .
4. Design a big birthday card for them.
5. Draw something they like .
6. Write "Happy Birthday".
7. Write a birthday wish.

## Mini-Project

**In groups, choose a month and make a calendar with your classmates' birthdays.**

1. Design a big birthday card for them.
2. Draw something they like.
3. Write «Happy Birthday».
4. Write a birthday wish.



## PRACTICE BOOK LESSON 4

### 1 Listen and Complete.

( birthday – present – book – seeds- party )

### 2 Read and Match .

|            |           |            |
|------------|-----------|------------|
| 2. hundred | 3. twenty | 4. eighty  |
| 5. ten     | 6. sixty  | 7. forty   |
| 8. seventy | 9. fifty  | 10. ninety |

### 3 Read and tick True(✓) or False(X) .

1. ✓      2. x      3. x      4. ✓      5. ✓

### 4 Listen and put the words in the box into the correct column .

(A) Baby - candy - happy - yummy - party- honey - sunny - money .

(B) fly - sky - day- play - stay - way .

### 5 Find the words in the word search.

-The answers are left for the student

## Unit 2

# Going Shopping



# LESSON 1 AT THE GROCERY SHOP

SB P. 44-50 WB P. 19-22

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

- use a list of groceries to order at the grocery shop typical quantities.
- identify countable and uncountable nouns.
- associate items at the grocery shop with their pictures.
- ask about the cost using “How much?”.
- classify groceries into their common categories.
- judge people using some personality traits e.g., helpful.

## Vocabulary:

a bottle of oil, a carton of eggs, loaves of bread, a bottle of water, a kilo of sugar, a loaf of bread, a jar of jam, honest, lazy, hardworking, selfish, busy, helpful, kind, generous, friendly

## Language:

- Countable and Uncountable Nouns (e.g., a bottle of oil, a loaf of bread, a kilo of sugar)
- Quantifiers (e.g., how much, how many)
- Singular and Plural Forms (e.g., a loaf of bread → loaves of bread)
- Articles (e.g., a bottle, a jar, a carton)

## Phonics:

- The Sound of /ŋ/ (e.g., shopping, thing, bring)
- Word Stress in Grocery Items (e.g., ‘bottle, ‘carton, su’gar)

## Values:

- Helping mother with shopping.
- Honesty and responsibility in the supermarket.
- Cooperating with classmates during activities.
- Behaving properly at the supermarket.



## Materials:

- ◆ Student's Book
- ◆ Practice Book
- ◆ Teacher's Guide
- ◆ Flashcards
- ◆ Real Objects
- ◆ Role-Play Items
- ◆ Worksheets
- ◆ Songs and Videos
- ◆ Charts and Posters

## Warm up

1. Prepare a small bag with toy grocery items or printed pictures.
2. Let students take turns pulling out an item without looking and guessing what it is.
3. Say the name of the item together as a class.
4. Pretend to be a shopkeeper and greet students as they enter the shop.
5. Show them pictures or real items and ask, "What is this?"
6. Encourage them to say the name and repeat after you.
7. Sing a simple song about shopping, using words like "milk," "bread," and "water."
8. Add gestures like pretending to hold a shopping basket or picking up groceries.
9. Show pictures of grocery items one by one.
10. Ask, "Who likes bread?" or "Who drinks water?"
11. Let students respond by raising their hands or answering "Me!"

## 1 Listen, Point, and Repeat

1. Show the picture to your pupils and ask them to look at the images carefully.
2. Point to the first picture and say the name of the item aloud.
3. Ask the pupils to repeat the name of the item after you.
4. Repeat this process for all the pictures, one by one.
5. Mix up the order and point to a picture, then ask the pupils to say the name of the item.
6. Encourage pupils to take turns pointing to a picture and saying the name of the item aloud.
7. Repeat the activity several times for practice.
8. Praise the pupils for their participation and correct any mistakes gently to reinforce learning.



## 2 Listen, Read , and Say

1. Greet the pupils and explain that you will practice how to ask for and buy items from a shop.
2. Show the picture of the shop scene to the pupils and point out the characters in the image, like the shop assistant, Reem, and Reem's mom.
3. Read the conversation aloud, using different voices for each character to make it fun and engaging.
4. Ask the pupils to repeat each sentence after you to practice saying the phrases clearly.
5. Point to the items in the picture (e.g., sugar, milk, eggs, vinegar) and ask the pupils to say the names with you.
6. Introduce phrases like "I would like a..." or "How much is it?" and practice using these phrases together with the class.
7. Assign roles to the pupils and let them role-play as the shop assistant or a customer, using the picture as a guide.

1. Encourage the pupils to use polite words like "please" and "thank you" during the role play.
10. Repeat the activity with different pupils to ensure everyone gets a chance to practice.
11. End the session by asking the pupils what they enjoyed the most and review the phrases learned.
12. Praise their effort and participation to motivate them further.

Unit 2  
Lesson 1

2 Listen, Read, and Say



Shop assistant: Hello! How can I help you?  
Reem: Hello. I want a kilo of sugar, a carton of eggs and some milk, please.  
Shop assistant: Sure! Do you need anything else?  
Reem's Mom: a bottle of vinegar.  
Shop assistant: Here you are.  
Reem's Mom: How much?  
Shop assistant: a hundred and eighty-five pounds.  
Reem's Mom: Here you are and keep the change.  
Shop assistant: Thank you! Here is the receipt.

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### 3 Listen again and Choose the Correct answer

1. Begin by telling the pupils they'll be doing a fun listening activity where they answer questions.
2. Read the instruction clearly: "Listen again and choose the correct answer«.
3. Go over each question and its multiple-choice options to ensure they understand them.
4. Play the story or conversation audio and ask them to listen carefully.
5. After the audio, repeat the first question: "Reem and her mom are at the (restaurant – grocery shop – butcher's)«.
6. Ask pupils which option they think is correct and explain why "grocery shop" is the answer.
7. Move to the second question: "Mom wants cheese, bread, and (fish – butter – vinegar)." Guide pupils to select "butter«.
8. Continue with the third question: "The shop assistant is very (busy – lazy – helpful)." Help them understand "helpful" is the correct choice.
9. For the fourth question, ask, "The total cost is (185 – 125 – 110) L.E." Guide them to pick "125«.
10. Finish with the fifth question: "The shop assistant gives them (a present – a receipt – a visa card)." Explain why the answer is "a receipt.»
11. Review all the answers with them and highlight the reasoning behind each one.
12. Encourage them to ask questions about anything they didn't understand.

**3 Listen and Choose the Correct Answer**

1. Reem and her mom are at the (restaurant - grocery shop - butcher's)
2. Mom wants cheese, bread and (fish - butter - vinegar).
3. the shop assistant is very (busy - lazy - helpful).
4. the total cost is (185 - 125 - 110) L.E.
5. the shop assistant gives them (a present - a receipt - a visa card).

**4 Look and Match**

1. Here is a carton of eggs. 
2. I need two loaves of bread. 
3. Look! They have five bottles of oil. 
4. Mum wants two bottles of milk for the cake. 
5. I want a kilo of cheese, please. 

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### **Answers:**

1. grocery shop
2. butter
3. helpful
4. 125 LE
5. receipt

## **4 Look and match**

1. Show the pupils the image with the sentences and pictures.
2. Read each sentence aloud to the pupils slowly.
3. Point to the pictures and ask pupils to say what they see in each picture.
4. Explain that they need to match each sentence with the correct picture.
5. Start with the first sentence. Ask, "Which picture shows this?" Encourage pupils to respond.
6. Once they choose, help them draw a line from the sentence to the matching picture.
7. Repeat the process for the remaining sentences, one by one.
8. After all sentences are matched, review the answers together and correct any mistakes.
9. Repeat the activity to reinforce learning and ensure they understand.

### **Answers:**

1. The boy is eating" matches with the boy eating.
2. The girl is running" matches with the girl running.
3. The dog is sleeping" matches with the sleeping dog.

## **5 Song Time.**

1. Begin by introducing the task to the pupils and explaining that they will learn a fun song.
2. Read the first line of the song slowly and clearly.
3. Ask the pupils to repeat the line after you.

. Continue with the next line of the song, reading it aloud.

5. Have the pupils repeat that line as well.

6. Repeat steps 2 to 5 for all the lines in the song.

7. Once all the lines are learned, sing the entire song together with the pupils.

8. Encourage the pupils to act out actions or movements related to the song for better engagement.

9. Practice the song a few times to build their confidence and enjoyment.

10. Praise their efforts and create a joyful learning environment.

unit 2  
Lesson 1

5 Song Time

|                     |                     |
|---------------------|---------------------|
| We go to the market | to buy some peas.   |
| Mum is waiting      | help me, please.    |
| There is the bakery | to buy some bread.  |
| Mum is waiting      | so, she said.       |
| Here is the butcher | to buy some meat.   |
| Mum is waiting.     | I'm good and neat.  |
| There is the market | to buy some cheese. |
| Mum is waiting      | hurry up, please.   |



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## 6 Read and Write

1. Display the worksheet to the pupils and explain that they will describe three people: the shop assistant, Reem, and her mother.
2. Introduce the words one by one: honest, lazy, hard working, selfish, busy, helpful, kind, generous, and friendly. Give a simple example sentence for each word, like "A helpful person carries bags for others".
3. Point to the sentence starter on the worksheet: "The shop assistant is helpful." Read it aloud and explain why the shop assistant might be helpful.
4. Ask pupils to suggest other words from the list that can describe the shop assistant. Write their ideas on the board.

unit 2  
Lesson 1

6 Read and Write

Describe the shop assistant, Reem and her mother using these words.

honest - lazy - hard working - selfish - busy - helpful - kind - generous - friendly

The shop assistant is helpful.

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5. Guide them to think about how the other characters, Reem and her mother, could be described. Prompt them with questions like, “Do you think Reem is kind? Why“?
6. Hand out the worksheets and ask pupils to write a sentence for each person using a word from the list.
7. Walk around the classroom to provide support, check their work, and give encouragement.
8. Conclude by inviting some pupils to share their sentences aloud with the class.

### *Answers:*

1. The shop assistant is helpful.
2. He is hardworking.
3. Reem is friendly.
4. She isn't lazy.
5. Reem's mother is kind.
6. She is generous.

## PRACTICE BOOK LESSON 1

### 1 Look, Read, and match.

1. 4
2. 3
3. 2
4. 5
5. 1

**2 Look at the picture and choose the correct answer.**

1. carton
- 2 . ten
3. twelve
4. grocery

**3 Read and Tick (√) or False ( x).**

1. x
2. √
3. x
4. √
5. x

**4 Look again then write .**

**The answers are left for the student**

# LESSON 2 LOST AT THE SUPERMARKET

**SB P.51- 56 WB P. 23 - 25**

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

- Predict the events of a short story using pictorial clues.
- Read a story for specific information.
- Use (How many? and how much?)
- Solve some problems that could happen at the supermarket.

## Vocabulary:

Crowded, offers, lost, police officer, groceries, arrive, buy-bought, bring - brought go – went, come – came, burger, toast, appearance, candies,

## Language:

### 1. Questions with “How many?” and “How much?”

How many apples do you see?

How much milk do you need?



### 2. Present Simple Tense (for routines and facts)

I go to the supermarket with my mom.

The supermarket is crowded on weekends.

### 3. Prepositions of Place

The apples are on the shelf.

The boy is next to the police officer.

### 4. Singular and Plural Nouns

One police officer, two police officers.

A grocery bag, some grocery bags.

### 4. /ʃ/ Sound (sh sound): shopping, shelf, cashier

## **Phonics:**

1. /s/ and /z/ Sounds (Plural endings)  
groceries (/z/ sound), offers (/z/ sound)
2. /g/ Sound: groceries, go, get
3. /l/ Sound: lost, little, look

## **Values:**

- Helping mother with shopping.
- Honesty and responsibility in the supermarket.
- Cooperating with classmates during activities.
- Behaving properly at the supermarket.

## **Materials:**

Student's Book

Practice Book

Teacher's Guide

Pictures and Flashcards

Real or Fake Grocery Items

Audio or Video Clips

Songs or Chants

## **Warm up**

1. Show pictures of a supermarket and ask students what they see.
2. Ask questions about their experiences at the supermarket, such as who they go with and what they buy.
3. Introduce key vocabulary words using gestures and simple explanations.
4. Act out the vocabulary words with gestures and have students repeat them.
5. Pretend to be a customer and a cashier, using simple role-play with shopping items.
6. Encourage students to participate by asking them to “buy” an item and use the new words.
7. Repeat key words several times and praise students for their responses.
8. Transition into the main lesson by introducing the story or activity.

## 1 Look, Read, and Tick True or False

1. Begin by reading the story aloud to the pupils, using clear and expressive tones.
2. Explain any challenging words or phrases from the story to ensure understanding.
3. Ask the pupils to listen carefully, encouraging them to pay attention to the details.
4. Read the first statement and ask the pupils if they think it is true or false.
5. Discuss the reasoning behind their answers to encourage participation and understanding.
6. Continue with the next statements, repeating the process for each one.
7. Pupils can revisit the part of the story related to the statement for clarification.
8. Offer positive feedback and praise pupils for their efforts to build confidence.
9. Conclude by reviewing all the correct answers with the class and reinforcing the main points of the story.



## 2 Look and Answer

1. Display the image to the pupils and ask them to look at it carefully.
2. Ask them to name the objects they can see, such as fruits or vegetables.
3. Explain that Kareem and his dad are in a supermarket.
4. Discuss what people usually do at a supermarket, like shopping for groceries.
5. Ask them to guess what Kareem and his dad might do next.
6. Guide them to answer simple questions, like "Where are Kareem and his dad?" or "What do you think will happen in the story?"
7. Encourage them to share their ideas with the class and praise their participation.

## Answers:

1. Where are Kareem and his dad? "They're in a grocery store."
2. What might happen? They could shop for groceries or experience something unexpected.

## 2 Look and Answer

1. Where are Kareem and his dad?
2. What do you think will happen in the story?



## 3 Look, Read, and Tick True or False

1. Begin by reading the story aloud to the pupils, using clear and expressive tones.
2. Explain any challenging words or phrases from the story to ensure understanding.
3. Ask the pupils to listen carefully, encouraging them to pay attention to the details.
4. Read the first statement and ask the pupils if they think it is true or false.
5. Discuss the reasoning behind their answers to encourage participation and understanding.
6. Continue with the next statements, repeating the process for each one.

Unit 2  
Lesson 2

### 3 Look, Read, and Tick (✓) True or False (✗)

Kareem and his dad went to the supermarket. It was very crowded. The supermarket offered kids under five free candies and balloons. Kareem left his dad and went to get some. Suddenly, Kareem did not find his dad. "Where is my dad?" asked Kareem. He started to cry. An officer arrived soon and asked Kareem about his dad's name and appearance. Kareem said dad's name is Hamdy. He is tall with short black hair. The officer used a microphone to call the dad's name. Kareem's dad came quickly and thanked the officer. "Don't be afraid my dear son," said dad to Kareem.

|                                                              | True | False |
|--------------------------------------------------------------|------|-------|
| 1 Kareem went to the supermarket with his father and mother. |      |       |
| 2 Kareem's dad bought burger and toast.                      |      |       |
| 3 Kareem bought ice cream and balloons.                      |      |       |
| 4 Kareem's dad is tall and thin with blond hair.             |      |       |
| 5 The officer helped Kareem.                                 |      |       |

**Top Tip**

Irregular Past Simple Verbs  
 buy - bought    bring - brought    go - went    come - came

7. Pupils can revisit the part of the story related to the statement for clarification.
8. Offer positive feedback and praise pupils for their efforts to build confidence.
9. Conclude by reviewing all the correct answers with the class and reinforcing the main points of the story.

### Answers

1. ✓
2. ✗
3. ✗
4. ✗
5. ✓

## 4 Think and Answer

Hold up some classroom objects (e.g., pens, books, erasers).

Ask: “How many pens are there?”

→ Students answer: “There are three pens.”

Ask: “How much does one pen cost?” (Give a made-up price).

This prepares students for the activity.

2. Introduce the Example (5 minutes):

Direct students’ attention to the cheese picture at the top.

Read aloud the model conversation with the class:

A: How many boxes of cheese are there?

B: There are three boxes of cheese.

A: How much does each one cost?

B: It costs 20 L.E.

A: How much do they all cost?

unit 2  
Lesson 2

4
**Look, Ask, and Answer**

A: How many boxes of cheese are there?

B: There are three boxes of cheese.

A: How much does each one cost?

B: It costs 20 L.E.

A: How much do they all cost?

B: They cost 60 L.E.



20 L.E.

A: How many \_\_\_\_\_?

B: There are \_\_\_\_\_.

A: How much \_\_\_\_\_?

B: It costs \_\_\_\_\_.

A: How much \_\_\_\_\_?

B: They \_\_\_\_\_.



40 L.E.

It's your turn!

\_\_\_\_\_?

\_\_\_\_\_?

\_\_\_\_\_?



75 L.E.

#### 4. Independent Practice (10–7 minutes):

Move to the third picture (bottles of oil).

Tell students: “Now it’s your turn!”

Ask them to work in pairs and make their own questions and answers following the same pattern.

Example:

A: How many bottles of oil are there?

B: They cost 60 L.E.

Emphasize the structure of questions and answers.

Ask students to repeat key sentences in pairs.

#### 3. Guided Practice (5–7 minutes):

Move to the second picture (jars of jam).

Ask students to complete the missing parts orally before writing:

A: How many jars of jam are there

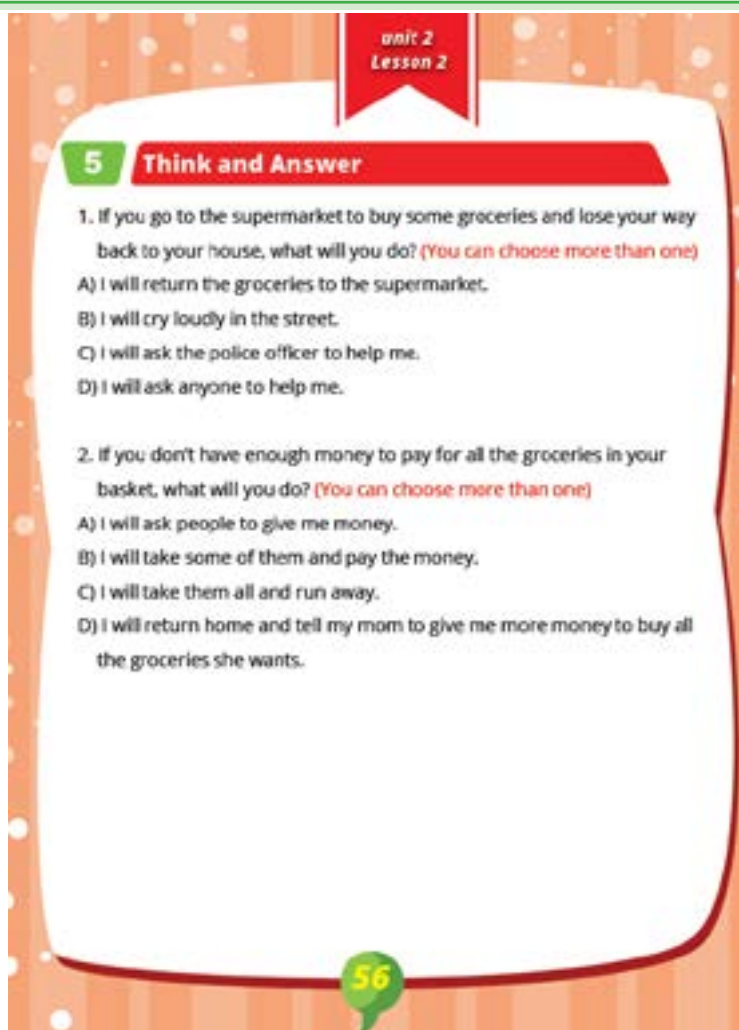
B: There are three jars of jam.

A: How much does each one cost?

B: It costs 40 L.E.

## 5 Think and Answer

1. Begin by showing the workbook page to the pupils, using a large printout or projector if possible, so everyone can see clearly.
2. Explain each question in simple terms, making sure they understand the situation described.
3. Read each question aloud and point to the corresponding options (A, B, C, D) as you read.
4. Use gestures or pictures to illustrate what each option means, making it easier for the pupils to understand.
5. Ask the pupils to think about the question and share what they would do if they were in that situation.
6. Emphasize that they can choose more than one option, so they feel comfortable exploring different solutions.
7. Give them a moment to discuss their ideas in pairs or small groups to build confidence.
8. Ask a few pupils to share their choices with the whole class and explain why they made those choices.
9. Highlight different pupils' ideas, focusing on positive solutions and reinforcing critical thinking.
10. Summarize the discussion by explaining that there can be multiple good answers, and the important thing is to think about the consequences of each action.



### Answer

1. c/d
2. b/d

## PRACTICE BOOK LESSON 2

1 Read and write the correct number of each picture :



2 Listen and Complete .

(supermarket- family - sweets -buy- meat )

3 Look at the following table and write four sentences

-The answers are left for the student

4 Fill in the gaps using these words

1.his dad

2. balloons - fizzy drinks-supermarket

3.Many people

4.the officer

5. Kareem's dad

**5 Look , Read, and Match .**

**1** The officer called the dad on the microphone.

**2** Hazem has got a fizzy drink and ice cream.

**3** Here are the rope and three bars of soap.

**4** Laila has some toast and oat bread.

**5** My mother wants a glass of water.



# LESSON 3 AT THE SUPERMARKET

## SB P. 57- 62 WB P. 26 - 29

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

- read a descriptive text for specific information.
- identify new products in a shopping list.
- associate the sound of /ŋ/ with its spelling patterns e.g. think/ thing.
- use “some” in positive sentences and “any” in negative sentences and questions.
- listen to a text for specific information.

### Vocabulary:

fresh, fruit, vegetables, unhappy, dairy products, pickles, think, pink, meat, mushrooms, drink, frozen food, groceries, sausages, shopping, spring party, fizzy drinks, baker

### Language:

1. Use of “some” and “any” – “Some” in positive sentences and “any” in negative sentences and questions.

Example: “I have some milk.” / “Do you have any apples?” / “I don’t have any bread.”

2. Descriptive Text for Specific Information – Reading and understanding a shopping list.

3. Singular and Plural Nouns – Recognizing singular and plural forms of food items (e.g., “a mushroom” vs. “mushrooms”).

### Phonics:

1. /ŋ/ Sound (“ng”) – Words like “think” and “thing.”
2. /ɪŋ/ Sound (“ink”) – Words like “pink” and “drink.”



## Values:

- Helping mother with shopping.
- Honesty and responsibility in the supermarket.
- Cooperating with classmates during activities.
- Behaving properly at the supermarket.

## Warm up

1. Bring a reusable shopping bag filled with real or toy grocery items.
2. Let pupils take turns pulling out an item and guessing its name.
3. Encourage them to say what they buy at the supermarket.
4. Show pictures of food items and have pupils say their names.
5. Mix in action words and ask them to act them out.
6. Sing a simple song with actions about shopping.
7. Replace food items in the lyrics to reinforce vocabulary.

### 1 Look, Point, and Repeat

1. Show the pupils the image and point each picture one by one.
2. Say the name of each item or action out loud and ask the pupils to repeat after you.
3. Encourage the pupils to point the corresponding picture as they say the word.
4. Test their understanding by asking them identify and name items or actions without your help.
5. Play a fun game where you describe an item or action, and the pupils must point to the correct picture.
6. Praise their efforts and gently correct any mistakes.



## 2 Read Aloud

1. Show the pupils the image and point to the sections in the supermarket, such as vegetables, fish, and meat.

2. Read the text aloud to them and explain that Hana is shopping with her family.

3. Highlight that Hana wants to buy fizzy drinks and pink balloons.

4. Talk about the baker's section and how Hana thinks there's something new there.

5. Explain that Hana's sister is upset because she can't find cheese, chocolate or yogurt

in the dairy products.

6. Discuss how their mom is buying fresh and healthy items like fruits and vegetables.

7. Mention that their dad has frozen food like fish and processed items like sausages.

8. Ask pupils to point to the different sections in the image.

9. Encourage them to talk about what they would like to buy if they went shopping.

10. Reinforce the learning by asking pupils to describe the items they see in the supermarket sections.



## 3 Read the text again, Say and Write

1. Display the words "Thing" and "Think" to the class and ensure everyone can see them clearly.

2. Explain that both words sound similar but end with different letters: "ng" in "Thing" and "nk" in "Think".

3. Say the word "Thing" slowly and clearly, emphasizing the "ng" sound. Ask the pupils to repeat after you.

4. Say the word “Think” slowly and clearly, emphasizing the “nk” sound. Again, ask the pupils to repeat after you.
5. Write the words “Thing” and “Think” on the board. Use two different colors to highlight the “ng” and “nk” endings.
6. Show the pupils how to write these words in their notebooks. Ask them to underline the “ng” and “nk” parts.
7. Provide examples of other words ending in “ng” (like “song”) and “nk” (like “bank”). Say these words out loud and encourage the pupils to repeat them.
8. Ask the pupils to write these new words in their notebooks, highlighting the “ng” and “nk” endings.
9. Play a game where pupils have to listen to a word you say and decide if it ends in “ng” or “nk».
- 10 Encourage them to think of their own words ending with “ng” and “nk” and share with the class.

### *Answers:*

#### **Words with “ng” sound:**

going  
evening  
thing  
bring  
something

#### **Words with “nk” sound:**

pink

## 4 Read and Match

1. Begin by explaining that the task is to match each sentence with the correct picture. Use clear and simple language.
2. Show the pupils the sentences and pictures, pointing to each one as you describe it briefly.
3. Read each sentence aloud slowly and clearly, and ask the pupils to repeat after you.
4. For the first sentence, demonstrate how to find the picture that matches it. Explain why it matches.
5. Let the pupils try matching the next sentence on their own. Observe and guide them if needed.
6. Encourage the pupils to use clues from the sentences and pictures to make their choices.
7. After completing all the matches, review the answers together as a class. Celebrate correct matches and kindly correct any mistakes.
8. Reinforce the learning by asking pupils to explain their reasoning for the matches they made.

Lesson 3

### 4 Read and Match

1. Hana is shopping to be ready for the school spring party.
2. Mum brings some fresh and healthy products like fruits and vegetables.
3. Hana wants to buy some fizzy drinks and a lot of candies.
4. Hana's sister is unhappy. She can't find any dairy products.

A 

B 

C 

D 

## 5 Look, Read, and Act Out

1. Show the image to the pupils and explain that they will learn about what different people bought and didn't buy.
2. Point to each character in the image and say their names aloud.
3. Read the sentences under each character, emphasizing the items they bought and what they didn't buy.
4. Ask the pupils to repeat the sentences after

### 5 Look, Read, and Act Out

A   
She bought some flour and rice. She didn't buy any milk.

B   
He bought some loaves of bread. He didn't buy any biscuits.

C   
She had some snacks and a cup of tea. She didn't have any sweets.

D   
They bought some groceries. They didn't buy any fruit.

5. Discuss the words for what the characters bought, and check if the pupils know what these items are.
6. Assign each pupil a role, pretending to be one of the characters.
7. Provide props or let them use imaginary items to make the activity fun.
8. Encourage the pupils to act out their parts, saying what they bought and didn't buy.
9. After the role-play, give the pupils paper and crayons to draw the items they would buy if they were shopping.
10. Let the pupils show their drawings to the class and explain what they bought, just like in the image.

## 6 Game Time: Mingle Activity

1. Begin by explaining the goal of the activity to your pupils in simple words.
2. Say, "We will play a game with music, walking, and questions«.
3. Teach the phrases they will use: "Do you have any...?", "Yes, I have some...", and "No, I don't have any.«...
4. Show the pupils examples of how to ask and answer these questions.
5. Demonstrate with a few pupils how the game works.
6. Play music and tell the pupils to walk around the classroom.
7. Stop the music and ask everyone to freeze in their place.
8. Tell the pupils to pair up and ask each other, "Do you have any«?..."
9. Encourage them to answer with "Yes, I have some..." or "No, I don't have any.«...
- 10 Repeat the game several times so everyone gets a chance to practice.



# PRACTICE BOOK LESSON 3

## 1 Choose the correct Answer .

1. School      2. salad      3. dairy  
4. any      5. of

## 2 Read and Circle words with /ŋ/ sound

2. think  
3. swing  
4. king - spring  
5. evening - going- sing .

## 3 Read and unscramble.

2. she has some sausages  
3. We want to make a cake  
4. My mother wants some dairy products  
5. He doesn't have any crisps.

## 4 Listen , Read , and Match .:

1 Sameh has a cup of coffee and a bar of chocolate.



2 Laila doesn't have any mushrooms  
but she has some bread.



3 The boys have some butter  
but they don't have any oil.



4 It has a bowl of milk.



5 We have a jar of honey and a jar of jam.



## 5 Look at the picture and write four sentences.

-The answers are left for the student

# LESSON 4 CHEAP OR EXPENSIVE?

SB P. 63- 68 P. 30 - 32

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

- discuss how to behave properly at the supermarket.
- ask and answer about items in the supermarket.
- compare the prices of goods in a shopping list.
- use new vocabulary to describe quantities in the grocery store

**Vocabulary:** a bag of flour, a stick of butter, a bottle of oil, a carton of eggs, a kilo of sugar, vegetables, mushrooms, carrots, chicken, water, sausages, butter

## Language:

### 1. Partitives (Quantifiers for Uncountable Nouns)

- a bag of (flour, sugar)
- a bottle of (oil, water)
- a stick of (butter)
- a carton of (eggs, milk)
- a kilo of (sugar, rice)

### 2. Countable and Uncountable Nouns

- Countable nouns: eggs (can be counted individually).
- Uncountable nouns: flour, sugar, butter, oil (require partitives).
- “bag” (short ‘a’)
- “stick” (short ‘i’)



### 3. Sentence Structure Using Partitives

- Affirmative: “I want a bag of flour.”
- Interrogative: “Do you need a bottle of oil?”
- Negative: “We don’t have a stick of butter.”

### 4. Adjective Comparison (Cheap vs. Expensive)

- “Flour is cheap, but butter is expensive.”
- “This bottle of oil is more expensive than that one.”

## Phonics:

### 1. Short and Long Vowel Sounds

#### Short vowels:

- “bag” (short ‘a’)
- “stick” (short ‘i’)
- “bottle” (short ‘o’)

#### Long vowels:

- “kilo” (long ‘i’)
- “carton” (long ‘a’ in ‘car’)

### 2. Blending Sounds in Vocabulary

- Flour (/fl/ blend sound)
- Sugar (/ʃ/ “sh” sound)
- Butter (/t/ double ‘t’ sound)
- Eggs (/egz/ voiced ‘g’ sound)

#### Values:

- Helping mother with shopping.
- Honesty and responsibility in the supermarket.
- Cooperating with classmates during activities.
- Behaving properly at the supermarket.

#### Materials:

- Flashcards with pictures of grocery items.
- Posters with vocabulary words related to shopping.
- Play money for a pretend shopping activity.

- Price tags with different amounts to compare cheap vs. expensive.
- Videos or songs about supermarkets and shopping.
- Audio recordings

## **Warm up**

1. Set up a small pretend store in the classroom using toy food items or pictures.
2. Give students play money and ask them to “buy” items by picking them up and bringing them to you.
3. Ask simple questions like, “Is this expensive or cheap?” while holding up different items.
4. Show pictures of common grocery items and ask, “Do you think this is cheap or expensive?” Encourage students to answer with gestures or words.
5. Teach a simple chant:  

“I go to the store, what do I see? A bag of flour, just for me!”

Replace “flour” with other items from the lesson and encourage students to repeat after you.
6. Place different objects in a bag, such as a toy bottle, toy butter, or toy eggs.
7. Let a student pull out an item without looking and describe it.
8. Ask, “What do we call this in the supermarket?” and help them use the correct vocabulary

## 1 Listen, point, and Repeat

1. Show the pupils the image and explain that they need to help complete the sentences.

2. Read aloud the sentence: “I want to make a cake«.

3. Point to the next sentence: “I want to a bag of .....” and explain they will

fill in the blank.

4. Show the pictures at the bottom: a bag of flour, a carton of eggs, a stick of butter, a

bottle of oil, and a kilo of sugar.

5. Ask the pupils which item is needed to make a cake.

6. Guide them to choose “a bag of flour” as the correct answer.

7. Encourage them to say the complete sentence aloud: “I want to a bag of flour«.

8. Repeat with other items and sentences to reinforce learning.



### *Answers:*

I want a bag of flour.

I want a carton of eggs.

I want a stick of butter.

I want a bottle of oil.

I want a kilo of sugar.

## 2 Look , Read, and Complete

1. Show the picture to the pupils and explain that they are going to learn how to find the total cost of items by using prices and simple addition.
2. Point to each item on the shelves and read its price aloud, like saying, “This bottle of water costs 5 pounds».
3. Explain that pounds (L.E.) is the currency shown in the picture.
4. Read each question at the bottom of the picture to the pupils.
5. For the first question, identify the price of one bottle of water together with the pupils.
6. Teach them to multiply the price of one bottle (5 pounds) by the number of bottles (5). Write “ $5 \times 6 = 30$ ” on the board and calculate it together.
7. Repeat the process for the remaining questions: find the price of one item, multiply it by the number needed, and write the total on the board.
8. Encourage the pupils to practice solving similar problems with different items and prices.
9. Praise their efforts and discuss how this skill helps in real-life shopping.



### *Answers:*

1. Five bottles of water = ‘30 pounds«
2. Three bags of sugar = 60 pounds«
3. Two cartons of milk = ‘240 pound
4. Two boxes of chocolate = “500 pounds«
5. Three pieces of meat = ‘’450 pounds«

### 3 Look and Discuss with partner

1. Show the pupils the image of the supermarket and ask them to look carefully.

2. Explain that the task involves talking about what they see in the image.

3. Ask them to observe the people and what they are doing.

4. Read these questions to the pupils:

-How often do you go shopping?

-Whom do you go with?

-What rules should we follow at the supermarket?

-How do we carry things?

5. Tell the pupils to think about their own experiences when answering the questions.

6. Pair them up and let them discuss the questions with a partner.

7. Walk around to listen and help as needed.

8. Ask some pairs to share their answers with the class.

9. Summarize the key points and discuss the importance of rules and cooperation at



1. How often do you go shopping?

2. Who do you go with?

3. What rules should we follow at the supermarket?

4. How do we carry things?

#### *Answers:*

1. I go shopping once a week on Fridays.

2. I usually go with my family.

3. At the supermarket, we follow rules like waiting in line, not running, and being polite to others.

4. We use a trolley or baskets to carry items and help each other to manage the groceries

**Notice: answers may vary.**

## 4 Game Time: Look and Find

1. Begin by explaining to the pupils that they will play a fun game to find hidden words in a group of letters.
2. Show them the puzzle and point out the list of words they need to find.
3. Demonstrate by finding one word. Start by looking for the first letter of that word in the puzzle.
4. After finding the first letter, show how to check the nearby letters to see if they form the full word in a straight line.
5. Highlight or circle the word when you find it.
6. Let the pupils work together or alone to find the other words.
7. Walk around to help pupils if they have trouble finding any word.
8. Celebrate when all the words are found and praise the pupils for their efforts.



## PRACTICE BOOK LESSON 4

**1 Read and fill in gaps with the correct words:**

- 1.Help      2. bag      3.pasta  
4.aisle      5.thank

**2 Look at the picture and write true or false :**

1. x      2. x      3. x      4x.      5 . x

**3 Make your own grocery list to help your mum make pizza**

The answers are left for the student.

**4 Read and Complete the picture.**

**5 listen ,read, and Match .**

## Mini Project

1. Start by telling the pupils they will create their own shop.
2. Ask them to think about what products they would like to sell.
3. Guide them to decide on the prices for each product.
4. Hand out a blank sheet of paper or a template similar to the one in the image.
5. Explain that they should draw or write the products they want to sell In the blank space.
6. Make sure they write the prices next to each product.
7. Encourage them to use their imagination and design the shop they dream of.
8. Once they finish, let them present their shop designs to the class.



## Unit 3



**Sports**



# LESSON 1 SPORTS FOR ALL

SB P. 70 - 76 WB P. 33 - 36

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

- Listen to a conversation for specific information
- Ask about their favourite sport
- Make simple inferences from a reading text
- Describe some sports
- Guess the player based on contextual clues
- Write about their favorite sport

## Vocabulary:

Playground, wide, clean, karate, kick, punch, weight, strong, stretching, coach, take part in, competition

## Language:

- Simple Present Tense  
I want to be a weightlifting champion.  
Chess is a thinking game.
- Singular and Plural Nouns  
playground,” “sports,” “table tennis,” “weights
- Prepositions of Place; in Karate, at the gym.
- The Present Continuous Tense  
I am practicing hard.  
The boys are running quickly.  
She is jumping with a rope.

## Phonics:

- Short Vowel Sounds: “kick,” “gym,” “tennis.”
- Long Vowel Sounds: “rope,” “play,” “wide.”
- Consonant Blends: “strong,” “climb,” “playground.”
- Hard and Soft “C” Sounds: “clean” (hard “c”), “chess” (soft “ch”).

## Values:

- Appreciating the value of sports
- Respecting teamwork and cooperation
- Admiring hard work and dedication



- Showing respect for different roles in a team
- Learning from role models and famous athletes
- Encouraging fair play and sportsmanship
- Developing critical thinking through strategy
- Expressing admiration for achievements
- Working together towards a common goal

### **Materials:**

1. Flashcards; pictures of different sports, sports equipment, and actions.
2. Real Objects; small items like a rope, a toy dumbbell, a table tennis paddle, or a chess piece.
3. Posters; visual aids showing different sports and their names.
4. Soft Balls or Bean Bags; for interactive games and demonstrations.
5. Picture Cards; small cards with images of sports for sorting or group activities

### **Warm up**

1. Gather students in a circle or an open space.
2. Say the name of a sport and demonstrate an action related to it.
3. Ask students to mimic the action and repeat the sport's name aloud.
4. Show flashcards of different sports or equipment.
5. Ask students to identify and name what they see.
6. Prepare a small box with sports-related objects.
7. Let students take turns picking an item from the box.
8. Ask them to guess which sport the item is related to.
9. Show pictures of different sports and ask, "Who likes this sport?"
10. Encourage students to raise their hands and say, "I like (sport)."
11. Play or sing a short, simple sports-related song.
12. Ask students to do actions that match the song's words.
13. Repeat some key sports words and have students repeat after you.
14. Transition to the main lesson by showing the lesson book or materials

## 1 Listen, Point, and Repeat

1. Show the pupils the image and point to each picture one by one.
2. Say the word under each picture clearly and slowly.
3. Ask the pupils to repeat the word after you.
4. Explain the meaning of each word using simple sentences.
5. Ask the pupils to point to the pictures as you say the words again.
6. Encourage the pupils to say the words without your help.
7. Read the sentences under each picture and ask the pupils to repeat after you.
8. Ask the pupils to match the words with the pictures by pointing.
9. Play a game where you say a word and the pupils have to point to the correct picture.
10. Praise the pupils for their efforts and correct any mistakes gently.



## 2 Listen, Read, and Answer

1. Begin by showing the image of Adam and Kareem talking in a school hallway to set the context for the conversation.
2. Tell the pupils that they will listen to a conversation between two boys and that they should listen carefully.
3. Read the conversation aloud to the pupils, speaking clearly and slowly to ensure they can follow.
4. Ask the pupils to think about what Adam and Kareem are discussing.
5. Discuss as a class what the “Sports for All” project is and what it involves, using simple language.
6. Explain that the pupils will answer some questions about the conversation.
7. Read the first question aloud and guide them in deciding whether the answer is true or false.

8. Go through the rest of the questions one by one, allowing pupils to answer and explaining the correct answers.
9. Use gestures or visual aids to reinforce understanding of key points in the conversation.
10. Repeat the main ideas and answers to help pupils remember and understand clearly.

### Answers:

1. True
2. True
3. False
4. True
5. True

**2 Listen, Read, and Answer**

Before Listening: What do you think Kareem is asking about?



**Adam:** Hello, Kareem. Where are you going?  
**Kareem:** Hello, Adam. Our PE teacher wants us at the playground.  
**Adam:** What for?  
**Kareem:** He will start a new project in our school called «Sports for All».  
**Adam:** Sports for All? What do you mean?  
**Kareem:** Everyone will choose a sport to play and participate in competitions.  
**Adam:** That's amazing. Can I join?  
**Kareem:** Sure. What's your favorite sport?  
**Adam:** I like to play table tennis. We need to have a special table to play it.

1. Adam is going to the playground.
2. Kareem will participate in "Sports for All" project.
3. All the students will play football.
4. Adam's favorite sport is table tennis.
5. Adam can join the sports project.

(True / False)

(True / False)

(True / False)

(True / False)

(True / False)

Top Tip

What for - Why      PE - Physical Education

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## 3 Ask and Answer

1. Show the pictures of different sports to the students and ask them to name the ones they know.
2. Point to each picture and say the name of the sport clearly. Ask the students to repeat after you.
3. Introduce the question: "What's your favorite sport?" and model the answer: "My favorite sport.....«
4. Ask individual students the question and guide them to answer using the correct sentence structure.
5. Introduce the follow-up question: "How do you do it?" and model the answer: "You need to
6. Use simple examples for explanation. For example, for chess, say: "You need to move the pieces wisely." For karate, say: "You need

Lesson 1

**3 Ask and Answer**

My favorite sport



1. A: What's your favorite sport?  
 B: My favorite sport is weightlifting.  
 A: How do you do it?  
 B: You need to be strong to carry heavy weights.

2. A: ..... ?  
 B: ..... chess.  
 A: ..... ?  
 B: You need to move the pieces wisely.

3. A: ..... ?  
 B: ..... Karate.  
 A: ..... ?  
 B: You need to use your hands and legs to protect yourself.

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## Answers:

A: What's your favorite sport?

B: My favorite sport is chess.

A: How do you do it?

B: You need to move the pieces wisely.

.3A: What's your favorite sport?

B: My favorite sport is Karate.

## 4 Read and Answer

1. Begin by explaining the task in simple terms, using gestures or visual aids if possible to help pupils understand.
2. Model the task by performing the activity yourself, step by step, so pupils can see an example of what's expected.
3. Provide a clear, brief model answer as an example for the activity. For instance, if the task involves forming sentences with a word, say a sentence yourself, e.g., "The cat is on the mat«.
4. Ask pupils to repeat the example or similar ones to reinforce understanding, and then guide them to try it on their own with gentle encouragement.

Before Reading: What is this class?



We are having a PE class at the playground. We are practicing hard to take part in competitions. Mr. Ehab is our PE teacher and our coach. He is showing us some new exercises. His voice is very loud, so we can hear him. Some girls are stretching their arms, and the others are jumping with a rope. Some boys are running quickly. Other boys are wearing their Karate suits and practicing together. We are having fun.

1. Where are the children? they are at the playground.

2. Why are the children practicing hard? .....

3. Why is Mr. Ehab's voice loud? .....

4. Reread and underline the verbs ending with (ing) .....

**Top Tip** The Present Continuous Tense  
I am stretching hands.  
She is jumping quickly.  
He is jumping with a rope.

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## Answers:

1. The children are at the playground.
2. The children are practicing hard to take part in competitions.
3. Mr. Ehab's voice is loud so all the children can hear him clearly.
4. The verbs ending with "ing" are: practicing, showing, jumping, stretching, and running.

## 5 Read and Answer

1. Begin by showing the pupils the pictures of the athletes. Explain that they are going to match each description to the correct athlete.
2. Read the first description aloud slowly and clearly.
3. Ask the pupils, "Which picture shows someone playing this sport«?"
4. Encourage them to point to the correct picture. If they hesitate, guide them with clues, such as, "Does the picture show a ball being kicked«?"
5. Once they identify the correct picture, confirm it by repeating the description and pointing to the picture.
6. Write the name of the sport under the correct picture while saying it aloud.
7. Repeat this process for the remaining descriptions, one at a time.
8. Praise their efforts and repeat the activity as a whole group to reinforce learning.
9. End by asking them to name the sports and describe the actions themselves for practice.

**5 Read and Answer**

Guess who am I?

What should we say to the winner?

1

football player

1. I can play this sport. We are eleven players in each team. We can kick the ball. **I am a football player.**

2. I can play this sport. The ball is small and made of rubber. I hit it with a racket.

3. I can play this sport. I am very tall. We are five in a team. We should throw the ball into the basket.

4. I can play this sport. We are six in a team. We never kick the ball. We hit it with our hands.

5. I can play this sport. I wear a white suit. I only use my hands and legs.

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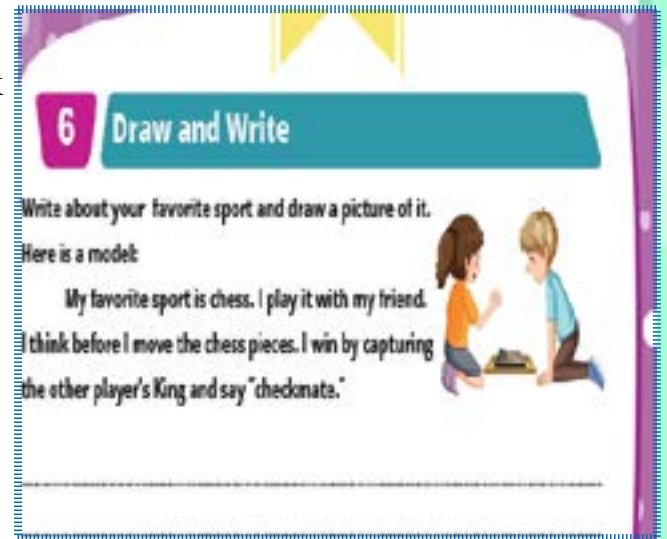
### Answers:

1. I am a football player.
2. I am a tennis player.
3. I am a basketball player.
4. I am a volleyball player.
5. I am a judo player.

**Notice: answers may vary.**

## 6 Draw and Write

1. Explain that the task is to write about their favorite sport and draw a picture of it.
2. Show an example, such as: “My favorite sport is chess. I play it with my friend. I think before I move the chess pieces. I win by capturing the King and saying ‘checkmate’“.
3. Ask pupils to think about their favorite sport and what they like about it.
4. Encourage them to write a few sentences about their favorite sport.
5. Give them paper and drawing materials.
6. Ask them to draw a picture of themselves playing their favorite sport.
7. Allow them to share their writing and drawing with the class.



## Suggested answer

My favorite sport is football. I play it every week. I play it with my friends at the club. You can win at football by scoring the most goals. Football is very interesting .Many people like it. My favorite football player is Mohamed Salah.

# PRACTICE BOOK LESSON 1

## 1 listen and complete

1.Favorite 2.swimming football-flying-sport- great

## 2 read and match

1-4 2-1 3-5 4-2 5-3

## 3 find the sport and match

2-volleyball 3-basketbal 4-tennis

## 4 read and tick true or false

2- true 3-false 4-false 5-true

## 5 Choose the correct Answer .

2-shouting 3-enjoys 4- can 5-swimming

## 6 Guess and Match

football 3- volleyball 4- basketball

## LESSON 2 SCHOOL FOOTBALL TEAM

### SB P77 - 82 WB P37 - 39

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

- make simple inferences from a reading text
- ask and answer about favorite football player
- speak about some positions in a team
- associate the sound /ao/ with its spelling patterns
- identify words that have the sound /ao/
- write complete sentences about a football team
- show respect to the referee

### Vocabulary:

Goalkeeper, goal, ball, striker, score, defender, player, referee, red card, coach, instructions, right wing, attack down, pitch, games, brown, play-ground, mouse, house, shout, cloud

### Language:

1. Simple Present Tense: e.g., “I stand in the goal,”

“I always give instructions.”

2. Subject-Verb Agreement: e.g., “He plays football,” “She stops  
3. Prepositions of Place: e.g., “in the goal,” “on the pitch.”

### Phonics:

1. /ɔ:/ Sound (“aw” and “or”) – e.g., “ball,” “score.”

2. /æ/ Sound (“a”) – e.g., “pass,” “catch.”



3. /ɪ/ Sound (“i”) – e.g., “kick,” “pitch.”
4. /əʊ/ Sound (“o”) – e.g., “goal,” “coach.”
5. /r/ Sound – e.g., “referee,” “right wing.”

### **Values:**

- Appreciating the value of sports
- Respecting teamwork and cooperation
- Admiring hard work and dedication
- Showing respect for different roles in a team
- Learning from role models and famous athletes
- Encouraging fair play and sportsmanship
- Developing critical thinking through strategy
- Expressing admiration for achievements
- Working together towards a common goal

### **Materials:**

- Flashcards
- Charts or Posters
- Real Objects
- Posters
- Videos
- Worksheets
- Whiteboard & Markers
- Toy Figures or Puppets

### **Warm up**

1. Ask students to stand up and pretend to be football players.
2. Call out actions like “kick,” “run,” “pass,” “goal!” and have them act it out.
3. Bring a small football, a whistle, and a jersey.
4. Show each item and ask, “Who uses this?” or “What is this for?”
5. Let students guess and discuss in simple words.
6. Show pictures of a football field, players, and a referee.
7. Ask questions like “What do you see?” and “Who plays football?”
8. Encourage short, simple answers.

9. Assign simple roles (goalkeeper, striker, referee).
10. Let students pretend to play their roles.
11. Make up a short, fun chant: “Kick the ball, pass the ball, score a goal, hooray!”
12. Clap and repeat the chant to build enthusiasm.

## 1 Listen, Point, and Read

1. Show the image to the pupils and explain that they will learn about different roles

in a soccer game.

2. Point to each picture on the image and read the words written next to them.

3. Ask the pupils to repeat the names of the roles after you.

4. Briefly explain what each role does in simple words.

5. Ask the pupils to point at the correct picture as you name a role.

6. Take turns with the pupils asking, “Who is this?” while pointing at a picture. The

pupils answer with the role’s name.

7. Play a game where you describe one role, and the pupils have to guess its name by pointing to the picture.

8. Encourage pupils to act out or pretend to perform each role to reinforce their understanding.



## 2 Read and Answer

1. Show the pupils the text about Kareem and his football team.
2. Read the text aloud clearly and slowly.
3. Explain that Kareem plays for his institute's football team, which is named  
“The Clouds».
4. Mention that Kareem is a striker and his friend Sameh is a defender.
5. Discuss the role of their coach, Mr. Ehab, and explain that the team respects the  
referee's decisions and avoids red cards.
6. Ask comprehension questions about the text, such as “What is the name of Kareem's

Unit 3  
Lesson 2

2 Read and Answer

Who is your favorite footballer?



My name is Kareem. I am a football player in our institute football team. We are ten players and one goalkeeper in the team. Our team is called «The Clouds» team. I play as a striker, but my friend Sameh is a defender. Our coach, Mr. Ehab sometimes shouts when we are playing. We play fairly and respect the decisions of the referee, so we never get red cards. I score many goals. My favorite player is Mohamed Salah. He is a right wing. Who is your favorite football player?

1. Which team does Kareem play for? the institute football team
2. How many players are there in a football team? .....
3. What's the name of Kareem's team? .....
4. Why do the players in Kareem's team never get red cards? .....
5. Do Kareem and Sameh have the same position in the team? .....

**Top Tip** The coach shouts how. Of his, of course/ coach. **Remember!** Players should respect the referee's decisions.

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- team?” and “Why don't they get red cards?»
7. Guide the pupils to answer the questions in writing by giving examples or providing help with difficult words.
  8. Repeat and reinforce key points to ensure understanding.

### Answers:

1. Kareem plays for the institute football team.
2. There are 10 players and 1 goalkeeper.
3. The team is called ‘The Cloud .’
4. They respect the referee's decisions and play fairly.
5. No, Kareem is a striker, and Sameh is a defender.

### 3 Listen and Repeat the sound /aʊ/

1. Show the pupils the page and point to the pictures one by one.

2. Clearly say the sound /aʊ/ and emphasize it.

3. Ask the pupils to repeat the sound /aʊ/ after you.

4. Point to the first picture and say the word “brown” slowly, stressing the /aʊ/ sound.

5. Ask pupils to repeat the word “brown”. Repeat the process with the other pictures:

house, playground, shout, mouse, and cloud.

6. Encourage the pupils to say all the words together while pointing to each picture.

7. Ask the pupils if they can think of other words with the /aʊ/ sound.

8. Provide lots of praise and gently correct any mistakes.

9. Practice this exercise in future lessons to help the pupils remember the sound.



### 4 Circle the Words that do not have /aʊ/Sound

1. Explain that pupils will be circling words that do not have the “Jasi” sound.

2. Read each word aloud clearly, emphasizing the \*Jasi\* sound where it appears.

3. Show an example by reading the first word and explaining why it does or does not

have the \*Jasi\* sound.

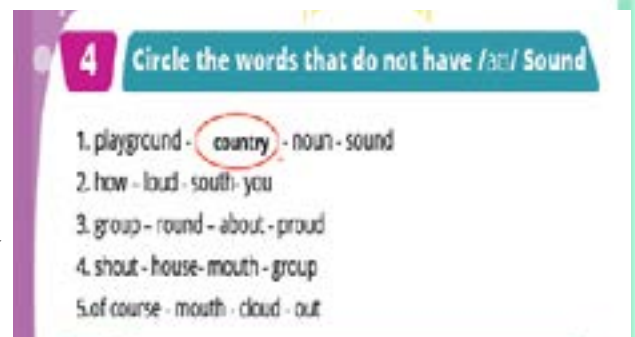
4. Guide the pupils to listen carefully to each word in the list.

5. Ask them to circle the words that do not have the \*Jasi\* sound.

6. Go through each word one by one, allowing time for the pupils to decide and circle.

7. After completing the list, review the answers together to ensure understanding.

8. Provide positive feedback and encouragement to keep the pupils motivated.



## **Answers:**

1. country
2. you
3. group
4. fdur
5. of course

## **5 Write Three Sentences about Your Favorite Team**

1. Tell the pupils that they will be writing about their favorite team.
2. Explain that a team can be a sports team, a group they belong to, or any team they like.
3. Ask them to share their favorite teams and why they like them.
4. Show an example sentence: “My favorite team is the Tigers. They play soccer. I like them because they always try their best».
5. Give each pupil a worksheet and show them where to write.
6. Instruct them to write the name of their team after “My favorite team is ...”.
7. Encourage them to write three sentences about their team.
8. Walk around the classroom to assist and motivate them as they write.
9. Invite those who are comfortable to read their sentences aloud to the class.
10. Give positive feedback and encourage listening to others’ ideas.

## **Suggested answer**

My favorite team is Al Ahly because they are strong, skilled, and always play with great teamwork. They have won many trophies and are one of the best football teams. I love watching their matches because they play with passion and never give up. Their fans are amazing, and I feel proud to support.

## **6 Song Time**

1. Begin by reading the title “Teamwork in Football” aloud to the pupils.
2. Explain that the song teaches about playing football and working together in a team.
3. Read the first two lines of the song slowly and clearly.
4. Ask the pupils to repeat the lines after you.
5. Explain the meaning of the lines using simple words and gestures.

Continue to the next two lines and repeat the steps of reading, having them repeat, and explaining.

7. Use gestures or visuals to show actions like passing, kicking, or cheering to help pupils understand.

8. Proceed with the remaining lines, always reading, asking them to repeat, and explaining.

9. Once the whole song is covered, encourage pupils to sing the entire song together with enthusiasm.

10. Discuss how teamwork is important, using examples from the song to reinforce understanding.

11. Invite the pupils to share their own ideas about teamwork in any games they have played.

**unit 3**  
**Lesson 2**

**6 Song Time**

**Teamwork in Football**

On the field, we run and play,  
Kicking the ball, hooray, hooray!  
With our friends, we pass and share,  
Working together, showing we care.  
One, two, three, we make a team,  
Chasing the ball like a fun dream.  
When we score, we jump and cheer,  
Teamwork makes our joy so clear!  
So let's play fair and help each other,  
On and off the field, like sister and brother.  
With a smile and a happy heart,  
Teamwork is always a great place to start!

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# PRACTICE BOOK LESSON 2

## 1 listen and complete

1. Football    2. scores    3. team    4. position    5. forward-

## 2 listen and match :

2-4    3-5    4-3    5-2

## 3 listen and circle the words with the same /aʊ/ sounds

1. Too- you
2. Round - proud
3. house - mouth
4. Course - four

## 4 read and tick true or false

2. false    3. false    4. false    5. true

## 5 write four sentences

The answers are left for the student.

## 6 Color and say :

The answers are left for the student.

## LESSON 3 MEET AN ATHLETE

SB P.83- 88 WB P. 40 - 41

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

- name the qualities of a good athlete
- ask and answer about the qualities of a good athlete
- associate the sound /kw/ with its spelling pattern
- distinguish between /kw/ and /k/ sounds
- read a text about a famous athlete for specific information
- describe the routine of an athlete
- write about a famous athlete

### Vocabulary:

athlete, race, healthy, fit, championship, vegetables, fruits, quick, team, trophy, routine, quit, queen, quick, square, quill, quarter, question mark

### Language:

- Describing abilities and qualities of an athlete (e.g., “The athlete is very fast,” “He is fit because he exercises regularly”).
- Simple present tense for facts (e.g., “Athletes run fast.”)
- Cause and effect (e.g., “He is fit because he exercises.”)
- Describing routines (e.g., “Athletes train every day.”)

### Phonics

- /kw/ sound – Found in words like quick
- /k/ sound – Found in words like championship
- Distinguishing between /kw/ and /k/ sounds

A graphic for Lesson 3 titled 'Meet an Athlete'. It features a cartoon boy with curly brown hair, wearing a red long-sleeved shirt, dark blue pants, and green sneakers with yellow soles. He is standing with his arms crossed. To his right are three paper-like elements: a yellow oval with 'Unit 3', a green box with 'Lesson 3' and a red box with 'Meet an Athlete', and a white box with a red heart icon and the text 'ILOs By the end of this lesson, students will be able to:'. Below this is a list of ILOs on a white background with a blue border.

**Unit 3**

**Lesson 3**  
**Meet an Athlete**

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

- name the qualities of a good athlete.
- ask and answer questions about the qualities of a good athlete.
- associate the sound /kw/ with its spelling pattern.
- distinguish between /kw/ and /k/ sounds.
- read a text about a famous athlete for specific information.
- describe the routine of an athlete.
- write about a famous athlete.

## Values:

- Appreciating the value of sports
- Respecting teamwork and cooperation
- Admiring hard work and dedication
- Showing respect for different roles in a team
- Learning from role models and famous athletes
- Encouraging fair play and sportsmanship
- Developing critical thinking through strategy
- Expressing admiration for achievements
- Working together towards a common goal

## Materials:

- Flashcards
- Real Objects
- Videos or GIFs
- Charts or Posters
- Worksheets
- Songs or Chants
- Whiteboard and Markers
- Stickers or Certificates

## Warm up

1. Ask the students to stand up and follow your movements as you pretend to be different types of athletes, such as running, jumping, or stretching.
2. Encourage them to guess what kind of athlete you are imitating.
3. Show pictures of different sports and athletes.
4. Ask students to describe what they see and what the athlete is doing.
5. Ask simple questions like “What do athletes do?” and “Do you know any famous athletes?”
6. Explain that running, jumping, and exercising make them like athletes too.
7. Call out actions like “Run fast!” or “Move slowly!”. Let, students act accordingly.
8. Repeat with different movements to reinforce the concept of “quick” and “fit.”
9. Conclude with a short discussion about how athletes stay healthy and strong.

## 1 Listen, Point, and Read

1. Start by showing the pupils the picture or flashcards of the words: athlete, fit, quick, healthy, and championship.
2. Say each word clearly and have the pupils repeat after you.
3. Explain the meaning of each word using simple sentences, like “An athlete is someone who plays sports».
4. Read the example sentences aloud, pointing to each word as you say it.
5. Have the pupils listen and point to the words as you read them again.
6. Ask the pupils to read the words and sentences together with you.
7. Encourage the pupils to say the words on their own.
8. Play a simple game where you say a word, and the pupils point to the correct picture or flash-card.
9. Give the pupils a chance to practice reading the words and sentences with a partner.
10. End by reviewing all the words and sentences together as a class.



## 2 Listen, Read, and Answer

1. Start by showing the pupils the picture and reading the conversation between Mr Hamdy and Captain Emad aloud.
2. Explain that Captain Emad is giving advice on how to be a good athlete.
3. Read the first question: “How can you be a good athlete?” and then read Captain Emad’s answer about having a fixed routine, practicing six days a week, eating healthy food, and not staying up late.
4. Ask the pupils to repeat the answer after you, focusing on the key points: routine, practice, healthy food, and good sleep.
5. Read the second question: “What are the qualities of a good athlete?” and then read Captain Emad’s answer about being fit, quick, and exercising daily.
6. Ask the pupils to repeat the answer after you, emphasizing the words: fit, quick, and daily exercise.

7. Explain the meanings of the words “routine” and “quit” using simple examples.

8. Practice the /kw/ sound by saying words like “quick” and “quit” slowly and clearly, and have the pupils repeat after you.

9. Encourage the pupils to ask each other the questions and try to answer using Captain Emad’s advice.

10. Finish by having a short discussion on why it’s important to be healthy and active, linking it to being a good athlete.

**2 Listen, Read, and Answer**



Mr Hamdy: Nice to meet you, Captain Emad.  
Captain Emad: Nice to meet you, too.  
Mr Hamdy: Can I ask you a few questions?  
Captain Emad: Sure. Go ahead.  
Mr Hamdy: How can I be a good athlete?  
Captain Emad: You should have a fixed routine: practice six days a week, eat healthy food, quit eating too much, and staying up late.  
Mr Hamdy: What are the qualities of a good athlete?  
Captain Emad: a good athlete should be fit, quick, and exercise daily.  
Mr Hamdy: Thank you, Captain Emad and hope to meet again.  
Captain Emad: You're welcome.

1. How can you be a good athlete?  
2. What are the qualities of a good athlete?

**Top Tip** Routine: Things you do regularly.  
Quit means stop doing something and leave.

### Answers:

1. Practice regularly, eat healthy, and sleep well.
2. Be fit, quick, and exercise daily.

### 3 Listen and Repeat the sound /kw/

1. Show the pupils the image and point to each picture one by one.
2. Say the word for each picture clearly and slowly, emphasizing the /kw/ sound.
3. Ask the pupils to repeat the word after you.
4. Repeat this process for each word in the image (e.g., “queen,” “quill”).
5. Encourage pupils to say the words together as a class.
6. Pick individual pupils to say the words and check their pronunciation.
7. Use gestures or actions to make the words memorable (e.g., pretend to run for “quick”).
8. Show the pupils the written words and highlight the letters “qu”.
9. Let them practice writing the words in their notebooks.
10. Organize a game where pupils spot objects around the classroom with the /kw/sound.

**Lesson 3**

**3 Listen and Repeat the Sound /kw/**



queen



quill



quick



quarter



square



question mark

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## 4 Read and Answer

1. Start by reading the text aloud to the pupils, making sure they can follow along.
2. Explain any difficult words or phrases, like “squash” or “world number one».
3. Ask the pupils to listen carefully as you read the questions at the end of the text.
4. Read the first question: “How do we feel about Nour?” and explain that it asks about our feelings towards her.
5. Encourage the pupils to think about why Egyptians are proud of Nour and share their thoughts.
6. Read the second question: “Do you want to be a squash player? Why?” and explain that it asks if they want to play squash and their reasons.

unit 3  
Lesson 3

4 Read and Answer

Why is practice important for athletes?



Have you heard about the Egyptian queen “Nour El Sherbini”? She is a famous squash player. She was born in Alexandria in 1995. She started to play squash in 2001. She has won the Squash World Championship four times. Now, she is ranked as the world number one in this game. All Egyptians are proud of her.

1. How do we feel about Nour?
2. Do you want to be a squash player? Why?

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7. Let the pupils think about whether they would like to play squash and why, then share their answers.
8. If time allows, have a short discussion about why practice is important for athletes, as mentioned at the beginning of the text.
9. Finally, ask the pupils to draw a picture of Nour El Sherbini playing squash or write a short sentence about her to reinforce what they learned.

### Answers:

1. We feel proud of Nour because she is a top squash player and a world champion.
  2. Yes, I want to be a squash player because it's fun and I want to be like Nour.
- Or: No, I prefer other activities.

## 5 Read and Rearrange

1. Start by showing the pupils the picture and asking them what they see.
2. Read each sentence aloud to the class, pointing to the words as you read.
3. Explain any difficult words or phrases, like “quarter to six” or “healthy breakfast”.
4. Write the sentences on the board or display them on a screen.
5. Ask the pupils to help you put the sentences in the correct order to describe Captain Emad’s daily routine.
6. Once the sentences are in order, read them together as a class.
7. Give each pupil a copy of the sentences and ask them to cut them out and arrange them in the correct order on their desks.
8. Walk around the room to check their work and help if needed.
9. Finally, ask a few pupils to read the ordered sentences aloud to the class.
10. Praise the pupils for their effort and correct any mistakes gently.

unit 3  
Lesson 3

5 Read and Rearrange

1. Every day, captain Emad gets up at quarter to six in the morning.

2. He has a healthy breakfast and goes out to exercise.

3. He runs quickly for an hour in the track.

4. He goes to the gym and exercises for two hours.

5. He has lunch at three o'clock.

6. He goes to bed at 9:45 and sleeps for 8 hours every night.

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### Answers:

1. Every day, Captain Emad gets up at quarter to six in the morning.
2. He has a healthy breakfast and goes out to exercise.
3. He runs quickly for an hour on the track.
4. He goes to the gym and exercises for two hours.
5. He has lunch at three o'clock.
6. He goes to bed at 9:45 and sleeps for 8 hours every night.

## **PRACTICE BOOK LESSON 3**

### **1 listen and complete**

1.Athlete    2.healthy    3.routine    4. championship

### **2 read and tick true or false**

1-true    2-true    3-true    4- false    5-true

### **3 read and tick true or false**

2-false    3-false    4- true    5- true

### **4 write four sentences :**

The answers are left to the students

# LESSON 4 END OF YEAR CELEBRATION

SB P. 89 - 96 WB P. 42 - 44

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

- Respond to suggestions appropriately
- Read a text about «End of Year Celebration» for specific information
- Match activities to their correct pictures
- Design a football team uniform

## Vocabulary:

celebration, medal, rehearse, band, get ready, concert, prize, shiny medal, winning, race, school fair, certificate, National Anthem, doing a karate show, sports activities

## Language:

- Simple Present Tense for facts and routines: “Our school will have a celebration at the end of the school year.”
- Past Tense for completed events: “Fatima won a prize at the school fair.”
- Responding to suggestions: Let’s rehearse for the concert! – That’s a good idea!
- Writing short sentences about a celebration.

## Phonics

- Soft ‘c’ sound (/s/): celebration, certificate
- Long vowel sounds: long ‘e’ (/i:/): medal, rehearse. Long ‘a’ (/ei/): celebration, certificate
- Short vowel sounds: short ‘e’ (/ε/): medal, celebrate
- Blending and Segmenting:
- Rhyming Words: prize – rise, medal – pedal.
- Working together towards a common goal



## **Values:**

- Appreciating the value of sports
- Respecting teamwork and cooperation
- Admiring hard work and dedication
- Showing respect for different roles in a team
- Learning from role models and famous athletes
- Encouraging fair play and sportsmanship
- Developing critical thinking through strategy
- Expressing admiration for achievements

## **Materials:**

- Flashcards – Celebration-related pictures (medals, certificates, balloons).
- Mystery Box – Surprise celebration items for guessing.
- Music – Celebration songs, National Anthem.
- Charts/Posters – Vocabulary and images of school celebrations.
- Stickers/Medals – Rewards for participation.

## **Warm up**

1. Ask students, “What do we do at a celebration?” and encourage them to share their experiences.
2. Show pictures of balloons, cakes, music, and medals, and let students guess what they have in common.
3. Prepare a small box with objects related to celebrations, such as a medal, small gift, party hat, or certificate.
4. Let students take turns feeling an item inside the box without looking and guess what it is.
5. Play a fun song related to celebrations and encourage students to clap, dance, or move along.
6. Show flashcards of celebration-related words, such as medal, certificate, and music.
7. Have students match words with pictures or act them out

## 1 Listen, Point, and Read

1. Show the page to the pupils and point to each picture one at a time.
2. Read the word under each picture slowly and clearly, then have the pupils repeat after you.
3. Explain the meaning of each word using simple, relatable examples. For instance, for “prize,” you could say it’s something nice you get when you do very well in a game.
4. Use gestures or facial expressions to act out the words if possible.
5. Point to a picture and ask, “Which word is this?” and let the pupils say it aloud.
6. Encourage each pupil to use one of the words in a short sentence, giving them examples if needed, like “I won a prize».
7. Repeat the activity a few times to help them remember the words.
8. Sing or chant the words together as a class to make the learning fun and memorable.



## 2 Listen, Read, and Answer

1. Show the image to the pupils and point out the two boys, Hossam and Waleed.
2. Explain to the pupils that they will listen to a conversation between the boys.
3. Read the dialogue aloud to the pupils in an expressive voice.
4. Have the pupils repeat each line of the dialogue after you.
5. Read the first question to the pupils: “Why is Hossam excited»?
6. Ask the pupils to find the answer in the dialogue.
7. Highlight where Hossam says, “I am so ex



8. cited” and explain why he feels that way.
9. Read the second question: “What is Waleed going to do«?”
10. Guide the pupils to locate the answer where Waleed talks about the long jump.
11. . Encourage the pupils to try answering the questions in their own words.
12. . Provide positive feedback and reinforce their understanding through repetition.

### 3 Share Suggestions with Your Partner in class

1. Show the pupils the image and explain that they will practice making suggestions and responding to them.
2. Point to the picture of the table tennis paddle and ball and say, “Let’s play table tennis together«.”
3. Point to the picture of the chessboard and say, “Let’s play chess together«.”
4. Point to the picture of the volleyball players and say, “Let’s play volleyball together«.”
5. Point to the picture of the football players and say, “Let’s play football together«.”
6. Explain that they can respond with “Good idea” If they like the suggestion.
7. Explain that if they don’t like the suggestion, they can say, “I don’t like .... Let’s play .....«.”



8. Practice by making suggestions to the pupils and encouraging them to respond.
9. Encourage the pupils to practice with each other in pairs.

### Answers:

1. "Pupil A": Let's play table tennis together.  
"Pupil B": Good idea!
2. "Pupil A": Let's play chess together.  
"Pupil B": I don't like chess. Let's play football instead.

### 4 Read and Tick (✓) or (X)

1. Begin by reading the passage aloud to the pupils.
2. Explain the story briefly, ensuring they understand the main idea.
3. Read each statement to the class, one by one.
4. Ask the pupils to say if the statement is true or false based on the story.
5. Show them how to tick (✓) for true and cross (X) for false.
6. Hand out the worksheets and let them complete the task individually.
7. Review the answers together as a group, encouraging discussion about why each

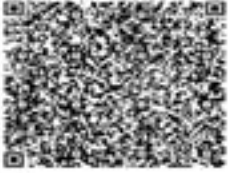
statement is true or false.

Unit 3  
Lesson 4

**4 Read and Tick (✓) or (X)**

Today is the end of year celebration. All the students and teachers are at the playground, the PE teacher is organizing the students and the activities they are going to do. Some students are rehearsing with the music teacher to do their show well, the students' families are waiting happily for the shows of their children, the students will get certificates and medals at the end of the day, the celebration will begin with the Egyptian National Anthem.

1. Today is the start of year celebration. ☒
2. the students are at the playground. ☐
3. the PE teacher is rehearsing with the students. ☐
4. the families are sad today. ☐
5. the students will get prizes. ☐

**The Egyptian National Anthem**

**Top Tip** Start = begin

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### Answers:

1. X    2. ✓    3. X    4. X    5. ✓

## 5 Read and Match

1. Show the pupils the task and explain that they will match sentences to pictures.
2. Read each sentence aloud slowly and clearly.
3. Point to each picture, describe what is happening, and connect it with the sentences.
4. Ask the pupils to repeat the sentences after you.
5. Encourage pupils to draw lines to connect sentences to pictures.
6. Walk around and assist pupils who may need help.
7. Review the answers together as a class and celebrate their effort.

unit 3  
Lesson 4

5 Read and Match

All the people are standing for the Egyptian National Anthem.

The boys are doing a karate show.

The girls are doing a nice show with music.

Some pupils are getting certificates.

The winners in sports activities are getting medals.

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### Answers:

1. People standing for the National Anthem → Group with the flag.
2. Boys doing a karate show → Boys performing karate.
3. Girls with music → Girls performing with instruments.
4. Pupils receiving certificates → Pupils in front of a building.
5. Winners getting medals → Winners in sports activity.

## 6 Song Time

1. Show a chessboard and Its pieces to the pupils. Explain their names: pawns, knights, bishops, rooks, the queen, and the king.
2. Use a simple rhyme to describe the movements of the pieces, like “The rook moves up and down, the queen wears the crown».
3. Act out the movements with the pieces on the board as you say each rhyme.
4. Let each pupil take turns moving a piece to practice.
5. Use repetition to reinforce the movements. Say the rhyme again as the pupils repeat the actions.
6. Pair pupils together and let them play a simplified chess game under your guidance.
7. Encourage them by praising their efforts and reminding them that chess is a fun way to learn.
8. Repeat the activity several lessons to help them gain confidence and familiarity.



## Mini -Project

1. Show the image to the pupils to spark their curiosity and introduce the activity.
2. Explain that they will be designing a football team uniform together as a group.
3. Tell them they will start by creating an advertisement to invite friends to join their team. Ask them to include what qualities they want in their players.
4. Guide them to brainstorm ideas for a team name and to design a logo for their team, encouraging creativity.
5. Provide outline drawings of the football equipment shown in the image, including the ball, gloves, socks, shoes, T-shirt, shorts, and medal.
6. Help the pupils agree on the team colors as a group, discussing their choices to encourage cooperation.
7. Ask them to color the T-shirt, shorts, socks, and shoes based on their agreed team colors.
8. Support and encourage them throughout the activity, emphasizing teamwork and imagination.



## PRACTICE BOOK LESSON4

### 1 read and match

- (3)
- (4)
- (1)
- (5)
- (2)

### 2 look and write

2- the girls are doing a nice show

3- some pupils are getting certificates

4-The winners are getting medals

### 3 read and tick true or false

2- false 3- true 4- false 5- false

### 4 find words related to sports

3- goal 4- referee 5- football 6- team

7- 8- The answers are left for the student.

## Unit 4

# The Weather

SPRING

SUMMER



# LESSON 1 HOW IS THE WEATHER?

**SB P. 97-103 WB P. 45-47**

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

- make simple inferences when listening to a dialogue.
- identify the different states of the weather.
- describe what the weather is in different cities.
- elicit the weather states from the weekly forecast.
- write complete sentences about the weather.
- ask and answer questions about the weather using «it is»

## **Vocabulary:**

summer, winter, spring, fall cloudy, windy, sunny, snowy, today, Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, today, weather, cool, park, shoes, wardrobe

## **Language:**

- How is the weather like in summer?
- It is sunny in summer
- How is the weather like in winter?
- It is rainy in winter
- How is the weather like in fall?
- It is cloudy in fall
- How is the weather like in spring?
- It is windy in spring



## Phonics

- Initial sounds: s (sunny, summer), r (rainy), w (windy, winter)
- Vowel sounds: ai in rainy, ou in cloudy
- Ending sounds: -y in sunny, rainy, cloudy, windy

## Values:

- Appreciating different weather conditions
- Being grateful for nature's seasons
- Understanding and expressing emotions
- Respecting and valuing teachers
- Thinking critically about weather patterns
- Recognizing the importance of seasons in daily life
- Solving problems using weather-related clues

## Materials:

- Flashcards
- Real Objects & Props
- Songs & Videos
- Posters & Charts
- Stuffed Toys or Puppets
- Weather Wheel
- Audio Clip

## Warm up

1. Greet the students with a smile and an enthusiastic tone.
2. Ask students how they feel today and engage them in a short conversation.
3. Play a short weather-related song or chant and encourage students to sing along.
4. Show weather flashcards or pictures one by one and ask students to name them.
5. Act out different weather conditions using body movements and facial expressions.
6. Ask students to guess and imitate the weather condition you are demonstrating.
7. Look outside the window and ask students to describe the current weather.
8. Ask simple questions like “What do we wear when it’s cold?” or “What do we do when it rains?”
9. Use a call-and-response activity where you say a weather type, and students respond with an action.
10. Transition smoothly into the main lesson by introducing the lesson question, “How is the weather?”

## 1 Listen, Point, and Say

1. Gather the pupils together and show them visual aids like pictures or flash-cards of the four seasons: summer, winter, spring, and fall.
2. Say the names of the seasons out loud and have the pupils repeat them after you.
3. Show pictures representing the weather for each season (sunny, rainy, windy, cloudy).
4. Point to one picture and ask, "What is the weather like in this picture?" Guide them to answer, for example, "It is sunny in summer«.
5. Repeat this with all the seasons and weather pictures, encouraging pupils to practice saying full sentences.
6. Use gestures to act out each weather type (e.g., pretending to feel the sun for sunny or shivering for winter).
7. Hand out matching cards with seasons on one side and weather pictures on the other. Let pupils match them in pairs.
8. Praise correct answers and encourage pupils to help each other when matching.
9. Practice again by pointing to a picture and asking pupils to describe it aloud.
10. Conclude by asking each pupil to name their favorite season and describe its weather using a sentence. Offer encouragement and celebrate their efforts!



## 2 Ask and Answer

1. Show the pupils the image with the characters and speech bubbles.
2. Point to the character asking the question and read aloud: "How is the weather today«?
3. Point to the character responding and read aloud: "It's sunny«.
4. Explain that this is a conversation about the weather.
5. Have the pupils repeat the question and answer after you.
6. Use gestures like pointing to the sun for "sunny" to support understanding.

7. Pair the pupils up and let them practice asking and answering the question.
8. Show them pictures of different weather conditions, like rain or clouds.
9. Encourage them to replace “sunny” with other weather words in their answers.
10. Repeat the activity several times to make sure they understand.

### 3 Listen, Read, and Tick (✓) or (✗)

1. Greet pupils and explain that they will listen to a story and answer some questions about it.
2. Read the conversation aloud clearly and slowly so they can follow along.
3. Ask them to look at the text in their books while you read it.
4. After reading, explain the story briefly to ensure they understand.
5. Tell them they will decide if statements about the story are true or false.
6. Read each statement aloud, one by one, and give them time to think.
7. Encourage them to share their thoughts with a friend before writing their answers.
8. Go through each statement together as a class, asking for their answers.
9. Provide feedback, explain the correct answers, and make sure they understand why each one is true or false.
10. Praise their efforts to encourage participation and build confidence.



### Answers:

1. They go to school on Friday. False.
2. The weather is cool on Friday. False.
3. They can go to the park on Friday. True.
4. The shoes are in the wardrobe. False.

## 4 Look, Read, and Match

1. Display the activity sheet clearly for all pupils to see.
2. Read each sentence aloud to the pupils slowly and clearly.
3. Explain what each sentence means using simple language.
4. Point to each picture on the right and describe what is happening in it.
5. Ask the pupils to repeat the sentences after you to practice pronunciation.
6. Show how to match one sentence to the correct picture as an example.
7. Give the pupils time to match the sentences with the pictures themselves.
8. Walk around the classroom to provide help and encouragement if needed.
9. Review the answers with the whole class and ask pupils to explain their choices.
10. Repeat the sentences together as a group to reinforce their understanding.



### *Answers:*

1. Stormy → Dark clouds and lightning.
2. Cloudy → Grey clouds.
3. Windy → Trees blowing in the wind.
4. Sunny → Bright sun and clear sky.
5. Snowy → Snow-covered trees and ground.

## 5. Look and Write

1. Start by showing the pupils the words “Today” and “Saturday” on the page.
2. Read the sentence “It’s sunny today” aloud and have the pupils repeat it after you.
3. Explain that they need to fill in the blank for Saturday by thinking about the weather.
4. Ask the pupils to suggest weather words (e.g., rainy, cloudy, windy) and write the correct one in the blank.
5. Move to the next section with “Wednesday” and “Monday”.
6. Read the incomplete sentence “It’s .....” and ask the pupils to complete it with a weather word.
7. Encourage them to use different weather words for each day.
8. For the last section with “2023” and «هـن»  
«10 explain that this might be a date or number and ask them to write it correctly if needed.
9. Provide guidance and praise as they complete each part of the task.
10. Review work, correcting any mistakes and reinforcing the correct answers.



1. <>Today<<  
It's sunny today.
2. <>Saturday<<  
It's rainy on Saturday.
3. <>Wednesday<<  
It's cloudy.
4. <>Monday<<  
It's windy.

# PRACTICE BOOK LESSON 1

## 1 listen and complete

1.rainy    2.holiday    3.wear    4. jacket

## 2 read and reorder

1-rainy    2-windy    3-cloudy    4- snowy

## 3 read and complete

1-Sunday

2-Saturday

3-Friday

4- Monday

5-Tuesday

## 4 look, read, and tick true ✓

The answers are left to the students

## 5 read and write in order

1-Saturday    2-Sunday    3- Monday    4- Tuesday    5- Wednesday

6-Thursday    7- Friday

# LESSON 2 IT'S HOT TODAY!

SB P. 104 - 111 WB P. 48 - 49

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

- listen to a dialogue for gist.
- ask and answer about how they feel according to the weather.
- read a text about the weather in Egypt for specific information.
- identify the seasons of the year
- write about common activities for each season of the year
- sing a song about the four seasons of the year.
- read and write words with the long u sound.
- determine word meanings from clues 10.

## Vocabulary:

true, glue, blue, juice, flute, hot, open, argue, rescue, barbeque, due, cute, tune, flew, threw, cute, chew, flute, good, hot, warm, cool, cold

## Language:

- Subject pronouns + feel + adjective

He feels cold.

They feel hot.

- Describing weather and feelings using

“It’s” for weather:

It’s hot today.

It’s cold outside.

It’s warm in the morning.

- Asking and answering about feelings:

How do you feel? → I feel hot.

- Opposites (Antonyms) related to weather

hot ↔ cold

warm ↔ cool

sunny ↔ cloudy

## Phonics

1. Long U sound (Magic E Rule)



hot → h-o-t

cold → c-o-l-d

warm → w-ar-m

#### 4. Listening and Identifying Sounds

Say pairs of words and have students identify if they hear short “u” or long “u” sounds.

#### 5. Rhyming Words

sun – Fun – Run

cool – School – Pool

### Values:

- Appreciating different weather conditions
- Being grateful for nature’s seasons
- Understanding and expressing emotions
- Respecting and valuing teachers
- Thinking critically about weather patterns
- Recognizing the importance of seasons in daily life
- Solving problems using weather-related clues

### Materials:

- Flashcards
- Real Objects & Props
- Songs & Videos
- Posters & Charts
- Stuffed Toys or Puppets
- Weather Wheel
- Audio Clip

### Warm up

1. Greet the students and ask, “How do you feel today?” Encourage them to use words like hot, cold, warm, or cool and act it out.
2. Show flashcards or real objects (e.g., a fan, jacket, sunglasses, scarf) and ask, “When do we use this?”
3. Say a weather-related word (hot, cold, warm, cool) and have students act it out (e.g., shivering for cold, wiping sweat for hot).
4. Sing a short song:

“If you’re hot and you know it, fan yourself...” (wave hands like a fan)

“If you’re cold and you know it, hug yourself...” (hug arms around body)

5. Show a picture of different seasons and ask, “What do you wear in this weather?” Let students respond and act it out.
6. Draw a simple sun, snowflake, or raindrop on the board and ask students to guess what kind of weather it represents.
7. Let students take turns picking a weather card and saying how they would feel (e.g., “I feel hot when it’s sunny!”).
8. Use a small fan or a cup of ice to let students experience “cool” and “cold” sensations, then ask them to describe how they feel.
9. Have students make weather sounds (e.g., “Whoosh!” for wind, “Drip drop” for rain) and guess which weather it represents.
10. Tell a short weather-related story and pause to ask, “How do you think the character feels?”

### 1 Listen, Point, and Repeat

1. Start by reading the sentences aloud to the class, emphasizing the words “cold,” “warm,” “cool,” and “hot.”
2. Explain the meaning of each word using simple examples, like touching ice for “cold” or standing in the sun for “hot.”
3. Have the pupils repeat each word after you to practice pronunciation.
4. Show pictures or use gestures to help them understand the different feelings.
5. Ask individual pupils how they feel today and encourage them to use the new words.
6. Pair the pupils up and have them ask each



### Answers:

- <> -Teacher: “How do you feel today?”
- <> -Student: “I feel warm.”
- <> -Teacher: “How about you?”
- <> -Student: “I feel cool.”

This brief exchange demonstrates using the vocabulary (cold, warm, cool, hot) in a simple conversation. Encourage students to respond similarly when talking to their partners.

## 2 Listen, Read, and Say

1. Start by showing the pupils the picture and reading the sentences aloud. For example, “They feel hot” and “He feels cool».
2. Explain the meaning of “hot” and “cool” using simple examples, like feeling hot in the sun and cool in the shade.
3. Have the pupils repeat the sentences after you to practice pronunciation.
4. Introduce the dialogue between Mona and Shahd. Read it aloud, then explain any new words like “season,” “spring,” “fall,” and “winter».
5. Ask the pupils to pair up and practice the dialogue with a partner. Encourage them to take turns being Mona and Shahd.
6. After practicing, ask each pair to perform the dialogue in front of the class.
7. Discuss the different seasons mentioned in the dialogue. Ask the pupils which season they like and why.
8. Finally, have the pupils draw a picture of their favorite season and write a simple sentence about it, like “I like summer because it’s hot».



### 3 Ask and Answer

1. Start by showing the pupils the picture and reading the sentences together.
2. Explain that we use “feel” to talk about how someone is feeling.
3. Point out that when we talk about one person (singular), we add an “s” to “feel” (e.g., “He feels hot”).
4. When talking about more than one person (plural), we do not add an “s” to “feel” (e.g., “They feel cold”).
5. Practice the sentences with the pupils, asking them to fill in the blanks with the correct form of “feel”.
6. Use examples from the text to show how the weather in Egypt changes with the seasons.
7. Encourage the pupils to create their own sentences using “feel” with singular and plural subjects.
8. Review the sentences together, correcting any mistakes and praising correct answers.
9. Repeat the activity with different weather conditions to reinforce learning.
10. End the lesson by summarizing the key points and asking the pupils to share what they learned.

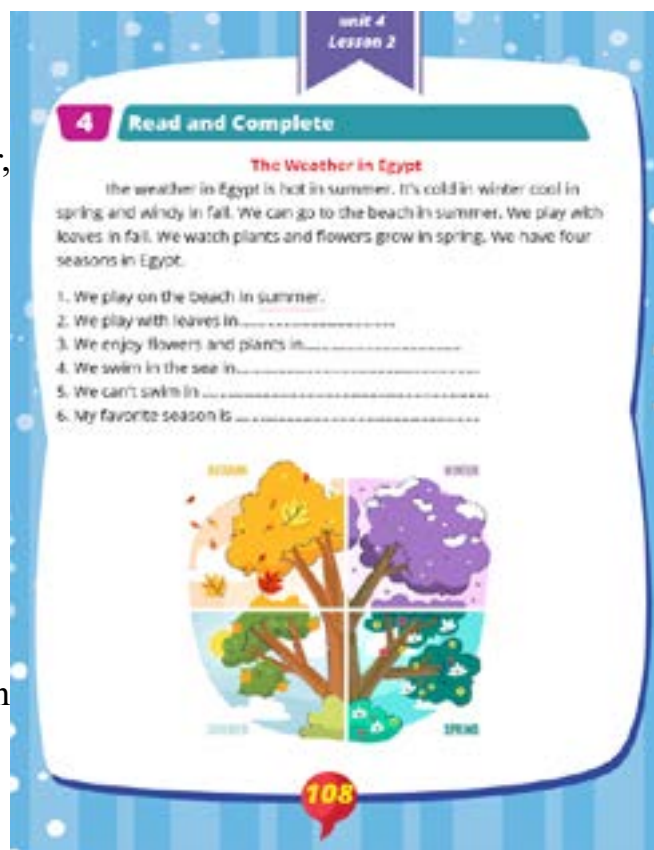
#### Answers:

- 1> -. They feel warm.
2. He feels cool.
3. They feel cold.



## 4 Read and Complete

1. Show the pupils the picture and read the text about the weather in Egypt together.
2. Explain the four seasons mentioned: summer, fall (autumn), winter, and spring.
3. Go through each sentence and help them understand the activities associated with each season.
4. Ask the pupils to complete the sentences by choosing the correct season from the options provided.
5. Encourage them to write their favorite season at the end.
6. Review their answers together and discuss why they chose their favorite season.



### Answers:

1. summer
2. autumn
3. spring
4. summer
5. winter

## 5 Circle the Words with Long /u:/ sound

1. Explain the long /u:/ sound to the pupils, emphasizing that it sounds like “oo” in words like “blue” and “glue».
2. Show the pupils the worksheet with the list of words.
3. Read each word aloud, clearly pronouncing the long /u:/ sound where it appears.
4. Ask the pupils to listen carefully and repeat each word after you.
5. Demonstrate how to circle a word with the long /u:/ sound using the first example, “true».
6. Have the pupils work individually or in pairs to circle all the words with the long /u:/ sound on their worksheets.
7. Walk around the classroom to provide assistance and check their progress.

8. Once everyone is finished, review the answers together by reading the circled words aloud.

9. Praise the pupils for their efforts and correct any mistakes gently.

10. Encourage the pupils to practice saying the words with the long /u:/ sound at home

### **Answers:**

◊Circled Words”: true, glue, blue, argue, rescue, barbeque, clue, due, cute, tune, flute, flew, threw.

## **6 Song Time**

1. Start by reading the poem aloud to the class, using expressive tones to capture the weather sounds.
2. Discuss the different weather elements mentioned in the poem (rain, thunder, lightning, wind, bees, birds).
3. Have the pupils mimic the sounds described in the poem (e.g., pitter-patter, boom, swish, chirp).
4. Encourage the pupils to draw pictures of the weather scenes from the poem.
5. Sing the poem together as a class, adding simple hand gestures or movements for each weather element.
6. Ask the pupils to share their favorite part of the poem and explain why they like it.
7. Create a simple weather chart and have the pupils mark the weather each day, relating it back to the poem.
8. End with a fun activity where pupils act out different weather scenes from the poem in small groups.



## 7 Read the Clue and Match the Words

1. Show the pupils the worksheet with the clues and pictures.
2. Point to the first clue and read it aloud: "I am something you drink in the morning«.
3. Guide the pupils to look at the words and pictures, and find "juice" as the matching word.
4. Move to the next clue and read it aloud: "I am something you use to stick two things together«.
5. Ask the pupils to find the matching word and picture, which is "glue«.
6. Read the third clue aloud: "I am an instrument you play with your mouth«.
7. Encourage the pupils to locate "flute" as the matching word and picture.
8. Continue to the fourth clue: "I am the color of water in a pool," and guide them to find "blue«.
9. For the final clue, read: "I am the opposite of false," and help the pupils identify "true«.
10. Repeat the activity together to reinforce the words and their meanings.
11. Praise the pupils for their efforts and talk about how the clues describe each word to encourage learning and confidence.

Lesson 2

### 7 Read the Clue and Match the Words

Clue 1: I am something you drink in the morning.  
Answer : juice

Clue 2: I am something you use to stick two things together.  
Answer: .....

Clue 3: I am an instrument you play with your mouth.  
Answer: .....

Clue 4: I am the color of water in a pool.  
Answer : .....

Clue 5: I am the opposite of false.  
Answer : .....

 true  glue  blue  juice  flute

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### Answers:

1. Clue 1: juice
2. Clue 2: glue
3. Clue 3: flute
4. Clue 4: blue
5. Clue 5: true

## PRACTICE BOOK LESSON 2

### 1 listen and complete

1.hot 2.drink 3.season 4. cool 5. warm 6.cold

### 2 look, read and match

2—1 3—4 4—2

### 3 read and write the season

1-Winter

2-Summer

3-Summer

4-Summer

5-Spring

6-Fall

### 4 look and complete the season

Summer

Spring

Winter

The shape forms the letter fall

### 5 write three sentences

The answers are left to the students

## LESSON 3 SEASONS AND WEATHER

SB P.112- 118 WB P. 50 -52

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

- listen to a dialogue for gist.
- ask and answer questions about the time of crops harvest.
- read a text about the seasons of the year for specific information.
- say the months of the year in order.
- classify the months of the year according to their seasons.
- identify words with / 3:/ sound.
- sort some words of / 3:/ sound.
- form meaningful words with / 3:/ sound

### Vocabulary:

Seasons, summer, winter, fall, spring, January, February, March, April, May, June, July, August, September, October, November, December, crops, harvest, grapes, wheat, oranges, guavas, pick, mangoes, clerk, herb, burger, burn, barn, hurt, heart, far, fur

### Language:

- Recognizing and naming the twelve months in order.
- Using ordinal numbers with months (e.g., “January is the first month of the year”).
- Identifying the four seasons: Spring, Summer, Autumn (Fall), Winter.
- Associating each season with typical weather (e.g., “Winter is cold and snowy”).
- Talking about seasonal activities (e.g., “We go swimming in summer”).

### Simple present tense for facts:

- January is the first month of the year. It is hot in summer.

### Questions and answers:

- “What month comes after March?” → “April comes after March.”
- “What season is it now?” → “It is spring.”



### Using prepositions of time:

- “In January, it is cold.”
- “We play outside in summer.”

### Phonics

- The /ɜ:/ sound (long “er” sound) appears in some words related to this lesson. It is a mid-central vowel sound, similar to the “ur” in “nurse”.
- Examples of /ɜ:/ Sound in This Lesson:
- Words from the lesson:
  - “first” (as in “January is the first month of the year.”)
  - “third” (as in “March is the third month of the year.”)
  - Other related words:
    - “Thursday” (if discussing days of the week alongside months)
    - “early” (e.g., “Spring comes early in the year.”)
  - Minimal Pairs – Compare words with /ɜ:/ vs. other vowel sounds:
    - first vs. fast
    - third vs. tired
  - Tongue Twister – “The first bird chirps early on Thursday.”
  - Listening Activity – Say pairs of words and have students identify the ones with /ɜ:/.
  - Though months of the year do not contain this sound, students may encounter it in related vocabulary like season.
- The /s/ and /z/ Sounds
  - /s/ as in “March,” “September,” “December”.
  - /z/ as in “season,” “reason”.

### Values:

- Appreciating different weather conditions
- Being grateful for nature’s seasons
- Understanding and expressing emotions
- Respecting and valuing teachers
- Thinking critically about weather patterns
- Recognizing the importance of seasons in daily life
- Solving problems using weather-related clues

## **Materials:**

1. Flashcards – Months of the year, seasons, and weather-related vocabulary.
2. Classroom Calendar – To show the current month.
3. Songs and Videos – Interactive songs about months and seasons.
4. Picture Cards – Illustrations of different seasons, weather conditions, and seasonal activities.
5. Real Objects – Items like sunglasses, scarves, umbrellas, .
6. Charts and Posters – A visual representation of months grouped by seasons.

## **Warm up**

1. Greet the students with enthusiasm and ask them how they are feeling today.
2. Play a song about the months of the year and encourage students to sing along while clapping or doing simple movements.
3. Show a classroom calendar and ask students to identify the current month.
4. Ask students if they know what month comes before and after the current month.
5. Act out different seasonal activities, such as shivering, swimming, or jumping in leaves, and have students guess the season.
6. Show flashcards of the months and ask students to arrange them in order.
7. Give students small cards with the names of the months and ask them to sort them into groups based on the seasons.
8. Bring out a bag filled with seasonal objects, let students take turns picking one, and ask them to say which season it belongs to.
9. End the warm-up by asking a few students to share their favorite month and why they like it.
10. Transition smoothly into the lesson by telling them they will learn more about the months, seasons, and weather

## 1 Listen, Point, and Read

1. Start by showing the pupils the list of months from January to December. Point to each month as you read its name aloud.
2. Have the pupils repeat each month's name after you, ensuring they listen and practice pronunciation.
3. Use visual aids, such as a calendar, to help pupils associate each month with its position in the year (e.g., January is the first month).
4. Engage the pupils in a pointing activity where they point to the correct month as you call out its name or number (e.g., "Point to the third month").
5. Introduce simple questions based on the content, such as "Which month comes after June?" and encourage pupils to answer using the list.
6. Practice reading the months together as a group, emphasizing the order and helping pupils memorize the sequence.
7. Use interactive games, like matching months to their numbers, to reinforce learning in a fun way.
8. Encourage pupils to ask questions about the months and answer them using the provided content.
9. Review the months regularly by having pupils recite them in order and identify specific months based on their position.
10. Provide positive feedback and encouragement to keep the pupils motivated and engaged in learning.



## 2 Listen, Read and Answer

1. Start by showing the pupils the picture and asking them to describe what they see. This will help them engage with the content visually.
2. Read the conversation between the boy and his uncle aloud, using different voices for each character to make it more interesting.

3. After reading, ask the pupils simple questions about the conversation, such as “What are the boy and his uncle talking about?” to check their understanding.
4. Explain any new or difficult words, like “harvest,” by using simple definitions or examples.
5. Have the pupils practice reading the conversation in pairs, taking turns to be the boy and the uncle. This will help them with their reading and speaking skills.
6. Discuss the seasons mentioned in the conversation (spring, summer, fall, winter) and ask the pupils what they know about each season.
7. Encourage the pupils to draw pictures

Unit 4  
Lesson 3

**2 Listen, Read, and Answer**



**Boy:** Uncle, how do we get rice?  
**Uncle:** We plant rice in April, the warm spring helps the plants grow and produce rice.  
**Boy:** When do we harvest the rice?  
**Uncle:** We harvest the rice when it is hot in August.  
**Boy:** How about beans?  
**Uncle:** Oh! We can't harvest beans in September.  
**Boy:** We have to wait until the rice cool fall.  
**Uncle:** Come and visit me in winter then you can have all the beans you want.  
**Boy:** I will try, but I like summer months more.  
**Uncle:** Then come in the summer and we can eat melons.

**What are the boy and his uncle talking about?**

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### Answers:

The boy and his uncle discuss planting rice in April, harvesting it in August, and waiting until fall for beans. The uncle invites the boy to visit in winter for beans and in summer for melons.

### 3 Ask, Answer, and Complete

1. Start by showing the pupils the list of crops (rice, wheat, guavas, grapes, oranges, mangoes) and explain what each one is.
2. Introduce the months (August, May, July, December) and explain that different crops are harvested or picked in different months.
3. Use the examples provided: “We harvest rice in August” and “We pick guavas in...” to demonstrate how to complete the sentences.
4. Explain the difference between “harvest” and “pick” using the “Top Tip” section: harvesting involves tools and machines, while picking is done by hand.

Unit 4  
Lesson 3

**3 Ask, Answer, and Complete**

A. When do we harvest the rice?  
 B. We harvest rice in August.  
 A. When do we pick guavas?  
 B. We pick guavas in \_\_\_\_\_

|                                                                                                                             |                                                                                                                             |                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <br>August<br>We harvest _____ in _____ | <br>May<br>We harvest _____ in _____   | <br>July<br>We pick _____ in _____   |
| <br>August<br>We pick _____ in _____    | <br>December<br>We pick _____ in _____ | <br>August<br>We pick _____ in _____ |

**Top Tip** Harvest: We use some tools, and machines to cut the crops.  
 Pick: We use our hands to get the crops from the trees.

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5. Have the pupils practice completing the sentences: “We harvest ... in ...” and “We pick ... in ...” using the crops and months listed.
6. Encourage the pupils to match the correct crop with the appropriate month based on the examples and their understanding.
7. Provide additional practice by asking the pupils to create their own sentences using the crops and months.
8. Review the completed sentences together to ensure understanding and correct usage of the terms “harvest” and “pick.»
9. Reinforce learning by discussing why certain crops are harvested or picked in specific months, linking it to seasons and growth cycles.
10. Conclude with a fun activity, such as drawing pictures of the crops and labeling them with the correct harvesting or picking month.

### *Answers:*

1. We harvest rice in August.
2. We harvest wheat in May.
3. We pick guavas in July.
4. We pick grapes in August
5. We pick oranges in December.
6. We pick mangoes in August

## 4 Read and Answer

1. Start by showing the pupils the text about the seasons. Read it aloud together, pointing to each word as you go.
2. Explain that there are four seasons: summer, winter, spring, and fall. Briefly describe each season using simple words.
3. Focus on the first question: “When does Winter begin?” Read the question and then find the answer in the text. Show them that the answer is in the sentence “Winter lasts from December to February».
4. Ask the pupils to look at the second

unit 4  
Lesson 3

**4 Read and answer**

**Seasons of the Year**

There are four seasons in the year. Summer begins in June. It is hot. Winter lasts from December to February. It is cold. Spring begins in March when we plant our crops. We harvest the crops in September as the fall begins.

1. When does winter begin?  
Winter begins in December.
2. When does it end?
3. What month do we plant our crops in?
4. When does summer begin?
5. In which month do we harvest our crops?

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1. Move to the third question: “What month do we plant our crops in?” Guide them to find the answer in the sentence “Spring begins in March when we plant our crops».
2. For the fourth question: “When does Summer begin?” Have them locate the answer in the sentence “Summer begins in June».
3. Finally, address the fifth question: “In which month do we harvest our crops?” Assist them in finding the answer in the sentence “We harvest the crops in September as the fall begins».
4. After going through all the questions, read the text again and ask the pupils to answer the questions without looking at the text to check their understanding.
5. Encourage the pupils to draw pictures of each season and write the corresponding months to reinforce their learning.

### **Answers:**

1. Winter begins in December.
2. It ends In February.
3. We plant our crops in March.
4. Summer begins in June.
5. We harvest our crops in September.

## **5 Write the Months of Every Season**

1. Show the pupils the worksheet and explain that they will be learning about the months in each season.
2. Point to the “Winter” section and read aloud: “Winter: December, ....., .....”
3. Ask the pupils to identify the missing months for winter (January and February) and write them in the blanks.
4. Move to the “Spring” section and read aloud: “Spring: March, ....., .....”
5. Encourage the pupils to find the missing months for spring (April and May) and complete the blanks.
6. Shift to the “Summer” section and read aloud:
7. “Summer: June....., .....”
8. Help the pupils figure out the missing months for summer (July and August) and write them down.

9. Go to the “Fall” section and read aloud: “Fall: September, .....  
....., .....  
.....».

10. Ask the pupils to name the missing months for fall (October and November) and fill them in.

11. Review the list of months at the bottom of the worksheet: “March – December – May – January – October – Spring or May”. Explain to the pupils that they can use this list for help if they are unsure.

12. Read the questions on the worksheet aloud, such as:

13. The year begins in January.»

Mother’s Day is in May.

The Egyptians celebrate the anniversary of the sixth of October.

The year ends in December.

14. Guide the pupils in answering these questions using the information about months and seasons that they have just learned.

15. Reinforce learning by repeating the names of the months in each season and emphasizing their significance.

Lesson 3

5 Write the Months of Every Season

Winter: December, \_\_\_\_\_

Spring: March, \_\_\_\_\_

Summer: June, \_\_\_\_\_

Fall: September, \_\_\_\_\_

(March - December - May - January - October - Spring - May)

1. the year begins in January
2. Mother's Day is in \_\_\_\_\_
3. the Egyptians celebrate anniversary of the sixth of \_\_\_\_\_
4. the year ends in \_\_\_\_\_
5. the leaves fall in \_\_\_\_\_
6. We can see flowers and plants in \_\_\_\_\_

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### Answers:

- Winter: December, January, February
- Spring: March, April, May
- Summer: June, July, August
- Fall: September, October, November

## Answers:

1. The year begins in January.
2. Mother's Day is in May.
3. The Egyptians celebrate the anniversary of the six of October.
4. The year ends in December.
5. The leaves fall in Fall (Autumn).

## 6 Listen, Repeat, and Circle the /3:/Sound

1. Start by explaining the /3:/ sound, like the "ir" In "bird" or "ur" in "burger«.
2. Say each word slowly, emphasizing the /3:/ sound: clerk, herb, bird, burger, ...
3. Have the pupils repeat each word after you, focusing on the /3:/ sound.
4. Write the words on the board: clerk, herb, bird, burger, girl, burn.
5. Ask the pupils to listen as you say a word and point to It on the board.
6. Let the pupils take turns saying a word while others point to it.
7. Give each pupil a worksheet with the words and ask them to circle the /3:/ sound.
8. Review the circled sounds together to ensure they understand.
9. Encourage them to create their own sentences using the words with the /3:/ sound.



### **Answers:**

- |                        |                          |
|------------------------|--------------------------|
| 1. clerk – circle “er” | 2. «. herb – circle “er« |
| 3. bird – circle “ir   | 4.«. burger – circle “ur |
| 5. girl – circle “ir   | 6.«. burn– circle “ur«   |

## **7 Circle the Words with the /3:/Sound**

1. Start by explaining the /3:/ sound, which is similar to the sound in “bird” or “her.” Demonstrate how to make this sound with your mouth.
2. Show the pupils the list of words provided in the content. Read each word aloud, emphasizing the /3:/ sound where it appears.
3. Ask the pupils to listen carefully and repeat each word after you, focusing on the /3:/ sound.
4. Write the words on the board or display them clearly. Circle the words that contain the /3:/ sound as an example.
5. Give the pupils a copy of the word list. Ask them to circle the words that have the /3:/ sound, just like you did on the board.
6. Go through each word one by one, asking the pupils to say whether it has the /3:/ sound or not. Discuss any words they find tricky.
7. Provide feedback and praise for their efforts. If they make mistakes, gently correct them and encourage them to try again.
8. To reinforce learning, play a simple game where you say a word and they clap if it has the /3:/ sound or stay quiet if it doesn’t.
9. End the lesson by reviewing the words with the /3:/ sound and encouraging the pupils to listen for this sound in other words they hear or read.

### **Answers:**

- Circled words with /3:/ sound: shirt, burn, hurt, fur.
- Uncircled words: shirt, barn, heart, far.

## PRACTICE BOOK LESSON 3

### 1 Read and match

1-b

2-d

3-e

4-a

5-c

### 2 read and tick✓ or ×

2-x

3-✓

4-x

5-x

### 4 Read and Match

The answers are left to the students

### 5 sort these words into the right column

The answers are left to the students

# LESSON 4 OUR MATH TEACHER

SB P119 - 123 WB P. 53 - 54

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

- recognize the sound /ɑ:/.
  - associate the sound /ɑ:/ with its spelling pattern.
  - read for specific information.
  - ask and answer Yes / No questions with can.
  - complete a bar chart.
  - spell words with /ɑ:/ sound.

## Vocabulary:

star, card, heart, bar, chart, smart, arc, car, shark, park, star, shark, farm, scarf, harp

## Language:

- Using “can” + verb (e.g., “I can swim in the lake.”).
- Asking and answering Yes / No questions with can.
- Asking and answering about places (e.g., “Where is the lake?” – “It is in the west.”).

## Phonics:

- **The /ɑ:/ sound** (long “a” as in car) can be introduced in this lesson through the following words:
- Desert – /'dez.ɜ:t/ (though the first vowel sound is different, you can contrast it with words that have /ɑ:/)
- Palm (trees) – /pɑ:m/ (if mentioned in relation to dates)
- Farm – /fɑ:m/ (if related vocabulary is included)
- **Minimal Pairs:** Compare words with /ɑ:/ and short /æ/ (e.g., “cart” vs. “cat”, “palm” vs. “Pam”).
- **Chant or Song:** Create a simple phrase like “Palm trees in the farm, standing tall and calm.”
- **Sound Hunt:** Ask students to listen for the /ɑ:/ sound in spoken words.



## **Values:**

- Appreciating different weather conditions
- Being grateful for nature's seasons
- Understanding and expressing emotions
- Respecting and valuing teachers
- Thinking critically about weather patterns
- Recognizing the importance of seasons in daily life
- Solving problems using weather-related clues

## **Materials:**

- Flashcards with pictures of a desert, lake, mountain, dates, olives, and a compass.
- Real objects like a small compass, dried dates, or olive branches if available.
- Audio clips of nature sounds, such as wind in the desert, water in a lake, and birds in trees.
- Short video clips showing Siwa's nature and landmarks.
- Songs or chants incorporating "can" + action words.
- Worksheets with matching, coloring, or tracing activities related to the lesson.
- A toy compass to make direction activities more interactive.

## **Warm up**

1. Show pictures of different places (desert, lake, mountain, dates, olives) without labels.
2. Ask students to guess what they see.
3. Give hints if needed to help them guess the correct word.
4. Introduce "west" and "east" using a simple compass image.
5. Say "Go west!" or "Go east!" and have students move in that direction.
6. Teach a short chant or song using "can" + action words (e.g., "I can swim in a lake").
7. Ask students to act out the actions in the chant.
8. Ask students if they have seen a lake, mountain, or desert before.
9. Encourage them to share their experiences or relate them to a cartoon or story they know

## 1 Listen, point, and Repeat

1. Start by explaining that you will practice saying words together.
2. Say the word “start” clearly and have the pupils repeat it after you.
3. Move to the next word, “heart,” and repeat the process.
4. Continue with the word “arc,” ensuring each pupil repeats it.
5. Introduce the word “card” and have the class repeat it.
6. Proceed to “bar chart,” breaking it into two parts if needed, and have them repeat.
7. Say the word “car” and let the pupils repeat it.
8. Move to the word “smart,” emphasizing the “s” sound, and have them repeat.
9. Finally, introduce “Shark,” ensuring they pronounce the “sh” sound, and repeat.
10. End by reviewing all the words quickly, having the class repeat each one again.



## 2 Read the Passage and Tick (✓) or (✗)

1. Start by reading the passage aloud to the pupils, ensuring they understand each sentence.
2. Explain that Mr. Ahmed is a math teacher who is smart and kind, and he teaches them how to draw shapes like stars and bar charts.
3. Show the pupils how to choose the correct answer .
4. Go through each question one by one, reading it aloud and discussing the options.
5. For question 1, ask if Mr. Ahmed is an English or math teacher, and guide them to tick “math«.
6. For question 2, discuss whether Mr. Ahmed is kind or hard, and help them tick “kind«.
7. For question 3, explain the difference between an arc and a heart, and guide them to tick “arc«.

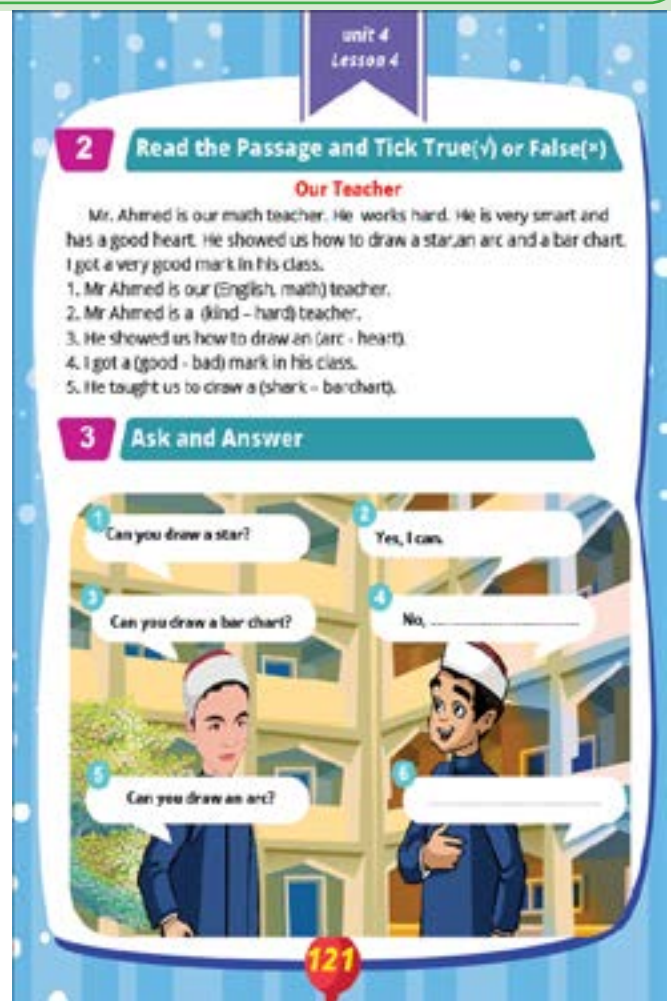
8. For question 4, ask if the mark was good or bad, and help them tick “good».
  9. For question 5, clarify the difference between a shark and a bar chart, and guide them to tick “bar chart».
  10. Encourage pupils to ask questions if they are unsure about any part of the task.
- Finally, review their answers together to ensure they understand the correct choices.

### Answers:

- |              |         |
|--------------|---------|
| 1. math      | 2. kind |
| 3. arc       | 4. good |
| 5. bar chart |         |

## 3 Ask and Answer

1. Start by showing the pupils the image with the questions and answers about drawing shapes.
2. Explain that they will learn how to answer similar questions about drawing different shapes.
3. Teach them simple shapes like a star, bar chart, and arc using examples on the board.
4. Practice asking and answering questions like in the image, such as “Can you draw a star?” and “Yes, I can».
5. Encourage them to try drawing the shapes on paper while answering the questions.
6. Use the image as a reference to show how to respond when they cannot draw a shape, like “No, I can’t».
7. Repeat the activity with different shapes to help them get comfortable with the task.
8. Provide positive feedback and help them correct any mistakes in their answers or drawings.



### ***Answers:***

1. Can you draw a star?

Yes, I can.

2. Can you draw a bar chart?

No, I cannot.

3. Can you draw an arc

Yes, I can.

### **4 Complete the Bat Chart**

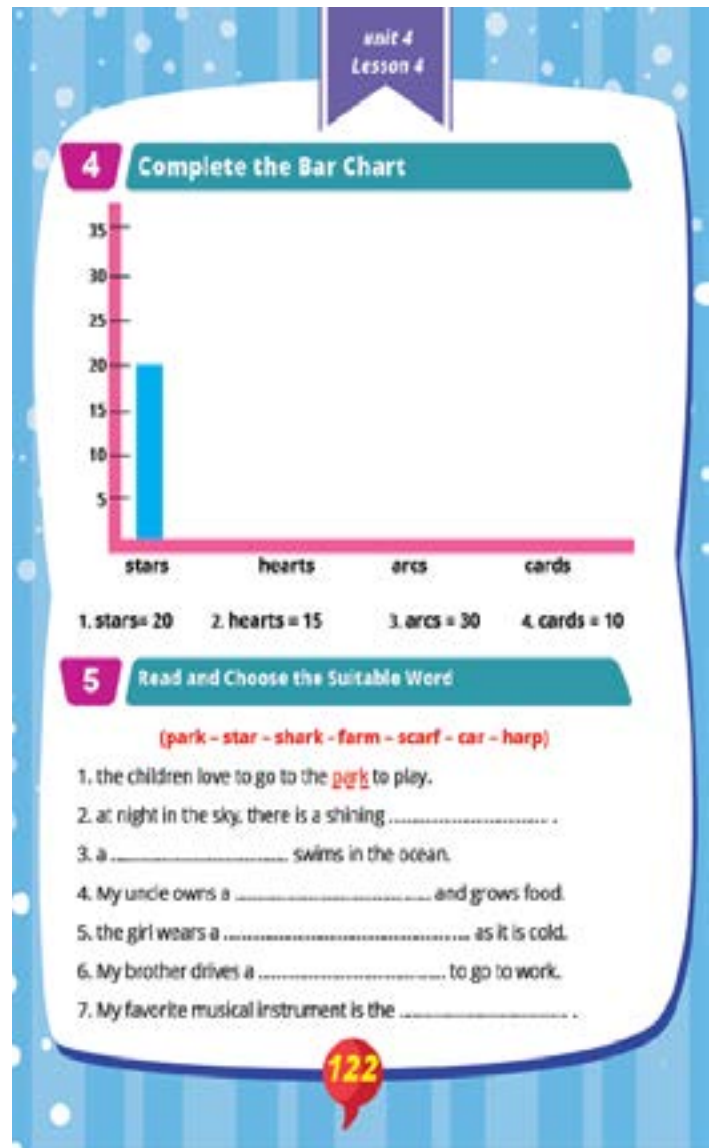
1. Show the pupils the bar chart and explain that it helps us see different amounts using bars.
2. Point to the numbers on the left side (35, 30, 25, 20, 15, 10, 5) and explain that these numbers tell us how many things there are.
3. Point to the words at the bottom (stars, hearts, arcs, cards) and explain that these are the things we are counting.
4. Tell the pupils that the height of each bar shows how many of each thing there are.
5. Show them the numbers next to each word (stars=20, hearts=15, arcs=30, cards=10) and explain that these numbers match the height of the bars.
6. Ask the pupils to look at the bar for stars and see that it goes up to the number 20.
7. Repeat this for hearts, arcs, and cards, matching each bar to its number.
8. Let the pupils practice by asking them to point to the bar that matches a number you say, like “Which bar shows 30«?
9. Encourage students to draw simple bar chart with different items and numbers.

### ***Answers:***

1. Stars The bar for stars goes up to the number 20. This means there are 20 stars.
2. Hearts: The bar for hearts goes up to the number 15. This means there are 15 hearts.
3. Arcs: The bar for arcs goes up to the number 30. This means there are 30 arcs.
4. Cards: The bar for cards goes up to the number 10. This means there are 10 cards.

## 5 Complete the sentences

1. Start by showing the pupils the list of words in brackets: park, star, shark, farm, scarf, car, harp. Read each word aloud and have them repeat after you to ensure they understand the pronunciation.
2. Explain that they will read sentences with a missing word and need to choose the correct word from the list to fill in the blank.
3. Read the first sentence together: "The children love to go to the park to play." Point out that "park" is already filled in as an example.
4. Move to the second sentence: "At night In the sky, there is a shining ....." Ask the pupils which word from the list makes sense in this sentence. Guide them to choose "star".
5. Continue with the third sentence: "A ..... swims in the ocean." Help them identify "shark" as the correct word.
6. Proceed to the fourth sentence: "My uncle owns a ..... and grows food." Discuss why "farm" is the appropriate choice.
7. Read the fifth sentence: "The girl wears a ..... as it is cold." Encourage them to pick "scarf".
8. Go to the sixth sentence: "My brother drives a ..... to go to work." Assist them in selecting "car".
9. Finally, read the seventh sentence: "My favorite musical instrument is the ....." Guide them to choose "harp".
10. After completing all sentences, review the answers together to reinforce learning and correct any mistakes.



### Answers:

1. park    2. star    3. shark    4. farm    5. scarf    6. car    7. harp

## Mini -Project

1. Ask the pupils to think about their favorite season and what makes it special to them.
2. Show them examples of how plants look in different seasons using pictures or drawings.
3. Explain that they will draw a picture showing their favorite season and how plants appear during that time.
4. Provide them with drawing materials like paper, crayons, and markers.
5. Encourage them to include details like trees, flowers, or grass that show the season they chose.
6. Let them start drawing their favorite season, reminding them to focus on the plants.
7. Once they finish, ask each pupil to share their drawing and explain why they chose that season.
8. Display their drawings in the classroom to celebrate their work and creativity.



## PRACTICE BOOK LESSON 4

### 1 look and write

It is a card

It is a car

It is a heart

### 2 look ,read, and match

The answers are left to the students

### 3 find and write words

2-dark

3-bar

4-yard

5-car

6-farm

7-start

8-star

-9cart

-10sharp

## Unit 5

## Let's Travel Around Egypt



# LESSON 1 I LIVE IN SIWA

**SB P.125 - 132 WB P. 55 - 58**

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

- read a dialogue about Siwa for gist.
- use where to ask about places.
- listen to a text about Siwa for specific information.
- complete an infographic about Siwa.
- use can + infinitive.

## Vocabulary:

west, east, western lake, dates, desert, mountain, olives, oasis, oases

## Language:

Using “Where” to ask about places

Where do you live? → I live in Siwa.

Using “can + Infinitive”

In Siwa, you can see palm trees.

## Phonics:

Short vowel sounds: i in live, Siwa

Long vowel sounds: ea in read, see

Blends: sw in Siwa, tr in tree, pl in place

## Values:

1. Showing respect for ecotourism
2. Protecting nature



3. Thinking critically about conservation
4. Appreciating different cultures
5. Expressing opinions about travel
6. Engaging in meaningful discussions
7. Learning about new places
8. Developing environmental awareness
9. Respecting natural and cultural heritage
10. Building communication skills

### **Materials:**

Student's Book

Practice Book

Teacher's Guide

Pictures/Posters of Siwa

A short video about Siwa

Recorded listening text about life in Siwa

Songs or rhymes related to places and nature

### **Warm up**

1. Show pictures of Siwa, such as an oasis, palm trees, and traditional houses.
2. Ask students, "What do you see?" and encourage them to say simple words.
3. Ask students, "Where do you live?" and let them respond with their town or village.
4. Introduce Siwa by saying, "Siwa is a place where people live, just like your town."
5. Say an action like "I can jump" and perform it.
6. Ask students to repeat the action while saying, "I can jump."
7. Repeat with other actions like "I can run" or "I can clap."
8. Say the word "Siwa" and have students repeat it in different tones (loud, soft, ...).
9. Introduce a few simple words related to Siwa, such as "oasis," and "palm tree."
10. Encourage students to repeat the words and use them in simple sentences.

## 1 Listen, point, and Repeat

- Play the recording or say the pictures names.
- Students listen and repeat, pointing to each picture.
- Students find and point to the pictures.
- Play the recording or read as many times as necessary for students to complete the task.

## 2 Listen, Read, and Answer

- Students open their Student's Books to page 135
- Students look at the pictures.
- Students try to read or guess the conversation.
- Play the recording or read the conversation.
- Students listen and repeat, pointing to each line of the conversation.



Note: it is not important that students understand each word. This is a receptive activity



### Read and Discuss

- Kareem:** What are you doing, Ehab?  
**Ehab:** I'm chatting with my friend Abdullah.  
**Kareem:** Where does he live?  
**Ehab:** He lives in Siwa.  
**Kareem:** Siwa! Where is Siwa in Egypt?  
**Ehab:** It is an oasis in the Western Desert.  
**Kareem:** Amazing! Let's visit your friend and see Siwa.  
**Ehab:** That's a good idea!

- What are Kareem and Ehab talking about?
- Where will Kareem and Ehab go?
- Do you know any places they can enjoy visiting there? What are they?

### Answers:

1. where are they going?

they are going to matrouh

2- how long will they stay there ?

they will stay for three days

### 3 Ask and Answer

- Volunteers try to read or guess the conversation.
- Play the recording.
- Students listen and repeat, pointing to each speech bubble.

### Answers:

1. Where do you live?

- I live in Alexandria.

2. Where does he live?

- He lives in Cairo.

3. Where do you live?

- I live in Giza.

4. Where does she live?

- She lives in Luxor.



### 4 Read and Answer

- Students read the text silently.
- Ask questions about the pictures in order to elicit language and draw students further into the picture.
- Encourage students to answer using words, phrases, or simple sentences.
- Provide the answers if necessary.
- Suggested answers should be prepared in the lesson plan.

## Answers:

1. He is seven years old.
2. Abdullah and his family live in Siwa.
3. There are four children in Abdullah's family (Abdullah, two brothers, and one sister).
4. Yes, I think Abdullah is a good boy because he helps his father and appreciates where he lives.
5. Siwa is famous for its dates and olives.

unit 5  
Lesson 1

### 4 Read and Answer

My name is Abdullah. I'm in primary two. I live in a big house with my family in Siwa. I have two brothers and one sister. I spend some time helping my father. Siwa is a wonderful place and is famous for its dates and olives. It is hot in Siwa, but I love living here and enjoying the clear sky.



- 1 How old is Abdullah?  
He is seven years old.
- 2 Where do Abdullah and his family live?
- 3 How many children are there in Abdullah's family?
- 4 Do you think that Abdullah is a good boy? Why?
- 5 What is Siwa famous for?

**CRITICAL THINKING**

Why do you think many tourists like to visit Egypt?

**Top Tip** Oases (singular) Oases (plural)

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## Critical Thinking:

Why do you think many tourists like to visit Egypt?

Many tourists like to visit Egypt because of its rich history, ancient monuments like the pyramids, beautiful oases, and diverse culture

### 5 Listen and Repeat

- Play the recording or read the sentences one at a time.
- Students listen and repeat, pointing to each picture.

### 6 Listen and Complete

- Students fill in the table.
- Check answers by writing the answers on the board.
- Have volunteers come to the board and fill in the table.
- Have a volunteer read the answers.

unit 5  
Lesson 1

### 5 Listen and Repeat



You can swim in the salt lake in Siwa.



You can visit the Temple of the Oracle (Temple of Amun).



You can go swimming at Fatnas Island.



You can visit Dakhn Mountain.



You can go to Cleopatra's Pond and take photos.

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## 7 Internet Search

- 1 Ask students to point out a place on the map.
- Ask if anybody knows the place but don't confirm if they are right at this stage.
- Put students into pairs and give them one minute to find the answer using an internet search.
- Ask students to put their hands up when they have the answer, and when a few pairs have their hand up.
- Elicit the answer from the first pair.

### *Answers:*

1. The Great Sand Sea - This vast expanse of golden dunes is perfect for adventurers who enjoy sandboarding or desert safaris.
2. Cleopatra's Spring - A legendary natural spring where you can take a refreshing dip, surrounded by the history of ancient Egypt

**Search the internet and find two new places of interest that you can visit in Siwa write three sentences about these places.**



**Siwa is a very nice place.**

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# PRACTICE BOOK LESSON 1

## 1 listen and complete

- 2. live
- 3- oasis
- 4- desert
- 5- parents

## 2 read and match

2.p3

3-p2

4-p1

5-p5

## 3 read and tick ✓ and ✕

2-✓

3-✓

4-✕

5-✓

## 4 look ,listen, and match

-2p3

-3p1

-4 p5

-5p4

## 2 look and write

The answers are left to the students

# LESSON 2 A VISIT TO MATROUH CITY

SB P. 133- 138 WB P. 59 - 61

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

- read a dialogue for gist.
- use when to ask and answer about time.
- listen to a text about Matrouh for specific information.
- identify the blend /sp/.
- use the internet to find two facts about Matrouh.

## Vocabulary:

                  speak, spaghetti, spider, sparrow,  
sponge, spoon

## Language:

- Asking and answering about time.
- “What time is it?” / “It is 3 o’clock.”

## Phonics:

- Consonant Blend /sp/ (e.g., spoon, spider, sport, sponge)
- Emphasizing the /sp/ sound at the beginning of words
- Recognizing /sp/ words in spoken sentences
- Forming new words using the /sp/ blend

## Values:

- Showing respect for ecotourism
- Protecting nature
- Thinking critically about conservation
- Appreciating different cultures
- Expressing opinions about travel
- Engaging in meaningful discussions
- Learning about new places
- Developing environmental awareness
- Respecting natural and cultural heritage



## Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Real or Toy Clock
- Songs or Audio Clips
- Colored Paper and Markers

## Warm up

- Show pictures of Matrouh City and ask simple questions about them.
- Ask students if they like the beach and what activities they do when visiting new places.
- Display different times on a clock and ask, "What time is it?" while having students act out daily activities at those times.
- Say words that contain the /sp/ sound and have students repeat them.
- Ask students to find objects around them that start with the /sp/ sound.
- Pretend to pack a travel bag for a trip and ask students what items they would bring.
- Let students name and describe the items they would take on a trip.
- Sing a simple travel-related song while having students do actions that match the lyrics.

## 1 Listen, Point, and Repeat

- Play the recording or read the words aloud.
- Students listen and repeat, pointing to each picture.
- Students find and point to the pictures.
- Play the recording or read as many times as necessary for students to complete the task.



## 2 Listen, Read, and Answer

- Show the picture and ask students what they see.
- Introduce the characters by pointing to the dialogue and reading their names aloud.
- Read the dialogue slowly while acting it out with gestures and expressions.
- Use different voices for each character to make the reading engaging.
- Ask students simple questions about the dialogue, such as “Who is going to Matrouh?”
- Read the dialogue again and pause to let students repeat key sentences.
- Act out the conversation with a student while the rest of the class listens.
- Pair up students and let them practice reading the dialogue together.
- Ask students the two questions at the bottom and guide them to find the answers in the text.
- End with a short role-play activity where students change the place or time in the dialogue and act it out.

Unit 5  
Lesson 2

2 Listen, Read, and Answer



Abdullah: Where are you going, Dad?  
His Dad: I'm going to Matrouh to visit my uncle because he is ill.  
Abdullah: Grandpa Selim! Oh dear! Can I come with you?  
His Dad: of course, but you need to get ready quickly.  
Abdullah: When will we leave, dad?  
His Dad: Now.  
Abdullah: How long will we stay there?  
His Dad: Three days.

1 -Where are they going?  
2 -How long will they stay there?

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### Answers:

1. Where are they going?  
They are going to Matrouh.
2. How long will they stay there?  
They will stay there for three days.

### 3 Ask and Answer

- Point to a picture card on a student's book and ask (When will we go to **Luxor**?) Elicit (Tomorrow).
- That student then points to another picture card, and asks (*When will we go to .....?*)
- Continue in the same way until all students have asked and answered a question.
- Bring two students to the front of the classroom.  
Stand behind each student and model his/her line(s) of the conversation.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language.
- Group A repeats the first line of the conversation, Group B repeats line two, and so on.

- Encourage students to copy your facial expressions and body language.
- Groups then change roles and repeat the conversation again.

#### Answer.

#### Matrouh

- When will we go to Matrouh?

Tomorrow.

- When will we come back?

We will come back next Friday. That means we will spend three days there.

#### Luxor

- When will we go to Luxor?

Tomorrow.

- When will we come back?

We will come back next Sunday. That means we will spend four days there.



## Cairo

- When will we go to Matrouh?

Tomorrow.

- When will we come back?

We will come back next Tuesday. That means we will spend seven days there.

## Aswan

- When will we go to Matrouh?

Tomorrow.

- When will we come back?

We will come back next Monday That means we will spend six days there.

### 4 Listen Again and Tick (✓) or (X)

- Using both target and review sentence patterns, prepare 5 – 10 statements, some true and some false (try to make the false statements as humorous as possible!).
- Students who think the statement is true stand up, and those who think the statement is false keep sitting.
- Students who were correct and can repeat the sentence win a point.
- Continue in the same way until all the statements have been read.
- The student with the most points at the end wins.

Hello! Today I'm going to speak about a beautiful city in Egypt. It is called Matrouh. It is in the northwest of Egypt on the Mediterranean Sea. Siwa Oasis is part of Matrouh, as well as Alamein City. About 447,846 people live in Matrouh. It is famous for its beautiful beaches, like "Agiba Beach". Many people like to visit Matrouh in summer

### Answers:

1. ✓
2. X
3. X
4. ✓

## 5 Look, Listen, and Complete

- Slowly draw a picture of a vocabulary item on the board,
- Pause several times, and ask *What's this?* using complete sentences if possible.
- Students try to identify the item.

## Answers:

- 1- I eat with a spoon.
- 2- Spaghetti is my favorite food.
- 3- I don't like spiders.
- 4- There are some sparrows on the tree.
- 5- He is speaking loudly.

## 4 Listen Again and Tick True (✓) or False (X)

- 1 Matrouh is in the northwest of Egypt. (✓)
- 2 Matrouh is on the Red Sea. (X)
- 3 Sawa is not near Matrouh. (X)
- 4 Matrouh has beautiful beaches. (✓)
- 5 Many people visit Matrouh in winter. (X)

## 5 Look, Listen, and Complete

1. I eat with a spoon.  
1. \_\_\_\_\_ is my favorite food.
2. I don't like \_\_\_\_\_.
3. There are some \_\_\_\_\_ on the tree.
4. They are \_\_\_\_\_ loudly.




### Top Tip

This is a compass.  
It shows the cardinal directions: North,  
South, East and West.



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## 6 Internet Search

Ask students to look Search the internet and write some facts about Matrouh.

## Answer

**Location:** Matrouh is a city in Egypt, located on the Mediterranean coast.

**Beaches:** It is famous for its beautiful beaches, such as Agiba Beach and Cleopatra Beach.

**History:** Matrouh has historical significance, with sites linked to Alexander the Great and World War II.

**Climate:** The city has a mild, coastal climate with warm summers and cool winters.

**Tourism:** Many tourists visit Matrouh for its clear waters, soft sand, and relaxed atmosphere.

**Local Products:** The city is known for producing dates, olives, and traditional Bedouin crafts.

Unit 5  
 Lesson 2

6

## Internet Search

Search the internet and write some facts about Matrouh.

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## PRACTICE BOOK LESSON 2

### 1 listen and complete

2. quickly
- 3- Tuesday
- 4- spend
- 5- prepare

### 2 read and match

2-p4

3-p1

4-p2

### 3 .listen and order

(2)

(4)

(3 )

(1 )

( 5)

### 4 look,read ,and complete

- 2- Speak
- 3- Spider
- 4- Spoon
- 5- Spaghetti

## **5 look and find**

**3-egypt**

**4-spoon**

**5-singer**

**6-beach**

**7-summer**

**8-sea**

## LESSON 3 PORT SAID (THE VALIANT CITY)

SB P.139- 146 WB P. 62 - 64

**ILOs:** By the end of this lesson, pupils should be able to:

- Read a text about Port Said for gist.
- Make and respond to invitations.
- Complete an infographic about Port Said.
- Identify the blend /sw/.
- Read a text about Port Said for specific information.

### Vocabulary:

Swim, sweater, sweep, swan, sweets,  
Aswan, watch TV, go to the zoo, play  
tennis ,play football

### Language:

- Making and responding to invitations.
- Using 'would you like to +inf.' to ask someone to do something.
- Using 'sure' to agree.
- Using 'I'm sorry!' or 'I'm busy!' to decline the offer.

### Phonics:

- Identifying the blend /sw/.

### Values:

- Showing respect for ecotourism
- Protecting nature
- Thinking critically about conservation
- Appreciating different cultures
- Expressing opinions about travel
- Engaging in meaningful discussions



- Developing environmental awareness
- Respecting natural and cultural heritage
- Building communication skills

### **Materials:**

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Map of Egypt
- Word Cards
- Dialogue
- Infographic Template
- Props for Role-Playing
- Listening Audio or Video

### **Warm up**

- Show pictures of Port Said (its port, ships, and famous landmarks) and ask students what they see.
- Ask simple questions like "Have you seen a big ship?" or "Have you traveled by boat?"
- Teach the /sw/ sound by saying words like "swim," "swing," and "sweater," and have students repeat them.
- Pretend to invite students to an imaginary trip to Port Said and let them respond (e.g., "Would you like to visit Port Said?" → "Yes, I'd love to!").
- Play a quick guessing game where students describe a place, and others guess if it's a city, a beach, or a port.
- Show a simple map of Egypt and ask, "Where is Port Said?" guiding them to locate it.
- Sing a short chant about traveling or the sea to get them excited for the lesson.

## 1 Listen, Point, and Repeat

- Say the sound slowly and exaggerate it while students listen.
- Show each picture and say the word clearly.
- Ask students to repeat the words after you.
- Say a word randomly and have students point to the correct picture.
- Repeat the activity, mixing up the order of words.
- Act out some words and let students guess which word it is.
- Let students take turns acting while the class guesses the word.
- Put students in pairs and have them take turns saying a word while the other points to the correct picture.
- Encourage students to use the words in simple sentences.



## 2 Listen, Read, and Answer

- Show a picture of a TV or movie and ask a simple question to get students interested.
- Explain that the characters in the story are talking about a movie.
- Read the dialogue expressively while students listen.
- Ask simple questions to check their understanding.
- Read the dialogue again, pausing for students to repeat key sentences.
- Assign roles and let students act out the dialogue in pairs.
- Read the questions at the bottom and guide students to find the answers in the text.
- Encourage students to answer in full sentences.
- Ask students to change the movie name in the dialogue and act it out again.
- End with a short discussion about their favorite movies



## Answers:

1. It was about Port Said.
2. Brave people of Port Said defended the city during the Suez crisis.

### 3 Ask and Answer

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation.
- Divide the class into Groups A and B.
- Model each line of the conversation again using facial expressions and body language.
- Group A repeats the first line of the conversation, Group B repeats line two, and so on.
- Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.
- Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.



## Answers:

Encourage students to form their own questions based on the images. For instance:

- » Would you like to watch TV with me«?
- » Would you like to play football with me«?
- **Agreeing:** “Sure!” or “Yes, please«!”
- **Declining:** “I’m sorry!” or “I’m busy«!”

## 4 Listen and Complete

- Students listen to complete the table on page 144 in pairs or groups.
- A volunteer reads, filling in the blank with an appropriate word or words.
- If the volunteer completes the table correctly, he/she wins a point.
- If he/she does not complete the table correctly, any other student can complete the table and win a point.
- Say an incomplete sentence and have another volunteer take a turn.
- Continue until most students have had a turn.
- The student with the most points are the winners.
- Do the activity in groups, with students from each group taking turns coming to the front of the classroom, choosing a strip of paper with the incomplete sentence written on it, and returning to his/her group to read the sentence.
- The rest of the group completes the sentence.

**Unit 5 Lesson 3**

**4 Listen and Complete**

Port Said "the valiant City" is a city in the northeast of Egypt. It is about 30 km along the coast of the Mediterranean Sea. It was built in 1859, when they built the Suez Canal. Port Said is an important harbor for Egypt. It is famous for fishing and many industries. There are about 603,787 people in Port Said.



**Port Said**

| Location               | Length   | When it was built | People | Famous for |
|------------------------|----------|-------------------|--------|------------|
| The northeast of Egypt | _____ km | _____             | _____  | _____      |

**Remember** • Port Said was named after of Mohamed Said Pasha, the ruler of Egypt at the time of building the Suez Canal.

**143**

### Answers:

Location: the northeast of Egypt

- Length: 30 km
- When it was built: 1859
- People: 603,787
- Famous for: fishing and many industries

## 5 Look, Listen, and Say

- Show the pictures and ask students to describe what they see.
- Read each sentence aloud while pointing to the corresponding picture.
- Emphasize the bold words and ask students to repeat them after you.
- Act out some actions (e.g., swimming, sweeping) and ask students to guess the word.
- Read each sentence again and have students repeat as a group.
- Point to a picture and ask students to say the correct sentence.
- Have students take turns reading aloud in pairs or small groups.
- Play a quick game where students act out the words while others guess.
- Reinforce meaning by asking simple questions (e.g., “Where do swans live?”).
- End with a recap where students recall the words they learned.

Lesson 3

**5 Look, Listen, and Say**

1. I like **swimming** in the sea.

2. It is cold. He is wearing a **sweater**.

3. Children like to **eat sweets**.

4. There are some **swans** in the lake.

5. She is **sweeping** the floor.

**Remember** Too many sweets are bad for your teeth.

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## 6 Internet Search

### Port Said Military Museum

- Students work in pairs to carry out their research about Port Said Military Museum.
- Alternatively, students can complete the task for homework and report back to the class.
- Ask the students to report their findings to the rest of the class.

#### Key Information:

**Location:** Port Said, Egypt

**Established:** 1964

**Main Exhibits:** Displays from the 1956 Suez Crisis, the 1967 Six-Day War, and the 1973 October War.

**Artifacts:** Weapons, military uniforms, maps, and personal belongings of soldiers.

**Outdoor Exhibit:** Features tanks, artillery, and aircraft used in battles.

**Purpose:** Highlights the bravery of the Egyptian people and military in defending Port Said.

## PRACTICE BOOK LESSON 3

### 1 listen and complete

- 2. lesson
- 3- northeast
- 4- canal
- 5- brave

### 2 read and match

- 1-p2
- 2-p5
- 3-p3
- 4-p1
- 6-p4

### 3 read and tick ✓ or ✕

- 2-✕
- 3-✓
- 4-✓
- 5-✕

### 4 look and circle

The answers are left to the students

**5 look, read, and complete**

**2- sweep**

**3-sweater**

**4-sweets**

**5-swans**

## LESSON 4 A WONDERFUL TRIP TO ASWAN

SB P147- 153 WB P. 65 67

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

- find out where Aswan is in Egypt.
- ask and answer yes/ no questions using “Is”.
- read a text about Aswan for specific information.
- identify some activities to do in Aswan.
- review the blends /sp/ /sk/ and /sw/
- write three sentences about Aswan.
- listen, read, and act out a discussion about a trip.

### Vocabulary:

trip, pack bag, temple, railway station, El Nabatat Island, Elephantine Island, rare plants, botanical garden, palm tree, dates, sights, Upper Egypt

### Language:

- Asking and answer yes/ no questions using “Is”.
- Is Aswan far from Cairo?

Yes. It is very far. It is in Upper Egypt.

- Using simple present tense to describe facts

Example: “Aswan is sunny.” / “People visit Aswan to see the Nile.”

### Phonics:

- The blends /sp/ /sk/ and /sw/
- Short vowel sounds:

/i/ in “is” and “big”, /a/ in “Aswan” and “bag”



- Long vowel sounds:

/ai/ sound in “train”, /ee/ sound in “see” (e.g., “See Aswan”)

- Blending and segmenting simple words:

Example: “boat” (b-o-a-t), “trip” (t-r-i-p), “sun” (s-u-n).

### **Values:**

- Showing respect for ecotourism
- Protecting nature
- Thinking critically about conservation
- Appreciating different cultures
- Expressing opinions about travel
- Engaging in meaningful discussions
- Learning about new places
- Developing environmental awareness
- Respecting natural and cultural heritage
- Building communication skills

### **Materials:**

- Student’s Book
- Practice Book
- Teacher’s Guide
- Visual Aids
- Realia (Real Objects)
- Multimedia & Digital Tools
- Worksheets & Activity Sheets
- Games & Interactive Tool

### **Warm up**

- Show pictures of Aswan, such as the Nile River, boats, and temples.
- Ask simple questions about the pictures, like “What do you see?” or “What color is the water?”
- Tell students they are going on a trip to Aswan.
- Pretend to pack a bag with items like sunglasses, a hat, and a water bottle.
- Have students mime packing their own bags while repeating the words.
- Ask yes/no questions about Aswan, like “Is Aswan in Egypt?” or “Is there snow in Aswan?”
- Encourage students to answer with words or gestures like thumbs up or thumbs down.
- Introduce simple travel-related words by saying and showing them.

## 1 Listen, Read, and Act

- Show a suitcase or backpack and ask, “What do we put in a bag for a trip?”
- Show a picture of Aswan and say, “Wafaa is going to this place. It is far from Cairo!”
- Read each line of the dialogue slowly and have students repeat after you.
- Use gestures while reading, like miming packing a bag or pointing far for “very far.”
- Assign one student as Wafaa and another as Omar.
- Let them act out the conversation using simple props like a bag or scarf.
- Rotate roles so more students can participate.
- Ask simple comprehension questions, such as “Where is Wafaa going?” and “What is Aswan famous for?”

Lesson 4

1 Listen, Read, and Act



Omar: What are you doing, Wafaa?  
Wafaa: I'm packing my bag.  
Omar: Why?  
Wafaa: I'm going on a trip to Aswan.  
Omar: Is Aswan far from Cairo?  
Wafaa: Yes, it is very far. It is in Upper Egypt.  
Omar: What is Aswan famous for?  
Wafaa: It is famous for its amazing islands and temples.  
Omar: Enjoy your trip.  
Wafaa: Thank you, Omar.

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## 2 Read and Choose the Correct Answer

- Show pictures of a boat, train, and plane and ask, “How can we travel?”
- Say, “We can travel by boat, by train, or by plane,” and use gestures for each.
- Show a map of Egypt and point out Aswan.
- Read the short passage slowly and point to pictures as you go.
- When saying “train,” have students chug like a train; when saying “boat,” have them wave like water.
- Read each question aloud and give two choices for students to choose from.
- Ask, “Did they arrive in Aswan by train or by ship?” and let students answer.
- Give students picture flashcards of a train, boat, and plane.
- Say, “Stand up if you have a train!” and continue with each transport type.

Unit 5  
Lesson 4

2 Read and Choose the Correct Answer



Aswan is a beautiful city in Upper Egypt. We arrived at Aswan Railway Station yesterday morning. Today, we are enjoying our Nile trip, and visiting Aswan Botanical Garden (El Nabatat Island). There are many rare plants and trees such as the Royal Palm Tree. We are going to visit Elephantine Island. It is bigger than El Nabatat Island, and it has a big temple.

1. They arrived in Aswan on a ( train – ship ).
2. They are having a trip on the Nile by ( plane – ship ).
3. There are ( palm – olive ) trees in El Nabatat Island.
4. They visited ( Elephantine – El Nabatat ) island first.
5. El Nabatat Island is ( bigger – smaller ) than Elephantine Island.

**Top Tip** We can say:  
By train / by ship / by plane or on a train / on a ship / on a plane

**Remember** There are 695 kinds of plants in El Nabatat Island.

- Reinforce the lesson with a simple travel song or chant, like “We go by train, we go by boat, we go by plane—let’s all float!

### *Answers:*

1. train
2. ship
3. palm
4. El Nabatat
5. smaller

## 3 Let's Sing

- Play or sing the entire song for the class.
- Provide the meaning of unfamiliar words and draw attention to the rhyming words.
- Lead children in singing the first part of the song, pausing as necessary.
- Continue leading the children in the rest of the song.
- Teach actions for the song.
- Conduct extension activities, like singing the song in two groups, gap-filling activities, finding other rhyming words, etc.
- Students turn to The Song page 151. Students try to guess some of the lyrics.
- Read the lyrics line by line. Students repeat each line. Play the recording or sing it. Students listen and follow along in their books.
- Play the recording again. Students listen and sing along, using their books for reference.
- Play the recording as many times as necessary for students to become familiar with the song.
- Divide the class into Groups A and B.
- Play the song. Group A sings line 1. Group B sings line 2. Groups change roles and sing the song again.

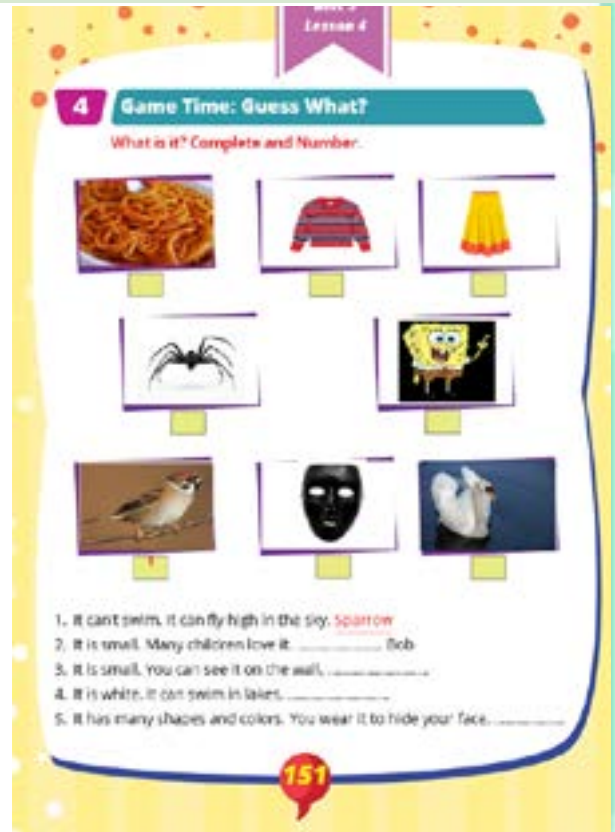


## 4 Game Time: Guess What?

- Finish the lesson with a quick, simple game or activity to further practice the conversation.
- Play a game or do an activity which reviews the words learned in the lesson.
- Five Volunteers come to the board. Each one has a flash card.
- In role play S1 starts talking about the flash card saying (I am....).

### Answers:

1. It can't swim. It can fly high in the sky.  
Sparrow
2. It is small. Many children love it.  
SpongeBob SquarePants (often referred to as "Bob" in short).
3. It is small. You can see it on the wall.  
Spider
4. It is white. It can swim In the lake.  
Swan
5. It has many shapes and colors. You wear it to hide your face. Mask



## 5 Search and Write

- Show pictures or a video of Aswan, including the Nile, boats, temples, and the desert.
- Ask simple questions like “What do you see? A river? A boat? A big temple?”
- Point to a map of Egypt and locate Aswan.
- Say simple facts about Aswan and have students repeat after you.
- Write short sentences about Aswan on the board, such as “Aswan is in Egypt.” or “It is hot and sunny.”
- Give students blank paper and crayons.
- Ask them to draw Aswan, including a river, a boat, a temple, and the sun.
- Write five sentence starters on the board, such as “Aswan is \_\_\_\_.” and “It has \_\_\_\_.”
- Help students complete the sentences using words from the discussion.
- Let students share their drawings and read their sentences aloud.
- Give positive feedback and praise their work.

### *Answers:*

- Aswan is in Egypt.
- It has a big river called the Nile.
- People ride boats on the Nile.
- The weather is hot and sunny.
- I like Aswan because it has beautiful islands.

## Mini-Project

- Choose a city in Egypt.
- Find some pictures for the city on the internet.
- Mention where it is in Egypt.
- Say what people can do and visit there.
- Invite people to visit it.
- If you have access to the internet in the classroom, students can print out a picture, or they could find their own.
- Review some of the unit language with the students by asking students to describe the place where they live and write any correct language use on the board.
- Put students into groups to help each other complete their project. Stronger groups can complete the three stages independently. Otherwise regroup with the class after the second stage.
- Ask students to make notes in their notebooks, helping each other where necessary. Go round and monitor and help only where partners aren't able to help each other.
- Think of the projects as a chance to assess the students' language as well as their life skills and values.
- For your own record, note if there are some points that you need to focus on again.
- When they have finished writing, ask them to compare their posters with their partner, correcting each other's grammar and spelling.
- Ask individual students to read their descriptions to the class.

## PRACTICE BOOK LESSON 4

### 1 read and match

The answers are left to the students

### 2 look , complete , and color

Cairo -sharm elshekh-aswan-luxor-alexandria-port said

### 3 listen and complete

(packing-from-upper-famous-amazing)

### 4 read and rearrange

- 1- what are you doing
- 2- is cairo far from aswan
- 3- enjoy your trip

## Unit 6

# Space



# LESSON 1 OUR JOURNEY TO SPACE

SB P. 154 - 160 WB P. 68 - 70

**ILOs:** By the end of this lesson, pupils should be able to:

- identify new vocabulary using pictorial clues.
- extract facts about space from a given context.
- identify expressions that show agreement and disagreement in a given context.
- show agreement and disagreement using several expressions.
- identify the superlative form of adjectives.
- use the superlative form of adjectives to describe people and things.

## Vocabulary:

Galaxy, stars, sky, galaxy, solar system, planet, orbit, spaceship, rocket, astronauts, seatbelt, strap, rocky, breathe, spin, storm

## Language:

- Expressions for agreement and disagreement: I agree, I don't agree, that's right, I think so
- Superlative adjectives: biggest, closest, farthest, fastest

## Phonics:

- Long and short vowel sounds (e.g., Sun - short "u", Moon - long "oo")
- Blends and digraphs (e.g., "sp" in space, "st" in star)
- Silent letters (e.g., "g" in sign if "light" is introduced)
- Rhyming words (if connected to the solar system poems)



## **Values:**

- Showing respect for ecotourism
- Protecting nature
- Thinking critically about conservation
- Appreciating different cultures
- Expressing opinions about travel
- Engaging in meaningful discussions
- Learning about new places
- Developing environmental awareness
- Respecting natural and cultural heritage
- Building communication skills

## **Materials:**

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards with planets, the Sun, and astronauts
- A model of the solar system or inflatable planets
- A simple animated video about space
- A picture book about the solar system
- Real-life images of planets and astronauts

## **Warm up**

- Place small space-related objects such as toy planets, a flashlight for the Sun, and a star sticker in a closed box so students can touch and guess what is inside
- Ask if they have seen the Moon or stars at night and discuss what they think is in space
- Show a big picture of the solar system and encourage them to point out anything they recognize
- Have students pretend to put on a spacesuit and float around the classroom like astronauts
- Play a simple planet song or show a short video about the solar system to engage them
- Show planet flashcards, say the names, and encourage repetition
- Display the flashcards on the board and ask questions like "Where is the Sun?" or "Which planet is red?" to gauge their prior knowledge.

## 1 Listen, Point, and Read

- Play the recording.
- Students listen and repeat, pointing to each speaker in the conversation box.
- Students find and point to the pictures.
- Play the recording or read as many times as necessary for students to complete the task.
- Show pictures or flashcards of space-related words like “galaxy,” “spaceship,” and “planet.”
- Say each word clearly and ask students to repeat it after you.
- Point to the corresponding pictures on the page and ask, “What is this?” encouraging students to say the words.
- Use gestures to act out meanings (e.g., pretend to fly like a spaceship or spin like a planet).
- Have students take turns pointing at the words while saying them aloud.
- For “seatbelt,” demonstrate fastening an imaginary seatbelt and ask, “Where do we use seatbelts?”
- Play a simple game where you say a word, and students quickly point to the correct picture.



### Answers:

- The dialogue is about a space journey, learning about the Milky Way galaxy, the solar system, and planets.

## 2 Look, Read, and Answer

- Show a picture of astronauts and ask, “Who are they? Where are they going?”
- Read the dialogue with expression, using a different voice for each character.
- Act out parts of the dialogue (e.g., pretend to fasten a seatbelt, look up at the stars).
- Ask simple questions: “What is the name of our galaxy?” and “How many planets are in the solar system?”
- Show a picture of the Earth and ask, “Can you see our planet? What color is it?”
- Let students take turns acting out the dialogue in pairs or small groups.
- Praise their participation and end with a fun spaceship countdown: “3...2...1... Blast.

### Answer

- The dialogue is about a space journey, learning about the Milky Way galaxy, the solar system, and planets.

Lesson 1

**2 Look, Read, and Answer**

The dialogue is about \_\_\_\_\_



**Captain Khalid:** Welcome to “The Heroes Spaceship”. We have five minutes to blast off. Please, fasten your seatbelts. Ready!

**Omar:** Okay, Captain Khalid. I am ready.

**Gameela:** Me, too. I am ready.

**Captain Khalid:** Sounds great! We are moving now. Welcome to our great galaxy. Do you know its name?

**Omar:** Yes! It's called the Milky Way.

**Gameela:** That's right, and our solar system is a part of the Milky Way Galaxy.

**Captain Khalid:** Yes! Our solar system consists of the sun and eight planets. Have you read about them before?

**Omar:** Yes, I know that Mercury is the closest planet to the sun and Venus is the hottest planet.

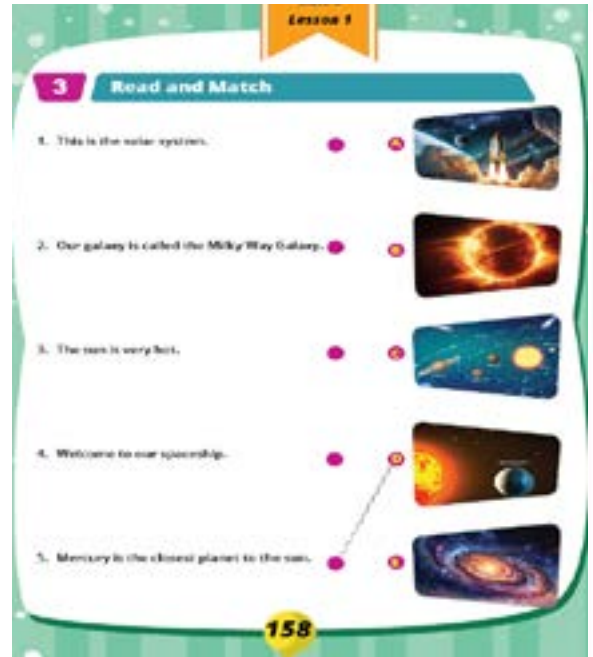
**Gameela:** Can you see the Earth? It's our wonderful planet.

**Omar:** Wow! What a journey!

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### 3 Read and Match

- Ask students to read through the words in the box first.
- Check they understand each item. Weaker students may find it more useful to match the words in the box with the pictures first.
- Tell the students to read through the two columns carefully.
- Explain that they may need to look through the text again to match the correct parts to form a meaningful sentence.
- Check answers.



#### *Answers:*

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

### 4 Read and Complete the Sentences.

- Give the students time to read through the gapped sentences.
- Ask them to think of their own answers.
- Encourage them to discuss their answers in pairs.
- Go over their answers as a class.
- Check answers as a class.
- Accept all correct answers.

#### *Answers:*

1. The name of our galaxy Is Milky Way.
2. Our solar system is part of the Milky Way galaxy.
3. Our solar system has 8 planets.
4. The sun Is very hot and bright.
5. Venus is the hottest planet

## 5 Listen, Read, and Repeat

- Play the recording.
- Students listen and repeat, pointing to each speaker in the conversation box.
- Students find and point to the pictures.
- Play the recording or read as many times as necessary for students to complete the task.
- Show a solar system poster or play a short-animated video about space
- Use flashcards with pictures of planets and their names
- Teach the words spaceship, galaxy, solar system with real-life examples or actions
- Show each planet one by one and say its name aloud
- Read the words slowly and clearly
- Have students repeat after you as a class, in small groups, and individually
- Add gestures or movements like spinning for Earth or burning for the Sun
- Say a planet's name and have students point to it in the book or on a chart
- Give clues about a planet and let students guess for example "I am the biggest planet" and they answer Jupiter



## 6 Solar System Mini Poem

- Play the song. For each verse, students wave when they hear hello and goodbye in the song.
- Play the song again and encourage students to join in as much as they can.
- When students are able to, play the version of the song without words. Students sing as much as they can.



- Read each mini poem with excitement and gestures
- Use props like a yellow ball for the Sun or a red ball for Mars
- Read a line and have students repeat after you
- Assign each student a planet and have them act out its description
- Print out pictures of planets and poem lines for a matching activity
- Have students match the correct poem to the planet
- Play a simple catchy song about the planets for students to sing along

## **PRACTICE BOOK LESSON 1**

### **1 circle the odd one out**

2- sun

3-short

4-furthest

5-plants or galaxy

### **2 look and match**

1- venus

2- mercury

3- Neptune

4- Jupiter

5- The milk way

### **3 listen, read ,and write**

1-the sun

2- Saturn

3-the earth

4- mars

5-The moon

**4 draw and write**

The answers are left to the students

**5 write three sentences**

The answers are left to the students

## LESSON 2 HOW MANY DAYS IN A YEAR?

SB P 161- 166 WB P. 71 - 73

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

- read a text about planets for specific information.
- ask and answer questions about the planets.
- order the planets according to how long their year is.
- use superlative form of adjectives to describe people and things.
- write some facts about the planets using the internet.

### Vocabulary:

goes round, watermelon, weigh, date, close to, light, planet, Mercury, Earth, Venus, Mars, Jupiter, Saturn

### Language:

- Question Formation: "How long is the year on [planet]?" Answer Structure: "The year on [planet] is..... Earth days/years."
- Formation of Superlatives:
- Regular: tall → tallest, fast → fastest
- Ending in -e: nice → nicest, large → largest
- Ending in consonant + y: happy → happiest, funny → funniest
- Double final consonant: big → biggest, fat → fattest, fit → fittest
- Comparative and Superlative Use in Sentences: "This pencil is big, this one is bigger, and that one ..."

### Values:

- Showing respect for ecotourism
- Protecting nature
- Thinking critically about conservation



- Learning about new places
- Developing environmental awareness
- Respecting natural and cultural heritage
- Building communication skills

### **Materials:**

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards with planets, the Sun, and astronauts
- A model of the solar system or inflatable planets
- A simple animated video about space
- A picture book about the solar system
- Real-life images of planets and astronauts

### **Warm up**

- Ask, "How many days are in a year on Earth?" and let students guess. Show a calendar and flip through it, emphasizing that a full year has 12 months and 365 days.
- Choose one student to be the Sun and others to be different planets. Have the "Earth" student walk in a circle around the Sun, counting to 365. Introduce Venus, saying, "Venus goes faster!" and let that student walk quickly with a shorter count. Do the same with a "Saturn" student moving very slowly to show a longer year.
- Show pictures of different planets. Ask, "Which planet do you think has the shortest year? Which has the longest?" Reveal the answers and explain why (closer planets orbit faster, farther planets take longer).
- Divide students into small groups and assign each group a planet. Have them take turns running or walking in a circle, with closer planets moving faster and farther planets moving slower. Announce how many Earth days each planet takes to complete a "year."
- Show flashcards with planet names and separate ones with the number of Earth days in their year. Have students match them correctly as a class activity.

## 1 Listen and Read

- Play the recording.
- Students listen and repeat, pointing to each speaker in the conversation box.
- Students find and point to the pictures.
- Play the recording or read as many times as necessary for students to complete the task.



## 2 Look, Read, and Answer

- Students open their Student's Books to page ---.
- Students look at the pictures and name anything they can.
- Attach a Wall Chart to the board, flash-cards, or open a Student's Book.
- Students read while pointing to or touching the pictures and pantomiming the actions or adjectives.
- If students repeat, do not stop them, but they are not required to do so.



Note: it is not important that students understand each word. This is a receptive activity focusing on exposure to English.

### Answers:

1. What does the sun go round?

-The sun doesn't go around anything; it is the center of the solar system, with planets orbiting it.

2. What is the second planet?

-Venus is the second planet from the sun.

3. What is the farthest planet?

- Neptune is the farthest planet from the sun.

### 3 Read and Match

- Show pictures of planets and explain that a year is the time a planet takes to go around the Sun.
- Ask students how many days are in a year on Earth and compare it with other planets.
- Write the statements and answer choices on the board or use flashcards.
- Let students come up and match the correct pairs.
- Play or create a simple song about planet years to reinforce learning.

#### *Answers:*

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

### 4 Ask and Answer

- Model how to ask and answer questions using the examples in the book.
- Have students take turns asking and answering questions in pairs.
- Write the missing words on the board and let students guess before writing them in.
- Create a quiz or a “planet race” where students earn points for correct answers.
- Show an animated clip or a song about planets to make learning more engaging.
- Volunteers try to read or guess the conversation.
- Play the recording.
- Students listen and repeat, pointing to each speech bubble.
- Point to a card on a student’s desk and ask a question.
- Elicit a student to answer.
- That student then points to another student’s card, and asks another question.
- Continue in the same way until all students have asked and answered questions.



## Answers:

1. How long is the year on Venus?

-The year on Venus is 225 Earth days.

2. How long is the year on Earth?

-The year on Earth is 365 days.

3. How long is the year on Saturn?

-The year on Saturn is 29 Earth years.

4. How long is the year on Neptune?

## 5 Superlatives Short adjectives

- Show pictures or real objects in different sizes (e.g., small, smaller, smallest pencils).
- Say each adjective and have students repeat after you.
- Ask students to stand up and compare heights by saying, "Who is tall? Who is taller? Who is the tallest?"
- Organize a short race and ask, "Who is fast? Who is faster? Who is the fastest?"
- Tell a story using superlatives, such as: "The elephant is big, the giraffe is bigger, and the blue whale is the biggest!"
- Show students simple sentences with superlative words and underline them together.
- Play a sorting game where students categorize words like "big-bigger-biggest" correctly.
- Give them a worksheet with pictures and ask them to circle the "biggest" object in each group.
- Encourage them to use superlatives in daily conversations, like "This is the softest teddy bear!"
- Finish with a class chant: "Tall, taller, tallest! Fast, faster, fastest! We are learning—this is

**Lesson 2**

### 5 Superlatives of Short Adjectives

| Short adjectives              | Spelling rules             | Examples                                                                                    |
|-------------------------------|----------------------------|---------------------------------------------------------------------------------------------|
|                               | + est                      | slow → <u>the slowest</u><br>fast → <u>the fastest</u><br>tall → <u>the tallest</u>         |
| Ending in -e                  | + est                      | large → <u>the largest</u><br>nice → <u>the nicest</u>                                      |
| Ending in a consonant + y     | y → i → + est              | hungry → <u>the hungriest</u><br>happy → <u>the happiest</u><br>funny → <u>the funniest</u> |
| Ending in a vowel + consonant | double the consonant + est | big → <u>the biggest</u><br>fat → <u>the fattest</u><br>fit → <u>the fittest</u>            |

Now, your turn choose the correct adjectives:

- Venus is the .... (hot - hotter - hottest) planet in the solar system.
- Jupiter is the ..... (biggest - big - bigger) planet in the solar system.
- Arwa is the ..... (happy - happier - happiest) girl.
- Salem is the ..... (short - shortest - shorter).
- This apple is ..... (an - a - the) smallest.

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## Answers:

1. Venus is the hottest planet in the solar system.
2. Jupiter is the biggest planet in the solar system.
3. Arwa is the happiest girl.
4. Salem is the shortest.
5. This apple is the smallest.

## Top Tip

- Adjectives can help compare two or more things.
- Add -er when forming the comparative to compare two things.
- Add -est when forming the superlative to compare more than two things.
- Some adjectives change their spelling in the comparative and superlative forms.
- **Spelling Rule**
- If an adjective ends with a consonant and y, change the y to i and add -er or -est.
- If an adjective ends with e, drop the e and add -er or -est. If an adjective has one syllable and ends with a vowel followed by a consonant, double the final consonant and add -er or -est.

## 6 Song Time

- Songs can also be used as sources of language learning activities.
- Students like to work with songs.
- It's a change from normal activities and can involve them in a subject most young people are interested in.
- Songs contain a lot of useful language and can be used to highlight grammar, pronunciation and vocabulary.
- They are good for prompting discussions and even as a tool for introducing new language.
- Here are a few suggestions for activities with songs:
- Play the song. For each verse, students wave when they hear hello and goodbye in the song.
- Play the song again and encourage students to join in as much as they can.
- Students sing as much as they can.



## PRACTICE BOOK LESSON 2

### 1 read and complete

2- about

3-longer

4-neptune

5-earth

### 2 look , read , and answer

2-venus

3-saturn

4-jupiter

5-mercury

### 3 read and choose the correct answer

2-a

3-a

4-a

### 4 Correct the mistakes

1- smaller

2-colder

3-father

4-shorter

5.star

### 5 Listen and write √ or ×

1- false

2-false

3-true

4-false

5.true

## LESSON 3 THE SUN

SB P. 167 -172 WB P. 74 - 77

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

- read a text about the sun for specific information.
- follow the sequence of events in a short story.
- identify new vocabulary using pictorial clues.
- associate the sound of /θ/ with its spelling pattern.
- write words with / θ / sound.

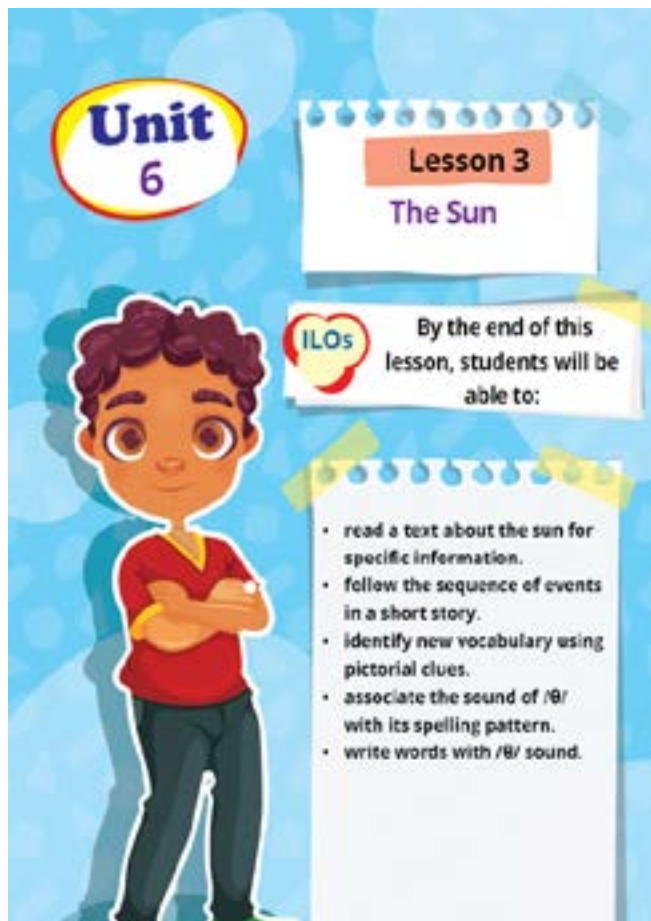
### Vocabulary:

Thousand, think, thin, thank, teeth, bathroom, mouth, thick, throw

solar energy, sunlight, burn, complain, emit

### Language:

- You can disagree with others politely using these expressions:  
I don't think so. / Yes, but ..... / I disagree with you/ On the contrary.
- **Declarative Sentences:**
- Most of the statements in the lesson are simple declarative sentences (e.g., The sun gives heat and energy).
- These sentences follow the Subject + Verb + Object (SVO) structure, making them easy for young learners to grasp.
- **Present Simple Tense:**
- The text uses present simple to describe facts (The sun is a star / Plants make oxygen).
- **Adjectives & Descriptive Words:**
- Renewable (describes energy) → introduces a scientific concept.



## Phonics:

- /θ/ Sound (Voiceless Dental Fricative).
- This is introduced as an important phonetic focus found in words like think, three, thin, thick
- It's produced by placing the tongue between the teeth, which can be tricky for young learners.
- Vowel Sounds & Patterns
- Long vowels: heat (/i:/), star (/ɑ:/), grow (/əʊ/)
- Short vowels: sun (/ʌ/), oxygen (/ɒ/)
- Syllable Awareness & Word Stress:
- En-er-gy (3 syllables, stress on the first)
- O-xy-gen (3 syllables, stress on the first)
- Re-new-a-ble (4 syllables, stress on the second)

## Values:

- Showing respect for ecotourism
- Protecting nature
- Thinking critically about conservation
- Appreciating different cultures
- Expressing opinions about travel
- Engaging in meaningful discussions
- Learning about new places
- Developing environmental awareness
- Respecting natural and cultural heritage
- Building communication skills

## Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Interactive & Sensory Material
- Digital & Audio Resources
- Writing & Reading Tool

## Warm up

- Start by gathering the students in a circle and smiling warmly to set a positive tone.
- Begin humming a simple tune and clapping your hands rhythmically, encouraging them to join in.
- Gradually transition into a playful chant, saying, “Look up high! What do you see?” and prompting them to answer.
- Hold up a bright picture of the sun and ask, “How does this make you feel?” while mimicking warmth by rubbing your hands together.
- Guide them to stretch their arms out wide like the sun’s rays, then curl up like a seed in the soil.
- Lead them in pretending to grow as the sun “shines” on them.
- Use a flashlight or a small lamp to show how light spreads and creates shadows.
- Move the light around and let them take turns making shadow shapes with their hands.
- Encourage them to guess what happens when there is no sunlight.
- Say a few words slowly and clearly, emphasizing a particular sound, and invite them to repeat after you.
- Make it fun by turning it into a call-and-response pattern.
- End the warm-up with a big, bright smile and an excited “Let’s learn more!” to smooth-

## 1 Listen, point, and Read

- Students listen to the phonics on the CD, which presents the target sounds and words. They listen and repeat the sounds.
- The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.
- Show a large picture of the sun and ask students what they see. Encourage them to describe it in simple words like “hot,” “bright,” or “big.”
- Point to each image in the lesson and ask, “What is happening here?”
- Let students make guesses before reading.
- Read each sentence aloud while using gestures (e.g., making a circle with hands for the sun, breathing deeply for oxygen).
- Say a key word like “heat” and have students point to the correct image while repeating the word after you.
- Have students work in pairs, taking turns pointing at the pictures and saying what they remember from the reading.
- Ask simple questions such as “What do plants need to grow?” or “Where does energy come from?” to check understanding.

### 1 Listen, Point, and Read



The Sun gives off HEAT and ENERGY.



The Sun is a STAR in the center of our solar system.



Plants make OXYGEN which we need to breathe.



Plants need SUNLIGHT to grow.

Energy from the Sun is RENEWABLE because we can use it over and over again.



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## 2 Look, Read, and Answer

- Look at the pictures with the class. Ask them to say what they can see: (boys shaking hands), (children playing), (children holding hands).
- Accept all reasonable answers, including simple words. Then say the full answers.
- All the pictures show friends. Ask students what friends do (they are kind, they smile, they help each other, etc.).
- Accept all correct answers. Say Well done!
- Ask students when do we say hello (when we meet friends) and when do we say goodbye (when we part from friends)



## 3 Reorder the following events according to the story

- Begin by engaging students in a discussion about their favorite seasons and their experiences with the sun.
- Read the passage aloud, encouraging students to follow along.
- Write the main events from the story on the board in a mixed-up order.
- Have students work in pairs or small groups to rearrange the events correctly.
- Allow them to refer to the text to justify their choices.
- Once they finalize their answers, discuss them as a class, emphasizing how proper sequencing helps in understanding a story better.

### Answers:

1. Salma and Sara visit their grandpa on a hot day. (1st event)
2. Salma expresses her dislike of summer Jobe cause of the sun's heat. (2nd event)
3. Sara disagrees and expresses her love for summer and the sun. (3rd event)
4. Grandpa tells the sisters some facts about the sun. (4th event)
5. The sisters thank their grandpa and decide to learn more about the sun. (5th event)

#### 4 Circle True or False

- Show a picture of the sun and ask students what they know about it.
- Read the statements from the worksheet before reading the text again.
- Encourage students to make predictions about whether the statements are true or false.
- As they read, ask them to underline relevant information in the passage that supports their answers.
- After reading, go through each statement together, discussing why it is true or false and correcting any false statements as a class.

#### Answers:

1. The sun Is not important for our planet. False
2. The sun is a big hot ball of fire. True
3. The sun gives us energy. True
4. Salma likes the sun. False
5. The sun is a beautiful planet. False

#### B

Why do you think the sun is important for our plan?

The sun Is important because it provides energy, light, and heat, which are essential for life on Earth. It helps plants grow, influences the weather, and allows animals and humans to survive.

#### 5 Look, Read, and Match

- Introduce the phrases from the activity and explain any difficult words.
- Read each phrase aloud and discuss its meaning.
- Provide students with small strips of paper containing the sentence halves and let them match them in pairs.
- Use visual aids like pictures of the sun, plants, and solar panels to reinforce learning.

**Lesson 5**

**5 Look, Read, and Match**

|                              |                          |
|------------------------------|--------------------------|
| 1 The sun gives us           | - comes from the sun.    |
| 2 Plants produce             | - to grow.               |
| 3 Without the Sun,           | - heat and light.        |
| 4 The solar energy           | - food and oxygen.       |
| 5 Plants, animals and humans | - the Earth will freeze. |

need the sunlight

**Do you know?**

The Sun is the largest thing in the solar system, taking up 99.8% of its mass. It's the source of life for Earth.

- After completing the matches, ask students to explain why they paired each phrase together.
- Review the correct answers with the whole class, clarifying any misconceptions.

### **Answers:**

1. The sun gives us → heat and light.
2. Plants produce → food and oxygen.
3. Without the sun, → the earth will freeze.
4. The solar energy → comes from the sun.
5. Plants, animals, and humans need the sunlight → to grow

## **6 Listen, Point, and Say**

- Say “th-th-th” while exaggerating how the tongue sticks out slightly.
- Have students try the sound.
- Demonstrate the difference between /θ/ (thin) and /ð/ (this) to help students focus on the correct pronunciation.
- Say a word (e.g., “thank”), and have students point to the correct image.
- Say each word slowly and have the whole class repeat together.
- Let students take turns saying a word while others find and point at the correct picture.



## **PRACTICE BOOK LESSON 3**

### **1 read and choose**

1-A

2-A

3-A

4.B

### **2 Unscramble the following sentences**

2-the sun gives us energy

3.the sun is a hot ball of fire

4. plants need sunlight to grow.

5. they thanked grandpa and played

### **3 Read and circle**

2. throwing

3.three

4-thin

3-mouth - teeth

### **4 Look and write**

The answers are left to the students

### **5 Look and Read and match**

The answers are left to the students

## LESSON 4 SAVE THE EARTH

SB P. 173 - 178 WB P. 78 - 79

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

- listen to a text about the earth for specific information.
- identify the meaning of new vocabulary using an e-dictionary.
- list some ways that help save the earth.
- associate the sound of th /ð/ with its spelling pattern.
- distinguish between voiced th /ð/ and voiceless /θ/ sounds.
- write words with /ð/ sound.
- follow the rhyme of a song to produce words with /ð/ and /θ/ sounds.

### Vocabulary:

Rubbish, fresh, throw, ocean, river, trash, surround, garbage, pollute, plant, save, plastic bottle, waste, energy, narrow, nice, young, factory, beauty

### Language:

- Modals like should and must not can be used to give advice, such as “We should recycle” or “We must not pollute the water.”
- Adjectives like clean, fresh, dirty, and polluted describe the condition of the environment.
- Prepositions such as in, under, and on help students describe locations, like “The rubbish is in the bin.”
- Comparatives and superlatives like cleaner and biggest help compare different environmental situations, such as “This river is cleaner than that one.”
- Present tense is useful for describing facts, like “People throw garbage in the river” or “Plants give us fresh air.”
- Imperatives encourage action, such as “Pick up the trash” or “Plant more trees.”
- Question forms help spark discussion, such as “What can we do to save the Earth?”



## Phonics:

- The voiced dental fricative /ð/ and the voiceless dental fricative /θ/ are both produced by placing the tongue between the teeth and allowing air to pass through.
- Phonetic Features
- /ð/: Voiced, dental, fricative (e.g., this, that, those, mother).
- /θ/: Voiceless, dental, fricative (e.g., thin, thick, three, bath).
- Spelling Patterns
- /ð/ appears in common function words: the, this, that, these, those, their, there, they, though.
- /θ/ appears in content words: thin, thick, bath, math, three, thumb, tooth, thief.
- Minimal Pairs
- /ð/ – then vs. /θ/ – thin
- /ð/ – there vs. /θ/ – three
- Phonetic Context
- /ð/ occurs in medial and final positions more frequently than in initial positions (mother, father, brother).
- /θ/ is common in initial and final positions (thin, thick, tooth, bath)

## Values:

- Showing respect for ecotourism
- Protecting nature
- Thinking critically about conservation
- Appreciating different cultures
- Expressing opinions about travel
- Engaging in meaningful discussions
- Learning about new places
- Developing environmental awareness
- Respecting natural and cultural heritage
- Building communication skills

## Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Pictures or Flashcards .
- Real Objects.
- Audio Clips – Example: Sound of ocean waves to discuss water pollution.
- Posters or Charts – Example: A “Reduce, Reuse, Recycle” poster.

## Warm up

- Place a plastic bottle, paper bag, small plant, and toy fish in a bag.
- Let students take turns reaching inside without looking and describe what they feel.
- Guide them to connect the items to nature and pollution by asking simple questions like “Is this good or bad for the Earth?”
- Show students two pictures: one of a polluted place and one of a clean environment.
- Ask students which picture they like better and why.
- Encourage students to share ideas about keeping the Earth clean.
- Sing a simple song about keeping the Earth clean, using familiar tunes.
- Add simple actions like pretending to pick up trash or planting a tree.
- Play recorded sounds of nature, such as birds chirping, waves crashing, or wind blowing.
- Ask students what they hear and where those sounds come from.
- Discuss why we need to protect nature and keep the environment clean.

## 1 Listen Point, and Read

1. Begin by introducing key words using flashcards or real objects.
2. Say each word clearly and have students repeat after you.
3. Engage students with simple questions like “Where do we throw rubbish?” or “Do we drink clean or dirty water?” to activate prior knowledge.
4. Read the text aloud slowly, emphasizing key words and using gestures or pointing to related pictures.
5. Ask students to listen carefully and point to the correct picture when they hear a matching word.
6. For example, say “Find the picture of rubbish,” and let them point.
7. Encourage students to read along by repeating after you, first as a whole class and then individually.
8. Use choral reading to build confidence and fluency.
9. Check comprehension by asking simple questions such as “What do we drink?” and guide students to answer in complete sentences.
10. Reinforce learning with an extension activity where students act out concepts like throwing rubbish or breathing fresh air.



## 2 Listen, Read, and Complete

1. Read the passage aloud while students listen carefully.
2. Ask them to follow along with their fingers as they read silently.
3. Read the passage again, pausing at key points to ask questions about the content.
4. Discuss important words like “rubbish,” “polluted,” and “restore,” using pictures or real-life examples to explain their meaning.
5. Show images of clean and polluted environments to help students visualize the topic.
6. Read each incomplete sentence from the exercise aloud and guide students in finding the correct answers in the passage.
7. Allow students to complete the blanks independently, then go over the answers together as a class.
8. Ask students to share their thoughts on how they can help the environment.
9. Conclude the lesson by having students draw a picture of a clean and polluted environment, encouraging them to think about ways to keep the Earth clean.

**Unit 6**  
**Lesson 4**

**2 Listen, Read, and Complete**

For a long time, the Earth was clean. the water in the rivers was fresh and pure, and there was no rubbish anywhere. the seas and oceans were clean, allowing fish to live peacefully. Plants grew everywhere, and people had fresh food, keeping them healthy and strong. However, human behavior has changed. Many trees have been cut down to build houses, and smoke from factories and cars pollutes the air. Today, there is a lot of waste in the water. Fish are dying in rivers, seas, and oceans because of the rubbish people throw into them. We must take better care of our planet to restore its beauty and protect all living things.

1. People lived **there** on the Earth for thousands of years.
2. People take fresh water from the \_\_\_\_\_.
3. People built their \_\_\_\_\_ from trees.
4. \_\_\_\_\_ polluted the air.
5. There are many \_\_\_\_\_ in the rivers nowadays.

**3 Read and Write**

How can we save the earth?  
Write three important things to save the earth using the words below:



Plant

Don't throw

energy

Save water

many trees

Don't waste

plastic bottles

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### Answer

1. People lived there on the Earth for thousands of years.
2. People take fresh water from the rivers.
3. People built their houses from trees.
4. Smoke from factories and cars polluted the air.
5. There are much rubbish in the rivers nowadays ..

### 3 Turn and Talk

1. Begin by asking students what they can do to help the Earth.
2. Write their ideas on the board.
3. Introduce the words from the word bank and explain their meanings with examples.
4. Model a sentence using one of the words, then ask students to work in pairs to create sentences using different words from the word bank.
5. Have students write three sentences independently in their notebooks. Walk around the classroom, providing help where needed.
6. Invite volunteers to read their sentences aloud.
7. Correct any mistakes gently while encouraging creativity.
8. Praise students' efforts and discuss their ideas as a class.
9. Display some of their sentences on the board for review and reinforcement.

#### Answers:

##### How can we save the earth?

- To save the Earth:
  1. Plant many trees.
  2. Save water.
  3. Don't throw plastic bottles.

### 4 Read and circle words with th and sort them

1. Introduce the “th” sounds by saying words like “thin” and “this,” and have students repeat after you.
2. Show them how to position their tongue correctly for each sound.
3. Read the sentences aloud while students follow along in their books.
4. Ask them to circle all words that contain “th.”
5. Draw two columns on the board: one for words with /θ/ (thin) and another for words with /ð/ (this).
6. Have students come up and place their circled words in the correct column.

**Unit 8 Lesson 4**

**4 Read and Circle Words with th, and Sort them**

1. This crocodile has big mouth and sharp teeth.
2. Her mother has a thick coat.
3. We saw thunder and rain together.
4. My father and my brother are thin and tall.
5. These shoes are made of good leather.

/θ/ th as in mouth      /ð/ th as in this

**5 Read and Say**

| Adjective (a word that describes a noun) | Comparative |
|------------------------------------------|-------------|
| long                                     | longer      |
| nice                                     | nicer       |
| hot                                      | hotter      |
| happy                                    | happier     |
| narrow                                   | narrower    |

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7. Practice pronunciation as a class, having students say the words aloud in small groups.

8. Play a quick game where you say a word, and students show thumbs up for /θ/ and thumbs down for /ð/.

9. Repeat any difficult words and provide extra practice if necessary.

Conclude by reviewing all “th” words and reinforcing their pronunciation

### **Answers:**

- Words with /θ/ (th as in mouth)
- Teeth
- Thick
- Thunder
- Thin
- Words with /ð/ (th as in this)
- This
- Mother
- Together
- Father
- Brother
- Leather

### **5 Read and say**

1. Show two objects of different sizes, like a short pencil and a long ruler.
2. Hold them up and ask, “Which one is longer?”
3. Stretch your hands apart to show the meaning of “longer.”
4. Repeat with other adjectives like “hot” and “cold” using pictures of a sun and an ice cube.
5. Say “hotter” and “colder” while using hand gestures.
6. Let students repeat the words after you and use real objects around the classroom to compare.
7. Ask, “Which book is bigger?” or “Which bottle is taller?”
8. Encourage them to answer using the comparative form.
9. Give them picture cards with adjectives and their comparative forms.
10. Let them match the words by drawing lines between them.
11. Walk around, helping and praising their efforts.
12. End with a fun game where they race to find something “longer” or “shorter” in the classroom.

## 6 Look and tick

1. Read the first sentence aloud, "Venus is hotter than Mercury."
2. Show pictures of both planets and ask, "Is this true?"
3. Let students think and answer.
4. Use simple yes/no questions like "Is Mercury the hottest planet?" to guide them.
5. For each sentence, use actions or drawings to help them understand. For example, pretend to shiver when talking about cold planets.
6. Place two big signs on the board, one with a checkmark and one with an "X."
7. Read each sentence, and let students walk to the side they think is correct.
8. After everyone chooses, reveal the right answer with a fun fact or picture.
9. Pair students up to discuss their answers before they write.
10. After finishing, review the answers as a class, cheering when they get them right.

Unit 8  
Lesson 4

### COMPARATIVE ADJECTIVES

We use comparative adjectives to Show Change or make comparison.

We usually add -er to one-syllable adjectives

|                                                                                     |       |   |         |
|-------------------------------------------------------------------------------------|-------|---|---------|
|   | Old   | → | Older   |
|  | Young | → | Younger |
|  | Cold  | → | Colder  |
|  | Short | → | Shorter |
|  | Small | → | Smaller |

6 Look and Tick

|                                                       | True                                | False                    |
|-------------------------------------------------------|-------------------------------------|--------------------------|
| 1. Venus is hotter than Mercury.                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Neptune is bigger than Jupiter.                    | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. A year on Saturn is longer than a year on Mercury. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. The sun is smaller than the earth.                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. Uranus is colder than the earth.                   | <input type="checkbox"/>            | <input type="checkbox"/> |

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### Answers:

1. ✓
2. ✗
3. ✓
4. ✗
5. ✓

## Mini Project

- Start by introducing the planets using pictures, a short video, or a simple story.
- Show them different planets and talk about their colors, sizes, and temperatures in an engaging way.
- Ask questions like, “Which planet is the biggest?” or “Which planet is the hottest?” to spark curiosity.
- Give each student the chance to choose a planet they like.
- Provide sentence starters to make writing easier, such as:
  - “Mars is red.”, “Jupiter is the biggest planet.”, “Earth has water and trees.”
- Encourage them to use simple words and guide them in forming short, clear sentences.
- Write a few examples on the board and read them together.
- For the drawing part, show them simple ways to sketch a planet using circles and colors.
- Let them use crayons or markers to make their pictures colorful.
- Walk around the classroom, offering support and praising their work. At the end, let a few students share their sentences and drawings with the class.
- This makes learning interactive and builds their confidence.

### Suggested Answer:

- Earth is our home.
- It has blue oceans and green land.



## Mini Project

**Choose one planet. Write 3 sentences about it. Draw a picture of the planet.**

.....

.....

.....

.....

## PRACTICE BOOK LESSON 4

### 1 read and answer

2-we can walk or ride our bikes

3-when we use less gas

### 2 read and match

2-rivers

3-in the last 30 years

4-polluted the air

6-The water

### 3 find the words

1- That

2- Father

3- Mother

4- Weather

5- Leather

6- Together

7- Another

8- Brother

### 4 read and complete

-1 That is my sister

2- The weather is cold today

3- He has a leather coat

4- Parrots have colorful feathers

5- They are happy

5 **Design assign to save the earth**

The answers are left to the students

## Unit 7

# Pharaohs



# LESSON 1 THE EGYPTIAN MUSEUM

SB P. 179 - 188 WB P. 81 - 82

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

- listen to a dialogue about the Egyptian Museum for gist.
- ask and answer about the objects in the Egyptian Museum.
- read a text about the Egyptian museum for specific information.
- write simple sentences about the Egyptian museum using pictorial clues.
- answer yes / no questions about the past
- make polite requests.

## Vocabulary:

The Egyptian Museum, object, shiny stones, statue, pharaoh, king, queen, pretty, jewelry, ruler, ancient Egypt, outdoor area, date palm tree, stone wall, special, belong, real, mummies, scientists

## Language:

### • Past Simple Tense

The lesson introduces past simple tense to describe historical facts and events.

Examples from the content:

The Egyptian Museum was located in Cairo, Egypt.

The pharaoh was the ruler of ancient Egypt.

The old object was made of gold and shiny stones.

Focus on the verb “to be” (was/were) and regular past tense forms.

### • Differentiating between singular and plural nouns in the context of museum objects.

Examples:

statue → statues

pharaoh → pharaohs

museum → museums



- **Describing artifacts and historical objects using adjectives.**

Examples:

The old object was golden and shiny.

The Queen wore pretty jewelry.

- **Prepositions of Place**

The Egyptian Museum is in Cairo, Egypt.

The statue is inside the museum.

## **Phonics:**

- Consonant Blends: /gr/, /st/, /cl/
- Focus on blending sounds in key vocabulary words.

Examples:

- /gr/ – gold, great, grand
- /st/ – statue, stone, statue
- /cl/ – clue, clear, classical
- Differentiating between long and short vowel sounds in relevant words.
- Examples: Mummy (short u) vs. Museum (long u)
- Gold (long o) vs. Statue (short a)

## **Values:**

- Respecting ancient civilizations
- Appreciating cultural heritage
- Valuing hard work and dedication
- Understanding the importance of agriculture
- Recognizing the significance of traditions
- Thinking critically about history
- Learning from past achievements
- Respecting historical contributions
- Developing problem-solving skills
- Appreciating human ingenuity

## **Materials:**

- Student's Book
- Practice Book
- Teacher's Guide
- Pictures of the Egyptian Museum
- Images or replicas of ancient Egyptian artifacts
- Flashcards with key vocabulary
- Mystery box with artifacts or images
- Simple song or chant
- Projector or tablet for visuals

## Warm up

1. Show pictures of the Egyptian Museum, pharaohs, and ancient artifacts.
2. Ask students what they see and what they think these objects were used for.
3. Tell a short, exciting story about a child visiting the museum and discovering a treasure.
4. Place small toy artifacts or pictures inside a mystery box.
5. Let students take turns pulling out an item and guessing what it is.
6. Ask students to stand like a pharaoh, walk like an Egyptian, or pretend to examine an artifact.
7. Ask simple questions like, “Have you ever visited a museum?” or “What do you think is inside a museum?” to spark curiosity.
8. Teach a short chant or song about museums and pharaohs to engage students.

## 1 Look, Point, and Read

1. Start by showing the pupils the picture of the Egyptian Museum and explain that it is located in Cairo, Egypt.
2. Point out the old object made of gold and shiny stones, and discuss why it might be valuable.
3. Talk about the Queen’s pretty jewelry and ask the pupils to imagine what it would be like to wear such items.
4. Show the statue of the pharaoh and explain that it is like a big picture of a king.
5. Explain that the pharaoh was the ruler of ancient Egypt and discuss what a ruler does.
6. Encourage the pupils to ask questions about the museum, the objects, and the pharaoh to make the lesson interactive.
7. Finally, have the pupils draw their own version of a pharaoh or a piece of jewelry they would like to wear.



## 2 Listen, Act, and Answer

1. Begin by showing the pupils the images of the Egyptian Museum from the content. Ask them if they know what a museum is and explain that it's a place where we can see ancient objects, like the ones mentioned in the conversation between Mr. Hamdy and Omar.
2. Read the conversation aloud, emphasizing the part where Mr. Hamdy explains that the Egyptian Museum has ancient Egyptian objects, such as jewelry and statues, and things that belonged to King Tutankhamun. Discuss why people might build museums to preserve these important items.
3. Move to the second image with the multiple-choice questions. Read each question and the options aloud, linking them directly to the content. For example, for question 1, remind them that Mr. Hamdy said they are visiting the Egyptian Museum. For question 2, refer back to the objects mentioned in the conversation. For question 3, connect it to the mention of King Tutankhamun in the dialogue.
4. After answering the questions, provide more details about King Tutankhamun, linking it to the content where Mr. Hamdy mentioned his belongings are in the museum. Explain why he is a famous king in ancient Egypt.
5. Encourage the pupils to ask questions about the museum or ancient Egypt, just like Omar did in the conversation. Write their questions on the board and discuss them, relating back to the content.
6. Finally, have the pupils draw something they might see in the Egyptian Museum, like the jewelry or statues mentioned in the content. Ask them to share their drawings and explain how it connects to what they learned from the conversation and questions.

### Answer

unit 7  
Lesson 1

2 Listen, Act, and Answer

Why do you think people build museums?



**Mr. Hamdy:** Good morning, class! Today, we are visiting the Egyptian Museum!

**Omar:** Wow, that sounds amazing! Can you tell us about it, please?

**Mr. Hamdy:** Of course! The Egyptian Museum is one of the largest museums in the world that show Ancient Egyptian objects and artifacts.

**Omar:** What kind of objects and artifacts will we see there?

**Mr. Hamdy:** We will see a lot of interesting things people used in Egypt a long time ago, like jewelry and statues, and things that belonged to the famous King Tutankhamun.

**Omar:** So cool! Can you tell us more about these things?

**Mr. Hamdy:** Certainly! We will get to see a complete collection of items that were once owned by King Tutankhamun, who was a very important figure in the ancient Egyptian history.

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Why do you think people build museum?

Museums are built to preserve history, culture, and knowledge. They help us learn about the past, connect with our heritage, and understand different civilizations.

1. b
2. b
3. b

### 3 Ask and Answer

1. Begin with a warm-up by asking simple questions about statues and museums to engage their curiosity. For example, “Have you ever seen a statue before?” or “Do you know what a pharaoh is“?
2. Show the first picture of Tutankhamun’s mask and ask the students to describe what they see. Encourage answers like “It’s golden,” “It looks like a king,” or “It’s shiny“.
3. Read Rawan’s question and Mr. Hamdy’s answer aloud. Use clear pronunciation and emphasize key words like “Tutankhamun,” “Egyptian pharaoh,” and “New Kingdom“.
4. Explain the information in simple words. For example, “Tutankhamun was a boy king who ruled Egypt a long time ago“.
5. Ask the students to repeat key facts about Tutankhamun together as a class.
6. Show the second picture of the Seated Scribe Statue and ask them to describe what they see. Encourage observations like “He’s sitting,” “He’s writing,” or “He looks serious“.
7. Read Omar’s incomplete question and Mr. Hamdy’s answer aloud. Pause before reading the answer and ask, “What do you think Omar is asking“?
8. Guide the students to suggest questions like “What is this statue?” or “Can you tell me about this statue“?
9. Write the correct question on the board: “What is this statue?” and have the class repeat it together.
10. Pair the students up and let them practice the two dialogues in pairs. One student can play the role of Rawan or Omar, and the other can be Mr. Hamdy.
11. Encourage volunteers to perform their role-play in front of the class.
12. Conclude by asking review questions like “Who was Tutankhamun?” and “What is the Seated Scribe doing?” to check understanding.

## Answers:

**Omar:** What Is this statue?

**Mr. Hamdy:** It's The Seated Scribe Statue.

**For the remaining statues, here's how the information can be filled in:**

### 1. The Seated Scribe Statue

This statue depicts a seated scribe holding a scroll, symbolizing the importance of scribes in ancient Egypt.

### 2. Statue of Mentu

This statue represents the god Mentu, associated with war and strength in Egyptian mythology.

### 2. Statue of King Mentuhotep II

A statue of King Mentuhotep II, who is known for reunifying Egypt and establishing the Middle Kingdom.

### 3. Statue of King Amenhotep III and Queen Tiye

This statue shows the royal couple, symbolizing their strong partnership and the stability of their reign.

### 4. Statue of Ka-aper

This is a wooden statue of Ka-aper, also called the Sheikh el-Balad, reflecting the realism of non-royal statuary

**3 Ask and Answer**



**Ramon:** Can you tell me some information about this statue?

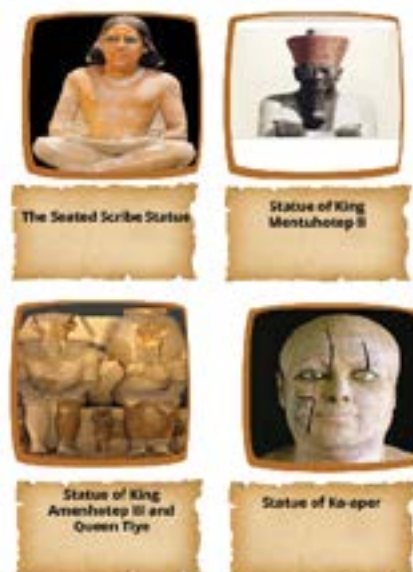
**Mr. Hamdy:** It is Tutankhamun. He was an Egyptian pharaoh in Egypt during the New Kingdom period of Ancient Egyptian history.



**Omar:** ?

**Mr. Hamdy:** It's the Seated Scribe statue.

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#### 4 Read and Tick (✓) or (✗)

1. Begin by introducing the title “The Egyptian Museum” and explain that the text is about a museum in Egypt and what we can learn from it.
2. Read the first paragraph aloud to the pupils.
3. Ask pupils to listen and think about what they have learned from the paragraph.
4. Show the three statements to the pupils.
5. Explain that they need to decide whether each statement is true or false based on what they heard.

unit 7  
Lesson 1

**4 Read and Tick True(✓) or False (✗)**

**The Egyptian Museum**

How do museums help us learn about the past?

The Egyptian Museum is in Cairo, the capital of Egypt. It is one of the biggest museums in the whole world! In the museum, you can find objects from ancient Egypt. There is a big outdoor area with tall date palm trees and a strong stone wall. The museum has special objects, just like the ones that belonged to King Tutankhamun. It even has real mummies! You can also see things that ancient Egyptian rulers used long ago, and guess what? There are objects from ancient Egyptian scientists too! Isn't that amazing?

1. The Egyptian Museum is located in Cairo. (✓ )
2. The museum is one of the smallest museums in the world. ( )
3. The museum displays collections from ancient Egypt. ( )

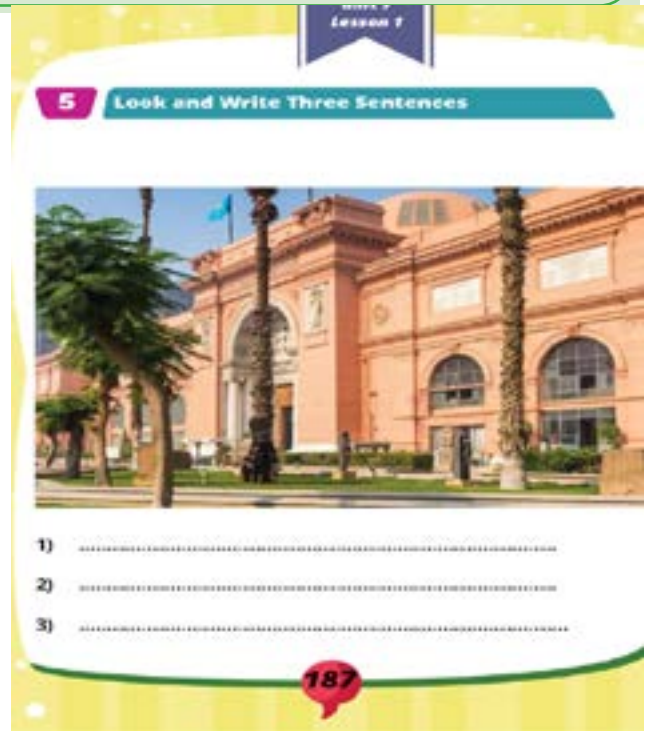
6. Read the first statement: “The Egyptian Museum is located in Cairo».
7. Ask pupils If the statement is true or false. Confirm that it is true and mark the answer.
8. Read the second statement: “The museum is one of the smallest museums in the world».
9. Ask pupils If the statement is true or false. Confirm that it is false and mark the answer.
10. Read the third statement: “The museum displays collections from ancient Egypt».
11. Ask pupils If the statement is true or false.
12. Confirm that it is true or false and mark the answer.
13. Review the answers with the pupils, explaining why each statement is true or false.

#### Answer

1. ✓
2. ✗
3. ✓

## 5 Look and Write Three Sentences

1. Remind them of a previous lesson about describing places, focusing on observation and descriptive words.
2. Connect the image to their knowledge of buildings in their environment, such as their school or other notable places they've visited.
3. Explain that this historic building could be like one they learned about in your lesson on ancient Egyptian museums or statues, to spark familiarity and interest.
4. Encourage them to describe what makes the building unique—just like they do when talking about their favorite places.
5. Relate the palm trees in the image to their knowledge of local natural features in Egypt, which can make their descriptions more relatable.



### *Answers:*

1. The building is pink and looks like an ancient museum with tall palm trees in front of It.
2. It has many windows, just like the ones we see in pictures of historic Egyptian museums.
3. I think this building could have old statues and artifacts inside, just like the museums

## 6 Song Time

1. Read the poem aloud with enthusiasm to grab pupils' attention and help them understand its rhythm and rhyme.
2. Explain that the poem explores ancient Egypt and mentions pyramids, monuments, temples, museums, and the Nile. Use gestures or pictures from the page to make these terms clear.
3. Point to the illustrations on the page and describe what each one represents, connecting it to the poem's lines.
4. Highlight difficult words like "monuments," "temples," and "treasures," and explain their meanings using simple language and examples.
5. Ask pupils to find and share rhyming words in the poem, like "see" and "be," emphasizing how rhymes make poems musical.
6. Have the pupils read the poem aloud together. Guide them to match their tone to the rhythm of the poem.
7. Divide pupils into small groups. Assign each group a specific stanza to create drawings that reflect the imagery in that part of the poem.
8. Let the groups present their drawings to the class and explain how their art connects to the poem.
9. Engage in a discussion about ancient Egypt's cultural and historical importance, encouraging pupils to share what they noticed in the poem.
10. Conclude by asking pupils to write one sentence about something new they learned from the poem and share it with a classmate.



# PRACTICE BOOK LESSON 1

1 read and complete

( information -biggest-objects-collection)

2 read and number

4-2-3-1

3 read and write tick✓ or ×

2-✓

3-×

4-✓

5-×

4 read and write

1The answers are left to the students

## Lesson 2 Agriculture in Ancient Egypt (Time for social studies)

SB P. 189 - 194 WB P. 83 - 85

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

- read a dialogue about agriculture in ancient Egypt for details
- identify new vocabulary using pictorial clues
- use the past simple tense in affirmative and interrogative form
- ask and answer questions about the life of ancient Egyptians
- read about agriculture in ancient Egypt for details
- identify the /gr/ blending
- write words with /gr/ blending

### Vocabulary:

Agriculture, country, beans, source, protein, grow, crops, variety, field, dates, sweet dates, snacks, cucumber, fresh, cheese, grapes, pick, garden, crocodile, crocodile, the Nile River, papyrus, onions, green salad, figs, delicious, flax, linen, grow green, gray, grains, group, grapes, ground, graph

### Language:

#### Past Simple Tense

- Usage in both affirmative and interrogative forms.

#### Examples from the lesson:

- “Ancient Egyptians grew crops near the Nile.” (Affirmative)
- “Did they use papyrus to make paper?” (Interrogative)
- Asking and Answering Questions
- Practicing wh-questions and yes/no questions related to the topic.

#### Examples:

- “What crops did ancient Egyptians grow?”
- “Did they use the Nile River for farming?”



## Phonics:

- /gr/ Blending Sound
- Identifying and pronouncing words with the /gr/ blend, such as:  
grapes    grow    green
- Word Recognition and Writing Practice
- Spelling and writing words with the /gr/ blend.
- Activities may include:  
Finding /gr/ words in the lesson text.  
Writing simple sentences using /gr/ words.

## Values:

- Respecting ancient civilizations
- Appreciating cultural heritage
- Valuing hard work and dedication
- Understanding the importance of agriculture
- Recognizing the significance of traditions
- Thinking critically about history
- Learning from past achievements
- Respecting historical contributions
- Developing problem-solving skills
- Appreciating human ingenuity

## Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Real or Artificial Fruits and Vegetables
- Posters or Charts

## Warm up

1. Show pictures of crops, vegetables, or animals related to the lesson and ask students what they see.
2. Encourage students to guess how these items were used in ancient Egypt.
3. Say simple statements about agriculture in ancient Egypt and ask students to respond with "Yes!" or "No!" (or thumbs up/down).
4. Pretend to be farmers by mimicking actions like digging, planting, watering, and picking.

Ask students to describe what they are doing.

5. Say a word from the lesson and ask students to find the matching picture in the material.
6. Emphasize the pronunciation of words with the /gr/ blending sound and have students repeat them.
7. Sing a simple farm-related song and replace some words with vocabulary from the lesson.

## 1 Listen, Point, and Read

1. Begin by displaying images related to each word (e.g., agriculture, cucumber, Nile, etc.) so pupils can visually connect the word and meaning.
2. Clearly say the word and its accompanying sentence aloud (e.g., “This is flax. Flax is used to make linen.”) for each image, while pointing to it.
3. Use gestures, props, or simple examples to further explain unfamiliar words (e.g., holding a fabric piece to explain flax used for linen).
4. Encourage pupils to repeat each word and sentence after you. This helps in reinforcing correct pronunciation and comprehension.
5. Ask individual pupils to take turns pointing to an image, naming the item, and reading its sentence to the class.
6. Play a simple game where you randomly show an image, and pupils compete to quickly identify the word and share its sentence aloud.
7. Provide pupils with blank cards to draw their favorite image from the set and write the corresponding word and sentence on it for practice.
8. Review the vocabulary by asking random questions, like “Which item is used to make paper? (Answer: papyrus),” ensuring pupils understand.



## 2 Listen, Read and Answer

1. Begin by greeting the class warmly and stating: “Good morning! Today, we will explore what people in Ancient Egypt grew to eat».
2. Show a picture or drawing of Ancient Egypt and ask, “What do you know about Ancient Egypt?” Respond to their answers to create a connection.
3. Hold up or display pictures of vegetables like cucumbers, onions, and beans. Say, “These are some of the vegetables Ancient Egyptians grew. Can you repeat after me: cucumbers, onions, beans»?
4. Display images of fruits like dates, grapes, and figs. Ask, “Can anyone guess what fruits they grew?” After hearing guesses, name the fruits and ask pupils to repeat.
5. Incorporate a quick game: “Which one did Ancient Egyptians grow?” Show two pictures at a time (e.g., a cucumber and an apple). Have them raise their hands for the correct answer.
6. Ask them, “Do you think Ancient Egyptians had animals to help them on their farms?” Discuss briefly about their role, like plowing fields.
7. Summarize by asking a few pupils to name one fruit or vegetable they learned about. Reinforce the key points enthusiastically: “Great work! Now you know how skilled Ancient Egyptians were in farming»!
8. End with an activity, like drawing their favorite fruit or vegetable from Ancient Egypt and sharing it with the class.

Unit 7  
Lesson 2

2 Listen, Read, and Answer



**Mr. Hamdy:** Good morning class! Today, we are going to learn about agriculture in Ancient Egypt.

**Rawan:** I remember watching a video about this. Mr. Hamdy! They grew crops, right?

**Mr. Hamdy:** That's right, the Ancient Egyptians were experts in agriculture and grew a variety of fruits and vegetables.

**Omar:** Which vegetables did they grow, sir?

**Mr. Hamdy:** They grew vegetables like cucumbers, onions, and beans.

**Rawan:** and what about fruits?

**Mr. Hamdy:** They also grew fruits like dates, grapes, and figs.

**Rawan:** Wow! That's amazing! Did they also have animals?

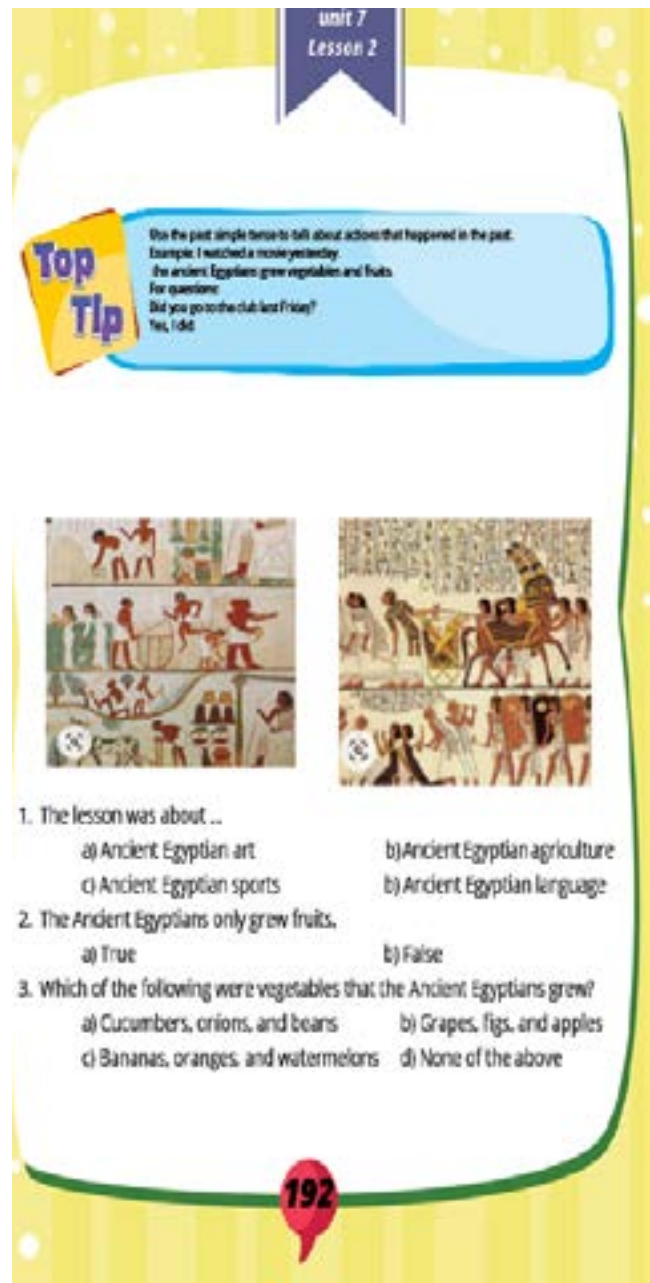
**Mr. Hamdy:** Yes, indeed! They kept a variety of animals such as cows and even crocodiles!

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## Answers:

### Answer

1. The lesson was about...
  - b) Ancient Egyptian Agriculture
2. The Ancient Egyptians only grew fruits.
  - b) False
3. Which of the following were vegetables that the Ancient Egyptians grew?
  - a) Cucumbers, onions, and beans
4. Which of the following were fruits that the Ancient Egyptians grew?
  - b) Grapes, figs, and apples
5. What other animals did the Ancient Egyptians keep besides cows?
  - d) Sheep and pigs



### 3 Read and Tick (✓) or (✗)

1. Read the passage aloud to the pupils slowly and clearly.
2. Explain the meaning of any difficult words or concepts, such as “papyrus” or “flax».
3. Discuss with the pupils what crops the Ancient Egyptians grew and their uses.
4. Show the pupils the list of statements one at a time.
5. Ask the pupils to listen carefully and think about whether the statement is correct.
6. Use gestures or visual aids to help explain true and false if needed.

7. Work through each statement, discussing the correct answer together.

8. Praise pupils for their effort and participation to encourage confidence.

9. Review the task at the end, summarizing the key points.

### Answer

A) ✓

b) ✗

c) ✗

d) ✓

e) ✓

**Agriculture in Ancient Egypt**

the Ancient Egyptians were great people. They grew many crops as the ground was fertile. the agricultural land was green with grain. They carried water from the Nile to water their grapes and other crops. They grew grains, vegetables, and fruits. Also, they grew papyrus to make boats, mats, and paper. They grew flax to make ropes and clothing.

|                                                           |       |
|-----------------------------------------------------------|-------|
| a) The Ancient Egyptian grew many crops.                  | ( ✓ ) |
| b) They didn't grow grains.                               | (   ) |
| c) They carried water from the canal to water the plants. | (   ) |
| d) They grew papyrus to make ropes.                       | (   ) |
| e) They grew flax to make clothing.                       | (   ) |

## 4 Listen and Repeat the /gr/ blends

- Show the image to the pupils and point to the title and instruction at the top to set the context.
- Explain that they will learn words starting with the /gr/ sound today.
- Point to each picture in the first row and say the words out loud, emphasizing the /gr/ sound.
- Have the pupils repeat each word after you, one at a time.
- Move to the second row and repeat the process: say the words and let the pupils repeat them.
- Do the same for the pictures in the third row, ensuring each word is pronounced and repeated.
- Go through all the pictures again, asking pupils to say the words without your help.
- Encourage pupils to use some of the words in simple sentences and share them with the class.
- Repeat the activity to reinforce learning and ensure all pupils are comfortable with the /gr/ words.

**4 Listen and Repeat the /gr/ blends**

|                                                                                                        |                                                                                                       |                                                                                                        |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <br><b>grow</b>    | <br><b>green</b> | <br><b>gray</b>   |
| <br><b>grains</b>  | <br><b>group</b> | <br><b>ground</b> |
| <br><b>grapes</b> | <br><b>graph</b> |                                                                                                        |

**5 Listen and Circle the Words with the /gr/ Blending**

|                                             |
|---------------------------------------------|
| a) <u>green</u> / goat / <u>agriculture</u> |
| b) goose / grin / great                     |
| c) grow / gor / group                       |
| d) grains / gap / grapes                    |
| e) gate / grapes / girl                     |
| f) agree / age / ground                     |

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## 5 Listen and circle the words with the blending /gr/

1. Begin by showing the pupils the worksheet and explaining that they will focus on words starting with the blending sound /gr./
2. Read the instruction: “Listen and Circle the Words with the blending /gr«./
3. Highlight the example words that are already circled: “green” and “agriculture«.
4. Slowly read each line of words aloud, emphasizing the /gr/ sound for the relevant words.
5. Encourage the pupils to listen carefully and identify the words starting with the /gr/ sound.
6. Ask the pupils to circle the correct words either on their worksheet or on the board.
7. Go over the answers together, reinforcing the sound and celebrating their efforts.

### *Answers:*

- a) green, agriculture
- b) grin, great
- c) grow, group
- d) grains, grapes
- e) grapes, girl
- f) agree, ground

# PRACTICE BOOK LESSON 1

## 1 read and answer

2-the ancient Egyptian kept animals like cows, crocodiles, and hippos

3-yes, they did

4-yes, they did

5-yes , sure

## 2 read and sort

The answers are left to the students

## 3 look and write

Green -grapes-graph-grow-gray

## 4 look,read, and write

2-didn t

3-yes, they did

4-yes, they did

## 5 look and match

2-p5

3-p4

4-p2

5-p1

## LESSON3 THE GREAT PYRAMIDS

SB P. 195 - 199 WB P. 86 - 87

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

- listen to a dialogue about the Pyramids for details
- ask and answer questions about the Pyramids in Egypt
- read a text about the Great Pyramid for specific information
- complete words with /st/ blending on hearing them
- Apply some words with the /st/ blending

### Vocabulary:

Stones, stairs, statues, stars, stop, stages, storm, stadium, stable, The Pyramids, ancient Egyptians, king, tomb, treasures, queen, beautiful, paintings, stairs, worker, building, chamber, secret, limestone, temple

### Phonics:

The phonics focus in this lesson includes the /st/ consonant blend, which appears in words like “stairs” and potentially others related to the topic. Teaching this blend effectively helps students recognize and pronounce initial consonant clusters, which are essential for developing decoding skills.

### Phonemic Awareness Development

Blends like /st/ require students to distinguish and articulate two consecutive consonant sounds without inserting a vowel between them. Since young learners often struggle with blends, explicit modeling and guided practice are necessary to ensure proper articulation.

### Word Recognition and Blending Practice

Students should first listen to and identify the /st/ blend in spoken words before progressing to reading and writing. Activities like:

Sound isolation emphasizing the /st/ sound in spoken words (“What sound do you hear at the beginning of stairs?”)

Blending drills practicing combining /s/ and /t/ to form the /st/ sound, using familiar words.



Word families introducing words that share the blend (e.g., stairs, star, stop) to reinforce pattern recognition.

### **Application in Context**

By embedding phonics instruction within the thematic content, students gain meaningful exposure. For example:

Identifying /st/ words in sentences about the pyramids (e.g., “The workers climbed the stairs”).

Encouraging oral repetition to build fluency.

### **Values:**

- Respecting ancient civilizations
- Appreciating cultural heritage
- Valuing hard work and dedication
- Understanding the importance of agriculture
- Recognizing the significance of traditions
- Thinking critically about history
- Learning from past achievements
- Respecting historical contributions
- Developing problem-solving skills
- Appreciating human ingenuity

### **Materials:**

- Student’s Book
- Practice Book
- Teacher’s Guide
- Pyramid Model or Toy
- Pictures or Flashcards
- Audio Clips
- Costumes or Props

### **Warm up**

1. Place a small pyramid toy or picture inside a covered box.
2. Shake the box and ask students to guess what’s inside by giving hints like “It’s something old and big,” “It’s in Egypt,” or “It has three sides.”
3. Encourage students to form small human pyramids by stacking hands or making triangle shapes with their arms.
4. Write the word “Pyramid” on the board and clap each syllable: “Py-ra-mid” (3 claps). Do the same for other words like “Tomb” (1 clap) and “Chamber” (2 claps).
5. Ask students to close their eyes and imagine they are in a hot, sandy desert. Guide them by describing sounds, feelings, and sights, like wind, the sun, camels, and pyramids.
6. Sing a short song to the tune of “The Wheels on the Bus” about workers building the pyramids, encouraging students to sing along and do simple hand movement

## 1 Listen, Point, and Read

1. Show the pupils the pictures in the image and introduce the topic of ancient Egypt. Explain that they will learn about the buildings, people, and materials used by the ancient Egyptians.
2. Point to the first picture (the pyramids) and read the sentence aloud: “The ancient Egyptians built the Pyramids».
3. Ask the pupils to repeat the sentence after you to practice pronunciation.
4. Explain what pyramids are, using simple language, and ask if anyone has seen pictures of pyramids before.
5. Move to the next picture (tomb) and read the sentence: “The pharaoh’s tomb was filled with treasures».
6. Explain the term “tomb” and use gestures or examples to help them understand.
7. Repeat this process for each picture, reading the sentence, having pupils repeat it, and explaining the key word (chamber, king, queen, limestone, stairs).
8. Ask pupils to match the pictures with the correct words or sentences to reinforce their understanding.
9. Create an interactive activity where pupils describe each picture in their own words, using the new vocabulary.
10. Summarize the lesson by revisiting each picture and asking pupils questions like, “What is this?” or “Who built the pyramids?” to check their comprehension.



## 2 Listen, Read, and Tick (✓) or (✗)

1. Show the pupils the image with the Pyramids and the family in the car to spark their interest. Point to each part of the image and briefly explain what they see.

2. Read the conversation aloud between the dad, Adam, and Reem. Use gestures and voice variation to make it engaging.

3. Discuss key points from the conversation. For example:

- The number of Pyramids at Giza.
- The purpose of the Pyramids (as tombs for Pharaohs).
- The height of the biggest Pyramid (146.6 meters).
- The fact they can go inside the Pyramid of Khufu.

4. Write the true or false statements on the board one by one and read them aloud.

5. Ask the pupils to think about the statements and decide whether each is true or false based on the story.

6. Guide them in marking each statement as ✓ or ✗ on their worksheets or note books.

7. Review the answers together as a class.

8. Encourage pupils to explain their reasoning for each answer to reinforce their understanding. Use the dialogue to confirm the correct answers.

### Answer

1. ✗      2. ✓      3. ✗      4. ✗      5. ✓

unit 7  
Lesson 3

2
Listen, Read, and Tick True (✓) or False (✗)




**Dad:** Hey kids, do you want to see the Pyramids at Giza?

**Adam:** Wow, that sounds fun!

**Reem:** I heard there are three Pyramids there.

**Dad:** Yes, the Pharaohs built them to be their tombs.

**Adam:** How high is the biggest Pyramid?

**Dad:** It's really tall, 146.6 meters!

**Reem:** Can we go inside the Pyramids?

**Dad:** Yes, we can go inside one of them, the Pyramid of Khufu.

**Reem:** I really want to go inside the Pyramid!

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### 3 Read and Answer

1. Begin by showing the text about the Great Pyramid of Giza to the pupils and read it aloud together.
2. Explain key facts clearly: mention that the Great Pyramid is the largest Egyptian pyramid, its name is Khufu, and it is 146.6 meters tall.
3. Highlight how it was built in stages and has three chambers: the king's chamber, the queen's chamber, and the grand gallery.
4. Tell them It was built by Khufu and is covered with limestone, which protects it.
5. Use gestures and pictures to point out the stairs and chambers for better understanding.
6. Display the questions and read each one

Unit 7  
Lesson 3

- 1) There are four pyramids at Giza. ( X )
- 2) The family went to visit the Pyramids at Giza. ( )
- 3) The Pharaohs built the Pyramids as houses. ( )
- 4) The height of the great Pyramid is 173 meters. ( )
- 5) The family can enter inside the Pyramids. ( )

**3 Read and Answer**

The Great Pyramid of Giza is the largest Egyptian pyramid. It is called Khufu. It is 146.6 metres in height. It took a lot of stages to be built. It consists of three chambers, the king's, queen's and a chamber that is called the Grand Gallery. It was built by King Khufu, the Pyramid is covered by limestone. It has a lot of stairs.

1. The largest Egyptian Pyramid is called ...  
a) Tutankhamun   b) Khafre   **c) Khufu**   d) Ramses
2. How tall is the Great Pyramid of Giza?  
a) 146.6 meters   b) 100 meters   c) 200 meters   d) 300 meters
3. How many chambers does the Great Pyramid of Giza have?  
a) One   b) Two   c) Three   d) Four
4. The Great Pyramid of Giza was built by ...  
a) Tutankhamun   b) Khafre   c) Khufu   d) Ramses
5. What covers the Great Pyramid of Giza?  
a) Limestone   b) Sandstone   c) Granite   d) Marble

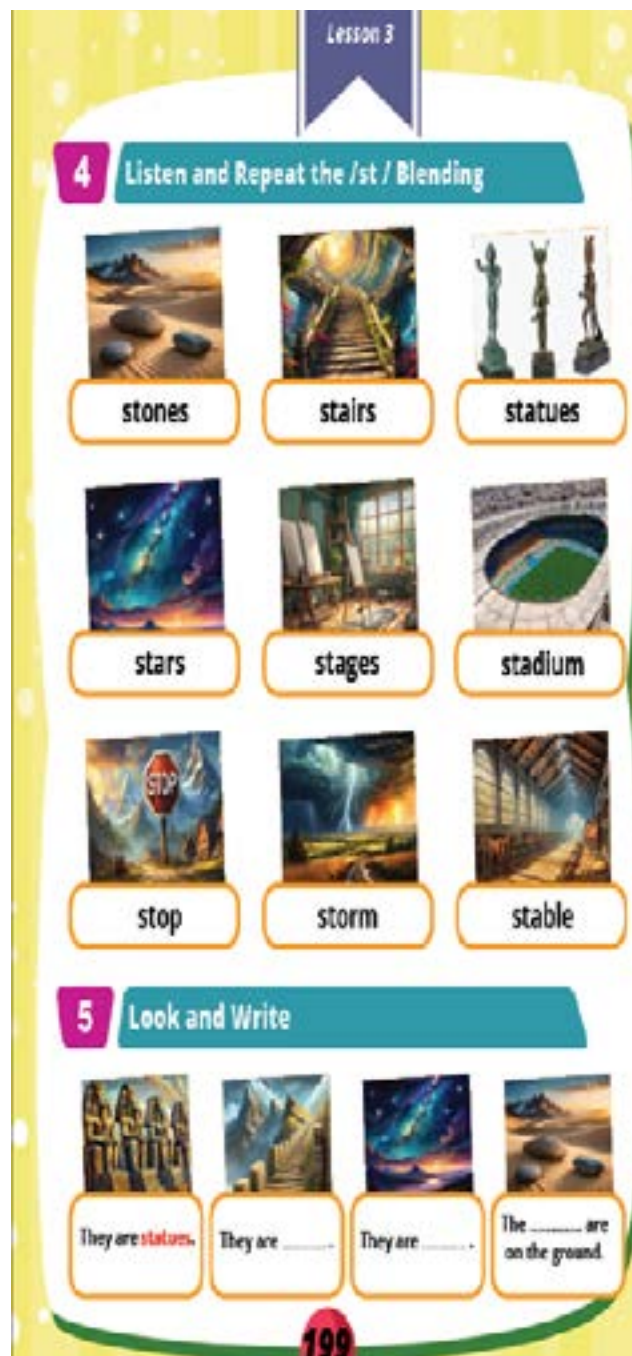
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### Answers:

1. c
2. a
3. c
4. c
5. a

## 4 Listen and Repeat the /st/ blending

1. Show the pupils the image with the title “Listen, and Repeat the /st/ blending».
2. Explain that each word in the image begins with the /st/ sound, which they will practice together.
3. Point to the picture of “stones” and say the word out loud, emphasizing the /st/ sound at the beginning.
4. Ask the pupils to repeat the word “stones” after you.
5. Move to the next picture of “stairs” and say the word out loud, again emphasizing the /st/ sound.
6. Ask the pupils to repeat the word “stairs” after you.
7. Continue the process for the remaining pictures, saying each word aloud: “statues,” “stars,” “stages,” “stadium,” “stop,” “storm,” and “stable.” Emphasize the /st/ sound each time.
8. Encourage pupils to repeat each word after you to practice their pronunciation.
9. After going through all the pictures, challenge the pupils to say the words independently by pointing to the pictures.
10. Invite them to think of and share other words they know that start with the /st/ sound.



## 5 Look and Write

1. Show the worksheet to the pupils and explain that they need to observe the pictures carefully and fill in the blanks with the correct words.
2. Point to the first picture and read the sentence: “They are statues.” Explain that the word “statues” describes the objects in the image.
3. Point to the second picture and read the sentence: “They are .....” Ask the pupils to look at the picture. Guide them to recognize the picture as showing stairs. Help them say and write the word “stairs».
4. Point to the third picture and read the sentence: “They are .....” Encourage pupils to observe the picture closely. Guide them to identify the objects as stars, and help them write “stars” in the blank.
5. Point to the fourth picture and read the sentence: “The ..... are on the ground.” Direct pupils to observe the image and guide them to conclude that the picture shows rocks. Assist them in writing the word “rocks».
6. Review all the completed sentences with the class, repeating each word (statues, stairs, stars, rocks) to reinforce vocabulary comprehension and spelling.

### *Answers:*

1. statues
2. stairs
3. stars
4. rocks

## PRACTICE BOOK LESSON 3

**1 read and answer**

2- three pyramids

3-they were built thousand of years ago

4-yes, they are

**2 read and circle The words with /st/ sound**

The answers are left to the students

**3 read and circle the odd one out**

2-sky

3-slide

4-skate

5-sneeze

**4 look and match**

2-p1

3-p2

4-p6

5-p5

6-p4

## LESSON 4 MUMMIFICATION

SB P. 200- 206 WB P. 88- 91

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

- listen to a dialogue about mummification in ancient Egypt for specific information.
- identify new vocabulary using pictorial clues.
- read about the life of ancient Egyptians for specific information.
- associate the /cl/ blend with its spelling pattern.

### Vocabulary:

mummy, preserved body, dead person, pharaoh, salt, wrap, earrings, necklace,

Close, clean, clips, clay, cloud, clock, clothes, claw, clown

### Language:

- Talking about ancient Egyptian practices using simple sentences (e.g., “A mummy is a preserved body.”)
- Using context clues and pictures to understand new vocabulary.
- Identifying and describing objects related to mummification (e.g., mummy, wrap, preserve, bracelet, necklace).
- Using past tense verbs in simple sentences (e.g., “People used salt to preserve food.”)

### Phonics:

The /cl/ blend (as mentioned in the lesson objectives), found in words like • identify new vocabulary using pictorial clues.

- read about the life of ancient Egyptians for specific information.
- associate the /cl/ blend with its spelling pattern.



## **Vocabulary:**

mummy, preserved body, dead person, pharaoh, salt, wrap, earrings, earrings, necklace,

Close, clean, clips, clay, cloud, clock, clothes, claw, clown

## **Language:**

- Talking about ancient Egyptian practices using simple sentences (e.g., “A mummy is a preserved body.”)
- Using context clues and pictures to understand new vocabulary.
- Identifying and describing objects related to mummification (e.g., mummy, wrap, preserve, bracelet, necklace).
- Using past tense verbs in simple sentences (e.g., “People used salt to preserve food.”)

## **Phonics:**

- The /cl/ blend (as mentioned in the lesson objectives), found in words like “clay”, “cloth”, and “close.”
- The /wr/ sound in “wrap.”
- The silent b in “thumb” (if relevant to ancient Egyptian artifacts).

## **Values:**

- Respecting ancient civilizations
- Appreciating cultural heritage
- Valuing hard work and dedication
- Understanding the importance of agriculture
- Recognizing the significance of traditions
- Thinking critically about history
- Learning from past achievements
- Respecting historical contributions
- Developing problem-solving skills
- Appreciating human ingenuity
- Gift-Wrapping Connection

## **Materials:**

- Student's Book
- Practice Book
- Teacher's Guide
- Picture and Flashcard Discussion
- Preservation Experiment with Salt
- Storytelling or Video Presentation

## **Warm up**

1. Greet the students with enthusiasm and ask them if they like surprises.
2. Show a small box and tell them it has something special inside. Let them guess what it could be.
3. Allow a few students to touch the box without looking inside and describe how it feels.
4. Open the box to reveal objects like a small toy wrapped in cloth, a bracelet, or a picture of an old object.
5. Ask students what all these objects have in common and encourage different answers.
6. Show a picture of something wrapped (a present, a bandaged hand) and ask why we wrap things.
7. Play a quick movement game where students act out different actions (wrapping, standing still, wearing jewelry).
8. Introduce a simple question: "What do you think people did a long time ago to keep things safe?"
9. Show a brief picture or tell a short, engaging sentence related to the day's lesson.

## 1 Listen, Point, and Read

1. Show the pupils the page from the lesson book and introduce the activity, explaining that they will learn new words using pictures and sentences.
2. Point to the first picture and read the word below it aloud, asking the pupils to repeat after you. For example, “mummy».
3. Read the sentence under the word to provide context, such as “A mummy is a dead person whose body is preserved».
4. Ask the pupils to describe what they see in the picture and connect it to the word you’ve taught them.
5. Repeat the process for each picture, one by one, ensuring they understand the meaning of words like “wrap,” “preserve,” “necklace,” and others.
6. Use gestures or visual aids (if available) to help explain the meaning of each word.
7. Encourage the pupils to come up with their own sentences using these new words.
8. Ask questions like, “Which picture shows a ‘bracelet’? Can you point to it?” to reinforce learning.
9. Review all the words and sentences together, encouraging group participation.
10. Repeat the words several times during the lesson to build recognition and confidence. Use a fun game, like matching words to pictures, for further reinforcement.



## 2 Listen, Read and Answer

1. Begin by reading the dialogue between the father and son aloud to the pupils In a clear voice.
2. Explain that the dialogue discusses a movie about ancient Egypt to set the context.
3. Ask the pupils what they think the main idea of the dialogue is and encourage them to share their thoughts.
4. Help them identify that the main idea is “mummifying the dead in ancient Egypt” through guided discussion.
5. Point out the question about the movie’s topic and read the answer choices aloud.
6. Explain that the correct answer is “the life of a Pharaoh” and discuss briefly what Pharaoh is.
7. Introduce the question about why ancient Egyptians wrapped their dead in cloth.
8. Explain that the reason was “to preserve their bodies” and provide a simple explanation of what preservation means.
9. Discuss with the pupils if all people in ancient Egypt wrapped their dead In cloth.
10. Clarify that only the rich and Pharaohs were wrapped in cloth and explain why that was the case in simple terms.

### 2 Listen, Read, and Answer

**Dad:** Hey, what are you watching on TV?

**Son:** It's a movie about Ancient Egypt.

**Dad:** That sounds cool! What's it about?

**Son:** It's about how the Ancient Egyptians mummified, and buried their dead.

**Dad:** Interesting! Why did they wrap their dead in cloth before burying them?

**Son:** They wanted to keep the bodies preserved for the afterlife. It was a big part of their religion.

**Dad:** That makes sense. Did everyone get buried like this?

**Son:** No, only the rich and the Pharaohs. Can we learn more about the Ancient Egyptians?

**Dad:** Sure, let's go to the museum!



1. The main idea of the dialogue between the father and son is

a. watching a movie

b. going to the museum to learn about Ancient Egypt.

c. wrapping the dead in cloth

d. mummifying the dead in Ancient Egypt.

2. The movie is about

a. the history of Ancient Egypt

b. the discovery of a new mummy

c. the geography of the Nile River

d. the life of a Pharaoh

a

### Answers:

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

### 3 Read and Complete

1. Show the pupils the illustrations of the ancient Egyptians in the textbook to grab their attention.

2. Read the text “The Life of Ancient Egyptians” aloud clearly and slowly, pointing at

the corresponding illustrations as you go.

3. Pause after each sentence and explain key points:

-Light clothes were made from linen.

-Jewelry included rings, earrings, bracelets, and necklaces made of gold and pre

cious stones.

-Pottery was made using clay from the Nile.

4. Ask pupils to repeat important words like “linen,” “jewelry,” and “pottery” to reinforce learning.

5. Write simple questions on the board, such as:

-What type of clothes did ancient Egyptians wear?

-What were the jewelry items made from?

6-. Encourage pupils to answer these questions in pairs or small groups to promote discussion.

7. Go through the answers together as a class and provide feedback, ensuring every one understands.

8. Let the pupils draw or color something related to the topic, such as an ancient Egyptian wearing jewelry or making pottery, as a creative activity.



**3 Read and Complete**

**The Life of Ancient Egyptians**

Ancient Egyptians wore light clothes. They were clever. They made their clothes from linen. They wore jewelry like, earrings, bracelets, and necklaces. the jewelry was made of gold and precious stones. the Ancient Egyptians used clay to make pottery. They got the clay from the Nile.

a) Ancient Egyptians wore light clothes.

b) They were .....

c) They wore rings, .....and.....

d) The Ancient Egyptians used ..... to make pottery

e) They got the clay from the .....

## Answers:

- A) Ancient Egyptians wore light clothes.
- b) They were clever.
- c) They wore rings, earrings, bracelets, and necklaces.
- D) The ancient Egyptians used clay to make pottery.
- e) They got the clay from the Nile.

### 4 Look, Listen, and Repeat the /cl/ blend

1. Display the image to the pupils and point to the title “Look, Listen and Repeat the /cl/ blend.” Explain that /cl/ is a combination of the sounds “c” and “l”.
2. Point to the first picture and say the word aloud, for example, “Close,” emphasizing the /cl/ sound at the beginning. Have the pupils repeat it after you.
3. Continue with the remaining pictures, saying each word aloud (e.g., “Clay,” “Clothes,” “Clean,” etc.), and ensure pupils repeat each word clearly.
4. Ask the pupils to look closely at each image while saying the word to help connect the sound with the picture.
5. After completing all the words, encourage the pupils to share any other words they know that start with the /cl/ blend, such as “Class” or “Climb”.
6. Provide the pupils with notebooks and ask them to write down each word (e.g., “Close,” “Cloud,” “Clown”) and draw a simple picture beside each word as a fun reinforcement activity.
7. Conclude the lesson by reviewing all the words together and practicing saying them again in a group to reinforce their learning.



## 5 Listen and Circle the \cl\ blending

1. Tell the pupils they will practice listening to words and circling the correct one from a pair.
2. Write the word pairs on the board or show them on the screen: calm/clay, club/crab, cry/clear, clips/crayons, cook/clothes.
3. Explain that you will read one word from each pair, and they need to circle the word they hear.
4. Read the first word, “clay,” clearly and slowly, and give them time to circle it.
5. Repeat this process with the remaining words: crab, cry, crayons, and cook.
6. Once they’ve finished, go over the answers together as a class. Read each word again and show the correct answer, discussing any mistakes.
7. Reinforce learning by asking pupils to repeat the words they circled correctly after each round.

### *Answers:*

#### **Answers**

1. clay
2. club
3. clear
4. clips
5. clothes

## Mini -Project

1. Prepare materials such as paper, markers, crayons, and pictures of Ancient Egyptian landmarks or monuments.
2. Introduce the song “Come and See, Ancient Egypt’s Land” to the pupils and play it for them.
3. Discuss the landmarks, monuments, and temples mentioned in the song with the pupils to build their understanding.
4. Show the pupils pictures of Ancient Egyptian landmarks, such as the Pyramids or the Sphinx, to make the discussion more engaging.
5. Ask the pupils to imagine they are creating a brochure or poster inviting people to visit Ancient Egypt.
6. Guide them to select specific landmarks, traditions, or cultural details they’d like to include in their brochure or poster.
7. Help the pupils draw or paste pictures of the chosen landmarks on their paper and add brief descriptions.
8. Encourage them to include creative details inspired by the song, such as cultural aspects or traditions.
9. Once the pupils finish their projects, display their work in the classroom.
10. Discuss their creations as a group, allowing them to share what they’ve learned about Ancient Egypt.



### Mini-Project

Pupils will be creating a travel brochure or poster for Ancient Egypt based on the lyrics of the song (page 188 - Unit 7 Lesson 1)

**Materials Needed:**

- Paper
- Markers, colored pencils ,or crayons
- Pictures of Ancient Egyptian landmarks or access to the internet to search for images

**Instructions:** Listen to the song **“Come and See, Ancient Egypt’s Land”** and discuss the landmarks and historical sites mentioned in the song with your classmates.

1. Search for pictures of Ancient Egyptian landmarks and monuments and choose the ones you would like to include in your brochure or poster.
2. Create a visual representation of what you would like visitors to see and experience when they come to visit Ancient Egypt. You should include pictures of the landmarks, monuments, and temples, as well as information about the culture, people, and traditions of Ancient Egypt.

## PRACTICE BOOK LESSON 4

### 1 read and match

The answers are left to the students

### 2 read and write ✓ or ✗

2-✓

3-✓

4-✓

5-✗

### 3 write three sentences

The answers are left to the students

### 4 read and answer

2- royal mummies

3- tombs

4-the mummified bodied of Egypt s pharaohs

5-Yes, sure

### 5 read and sort

Verbs(close-clean-clap-click-climb)

Nouns(clock-clips-club-class-claw)

## Unit 8

# Water is Life



# LESSON 1 THE FISHERMAN KAMAL

SB P. 207 - 212 WB P. 92 - 94

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

- read and analyze a text about a fisherman's life.
- identify new vocabulary related to the River Nile using pictorial clues.
- ask and answer questions about jobs related to the River Nile.
- identify words related to water.
- associate people with their jobs.
- identify the sound /ʃ/.
- associate the sound /ʃ/ with its spelling pattern 'sh'.
- write words with /ʃ/ sound

## Vocabulary:

Fishing, catch fish, river, lake, carpenter, fix, boat, siblings, fisherman, lake, skill, perform, task, nature, mountains, view, housewife, take care, family, carpenter, farmer, grow, sheep, shop, brush, wash

## Language:

### • Definition sentences:

A fisherman is someone who catches fish from water.

A carpenter is someone who makes and fixes boats.

### • Descriptive sentences:

• Nature is what you see outside, like trees, mountains, and rivers.

### • Simple Present Tense:

Used to describe facts and general truths (A fisherman catches fish.).

## Phonics:

### The /ʃ/ Sound ("sh")

- The lesson focuses on identifying and pronouncing the /ʃ/ sound.



- Words that contain the /ʃ/ sound include: fish ship shore fishing
- The lesson helps students associate the /ʃ/ sound with the sh spelling pattern.
- Activities may include clapping when hearing the sound or underlining “sh” in words.
- Word Formation and Writing Practice:
  - Students may be encouraged to write simple words with the /ʃ/ sound (fish, ship, shore).
- Matching exercises can help them connect sounds to letters.

### **Values:**

- Respecting different jobs
- Valuing the importance of water
- Caring for freshwater sources
- Protecting the environment
- Keeping water clean
- Saving water for the future
- Understanding the effects of pollution
- Solving water pollution problems
- Appreciating clean water
- Being responsible for nature

### **Materials:**

- Student’s Book
- Practice Book
- Teacher’s Guide
- Flashcards with pictures of a fisherman, fish, boat, river, net, carpenter, siblings, and nature can help students visualize key vocabulary.
- Real objects like a small fishing net, a toy boat, a toy fish, or a wooden object can make the lesson more interactive and relatable.
- Audio clips of water, fishing sounds, and a boat moving can create an immersive experience, helping students connect sounds to the lesson.
- Songs and chants like “Row, Row, Row Your Boat” or a simple fishing-related chant can make learning fun and engaging.
- Worksheets with activities like matching pictures to words, circling the /ʃ/ sound, or drawing a fisherman at work provide hands-on practice.
- Puzzle pieces forming an image of a fisherman, a river, or a boat can add a fun challenge and reinforce key concepts.

## Warm up

1. Show a picture of a fisherman and ask, “What do you see?” Encourage responses like fish, water, boat, net, and repeat their answers to reinforce vocabulary.
2. Pretend to cast a fishing net together. Say, “Let’s fish!” and mime pulling a fish from the water. Ask, “What did you catch?” Guide them to say fish, big fish, small fish, or even colors like red fish, blue fish.
3. Say a few words like fish, ship, shore, sun, net, carpenter and ask students to clap when they hear the /f/ sound. Repeat and encourage them to try saying the words.
4. Tell a short story: “Kamal wakes up early. He goes to the river with his net. He catches fish for people to eat. What is Kamal’s job?” Wait for them to say fisherman and cheer them on.
5. Show pictures of a carpenter, siblings, and nature. Ask, “Who makes boats?” “Who are brothers and sisters?” “What do we see outside?” to introduce new words from the lesson naturally.
6. End with a simple song or chant like “Row, Row, Row Your Boat,” linking it to the river and fishing. Encourage movements to keep them engaged and excited for the lesson.

## 1 Look, Listen, and Repeat

1. Show the pupils the page and ensure they focus on the images and words.
2. Read the title “Look, Listen and Repeat” aloud and explain that they will learn new words.
3. Point to the first picture (e.g., fishing) and read its text aloud. Explain that fishing means catching fish from water.
4. Ask the pupils to repeat the word “fishing” several times with you.
5. Show the next picture (e.g., fisherman) and explain that a fisherman is a person who catches fish.
6. Continue with each word: carpenter, skill, siblings, and nature. Read, explain, and ask the pupils to repeat after you.
7. After explaining all the terms, have the pupils repeat each word and its definition together.
8. Ask questions about each word to engage them, such as, “Have you seen a carpenter? What skills do you have? Do you have siblings“?
9. Use gestures or act out examples (e.g., mimicking fishing) to make the learning interactive.
10. Conclude by summarizing the words and encouraging the pupils to use them in sentences or a short story.



## 2 Listen, Read, and Tick true (✓) or false (✗)

1. Read the story about Kamal aloud to the pupils slowly and clearly. Use expressions to make it engaging.
2. Explain key concepts like who Kamal is (a fisherman), what a fisherman does, and what it means to repair a boat.
3. Show the picture of Kamal fishing in the boat by the river. Point out important details like Kamal, his fishing rod, the boat, and the river.
4. Read the story again and ask pupils to listen carefully, encouraging them to imagine the scene described.
5. Display the five statements from the activity. Read each one aloud and ensure pupils understand them.
6. For the first statement, ask: "Who is Kamal's youngest child?" Guide them to the correct answer by referring back to the story.
7. Repeat this process for each statement, such as asking, "What does Kamal's neighbor, Hassan, do to help him?"
8. Encourage pupils to decide if each statement is true or false, discussing their reasoning as a class.
9. Ask them to tick the appropriate box (true or false) for each statement individually.
10. Review the activity as a group, discussing why each statement is true or false by

Unit 8  
Lesson 1

**2** Listen, Read, and Tick (✓) or (✗)



Kamal is a skilled fisherman who lives by the River Nile with his three children: Ahmed, Mariam, and Amir. Ahmed is twelve. He enjoys fishing with his dad. Mariam always wants to learn more about fishing. Amir is only five years old. He loves playing by the river with his siblings.

Kamal's neighbor, Hassan, is a skilled carpenter who can fix boats well, and he often helps Kamal repair his small boat so he can continue catching fish.

Together, Kamal, his family, and their neighbor Hassan spend many happy days by the River Nile. They enjoy the fresh air, the beautiful scenery. They feel grateful for the amazing river that provides them with food and joy.

1. Ahmed is Kamal's youngest child. ( )
2. Mariam enjoys playing in the water by the river. ( )
3. Hassan is a fisherman who lives near the River Nile. ( )
4. Kamal's neighbor, Hassan, helps him repair his small boat. ( )
5. Amir is not interested in playing by the river with his siblings. ( )

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### Answers:

#### Answers

1. ✗
2. ✗
3. ✗
4. ✓
5. ✗

### 3 Look, Listen, and Repeat

1. Show the image to the pupils and ask them to observe it carefully.
2. Read the first question and answer aloud: “What does Kamal work? He works as a fisherman. What does he do? He catches fish«.
3. Point to the picture of the fisherman and explain, “This is a fisherman. He catches fish«.
4. Have the pupils repeat after you: “Fisherman catches fish«.
5. Move to the next section and read: “What does she work? What does a housewife do«?
6. Point to the housewife and explain, “This is a housewife. She takes care of the family«.
7. Ask the pupils to repeat: “Housewife takes care of the family«.
8. Continue with the next picture and read: “Carpenter makes and fixes boats«.
9. Point to the carpenter and say, “This is a carpenter. He makes and fixes boats«.
10. Let the pupils repeat: “Carpenter makes and fixes boats«.
11. Proceed to the last example and read: “Farmer grows plants«.
12. Point to the farmer and explain, “This is a farmer. He grows plants«.
13. Have the pupils repeat: “Farmer grows plants«.
14. Read the “Top Tip” aloud: “Ask about people’s job using: What does he/she work? Answer using: He/She works as a fisherman«.
15. Practice by asking, “What does he work?” and guide them to respond: “He works as a fisherman«.



## 4 Phonics Time

1. Display the image to the pupils and introduce the focus on words that start with the “sh” sound.
2. Point to each picture one by one, say the word aloud (e.g., “sheep,” “shop,” etc.), and emphasize the “sh” sound at the beginning.
3. Have the pupils repeat each word aloud after you to practice pronunciation.
4. Write the words “sheep,” “shop,” “fisherman,” “fishing,” “brush,” and “wash” on the board.
5. Ask the pupils to match the written words to the pictures in the image.
6. Encourage pupils to come up with additional words that begin with the “sh” sound, as a group or individually.
7. Let the pupils practice writing the “sh” words by copying them into their notebooks.
8. Reviewing the pictures and words together as a class to reinforce learning.



## 5 Read and Circle the Words with /f/ Sound

1. Show the pupils the image and explain that the story is about a fish named Shelly and her adventure in finding a seashell.
2. Clearly pronounce the /f/ sound by saying words like “shell” and “fish” aloud, and ask the pupils to repeat after you.
3. Read the story aloud to the pupils, emphasizing the /f/ sound in words like “Shelly” and “shiny”.
4. Read the story again while pointing at each word with the /f/ sound, asking the pupils to listen and raise their hands when they hear it.
5. Give each pupil their own copy of the story, along with a pencil or marker.
6. Instruct them to circle all the words in the story that contain the /f/ sound.
7. Monitor the pupils while they work, offering help and encouragement when needed.
8. Once they finish, ask volunteers to read the circled words aloud.
9. Write the words they found on the board (e.g., Shelly, shiny, seashell, shark) and review them together.

### *Answers:*

#### **Words with / ʃ / sound:**

1. shelly
2. shiny
3. seashell
4. fish
5. sharp

# PRACTICE BOOK LESSON 1

## 1 read and match

1-p2

2-p1

3-p4

4-p3

## 2 Read and write true or false

2-false

3-false

4- true

## 3 guessing game who am I

2-nurse

3- carpenter

4-fisherman

5-housewife

## 4 insert ch or sh in the following gaps

2- sh-ch-ch

3-sh-

4-sh

## 5 read and Rearrange

1. A fisherman catches fish from water .

2. A carpenter makes and fixes boats

3. Kamal is a skilled fisherman

4. kamal loves playing by the sea

## LESSON 2 WATER USE

SB P. 213 - 218 WB P. 95 - 96

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

- talk about the daily uses of water.
- read about water for details.
- identify new vocabulary using pictorial clues.
- make a list of the daily uses of water.
- Identify the sound /tʃ/.
- identify the sound /tʃ/.
- associate the sound /tʃ/ with its spelling pattern “ch”.
- write words with the sound /tʃ/.

### Vocabulary:

Important, Be careful, wastewater, Turn off, faucet, water tap, slowly, paying attention, turn off, grow, develop, seeds, full-grown, chair, cheese, teacher, beach, watch

### Language:

Simple Present Tense:

We use water for drinking and washing.

Plants grow with water.

Imperatives:

Turn off the water.

Be careful when using water.

Definition Sentences:

A faucet is like a water tap.

Wastewater is the water that goes down the drain.



## Phonics:

### Sound /tʃ/ (as in “ch” words)

1. Sing a short, simple song about water with hand movements, encouraging students to join in.
2. Show pictures of different water uses (e.g., drinking, washing, watering plants) and ask, “What do we use water for in this picture?”
3. Encourage students to say words or short sentences about what they see.
4. Say words that include a specific sound and ask students to repeat after you, focusing on pronunciation.
5. Ask simple questions like “Where do we find water?” and “What do we do with water?” to encourage responses.
6. Praise students for their answers and enthusiasm, then transition smoothly into the main lesson.

### 1 Listen, Point, and Read

1. Show the pupils the image and explain that each picture represents a word they will learn.
2. Point to the first picture and say, “This word is ‘Important.’ It means something that matters a lot.” Ask the pupils to repeat “Important”.
3. Point to the second picture and say, “This word is ‘Be careful.’ It means doing something slowly and paying attention.” Ask them to repeat “Be careful”.
4. Point to the third picture and say, “This word is ‘Wastewater.’ It’s the water that goes down the drain.” Ask them to repeat “Wastewater”.
5. Point to the fourth picture and say, “This word is ‘Turn off.’ It means to stop something, like turning off a tap.” Ask them to repeat “Turn off”.



1. Point to the fifth picture and say, “This word is ‘Faucet.’ It’s another name for a water tap.” Ask them to repeat “Faucet”.
2. Point to the sixth picture and say, “This word is ‘Grow.’ It means to help plants develop from seeds.” Ask them to repeat “Grow”.
3. Go back to the first picture and ask, “What does ‘Important’ mean?” Encourage answers and repeat for all the words.
4. Ask the pupils to say the words and definitions on their own while pointing to the pictures.
5. End by asking pupils to share examples of when they would use each word in their own lives, like turning off the faucet to save water.

## 2 Think and Speak

1. Begin by showing the pupils the worksheet and reading the title aloud to introduce the topic of daily water use.
2. Read the two example sentences: “I use water to wash” and “Mom uses water to cook food” with clear pronunciation and pauses.
3. Ask the pupils to think about how they use water at home, at school, and on the farm. Give them a moment to reflect.
4. Encourage pupils to raise their hands and share one idea each. Write their answers under the headings on the board: “At home,” “At school,” and “On the farm».
5. Help them repeat the sentences they suggested to reinforce their learning, e.g., “We use water to drink at home».
6. Have them copy their favorite ideas onto their worksheet, filling the blanks under the appropriate headings.
7. Review their answers as a class to ensure understanding and celebrate their effort by giving positive feedback.

**2 Think and Speak**

**The Daily Uses of Water**

I use water to wash. Mom uses water to cook food.

**At home**

.....

**At school**

.....

**On the farm**

.....

**3 Read, Think, and Speak**

Water is very important for us. We need water to drink, cook our food, take a bath, and brush our teeth. We also use water to clean our clothes and wash our hands. Plants also need water to grow big and strong. We can swim and play in the water, too. Don't forget that animals also need water to live. We should always be careful not to waste water and turn off the faucet when we're not using it.

**How about you?**

.....

.....

.....

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### **Answers:**

1. At home: Water is used for drinking, washing hands, bathing, cleaning the house, and watering plants.
2. At school: Water is used for drinking, washing hands, and in science experiments.
3. On the farm: Water is used for irrigating crops, giving to animals, and cleaning farming tools

### **3 Read, Think, and Speak**

1. Read the text aloud to the pupils and discuss the meaning of new or challenging words.
2. Explain the different uses of water mentioned in the text, such as drinking, cooking, and washing hands, using visual aids or gestures to make it engaging.
3. Talk about how plants and animals need water, using examples or pictures of plants growing strong and animals drinking water.
4. Highlight fun activities with water, like swimming, and ask the pupils to share their favorite water-related activities.
5. Stress the importance of saving water by turning off the faucet when not in use, and ask for their ideas on how they can save water at home or In school.
6. Organize a role-playing activity where pupils act out scenarios of using and saving water.
7. Encourage pupils to answer the question, “How about you?” from the text .
8. Conclude by asking studebts to draw a picture showing one way they use or save water and share it with the class.

### **4 Phonics Time**

1. Show the picture to the pupils and explain that they will identify objects and learn their names.
2. Point to the first object (a chair), say its name clearly, and ask the pupils to repeat after you.
3. Move to the next object (cheese), say its name aloud, and have the pupils repeat it.
4. Continue with the third object (a teacher), say the name, and ask for repetition.
5. Point to the fourth object (a beach), say its name, and get the pupils to echo you.

6. Finally, point to the fifth object (a watch), say Its name, and pupils repeat it.

6. Ask the pupils to point to each object as you say its name to reinforce recognition.

7. Encourage them to think of other objects that start with the same letters as the ones in the picture (e.g., “C” for chair and cheese).

8. Have the pupils draw one of the objects they like and write its name under their drawing.

Review all the objects together and practice their names.



## 5 Look, Ask, and Answer

1. Show the image to the pupils and hold their attention on it.
2. Read aloud the text at the top, “Look, Ask and Answer,” and explain that they will learn to ask and answer questions.
3. Point to the question in the speech bubble on the left: “What can water be used for?”
4. Read the question aloud and explain its meaning to ensure understanding.
5. Ask the pupils to share their ideas about how water can be used and give them time to think.
6. Read the answer in the speech bubble .
7. Emphasize that the answer is an example and ask pupils to think of other answers.
8. Encourage pupils to raise their hands and take turns sharing their answers.
9. Write their answers on the board, using clear and large handwriting.
10. Discuss each answer together, explaining its importance or relevance to daily life.



## 6 Read and Complete

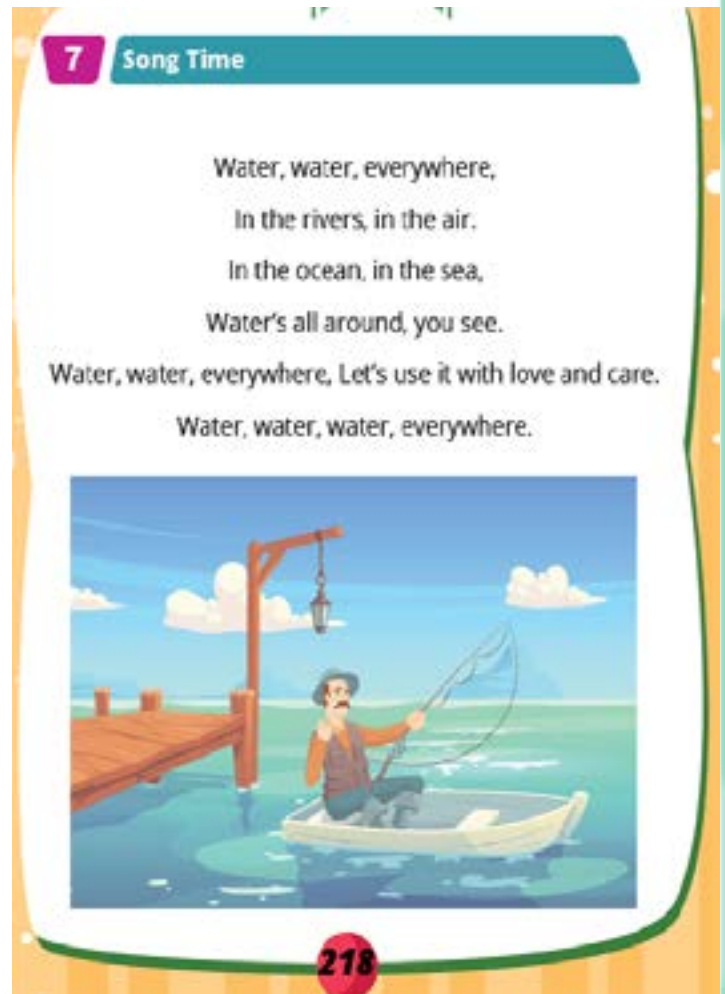
1. Begin by showing the pupils the worksheet and explaining the task: “We will fill in the blanks in these sentences using the words given in the box.”
2. Read the list of words aloud to the pupils: watch, couch, children, China, kitchen.
3. Read the first sentence aloud: “The children are playing in the park.” Point out that the word “children” from the box fits here. Write it in the blank as an example.
4. Move to the second sentence: “I bought a new ..... From the shop.” Ask the pupils which word fits best. If they struggle, guide them to choose “watch”.
5. Continue with the third sentence: “Mum is cooking in the .....” Ask for the word that makes sense here (kitchen). Encourage pupils to think about the context.
6. Proceed to the fourth sentence: “The teacher gave a lecture about the history of .....” Help them realize that “China” fits in this blank.
7. Finish with the fifth sentence: “The ..... is comfortable to sit on.” Assist them in selecting “couch” for this sentence.
8. As the pupils fill in each blank, encourage them to say the full sentence with the correct word aloud to practice vocabulary and sentence structure.
9. Review all the sentences together and praise the pupils for their efforts.
10. Conclude the activity by asking the “Top Tip” question: “What can water be used for?” Help pupils frame their answers using “Water can be used for + verb-ing,” like “Water can be used for drinking.” This reinforces sentence construction skills.

### *Answers:*

1. The children are playing in the park.
2. I bought a new watch from the shop.
3. Mum is cooking in the kitchen.
4. The teacher gave a lecture about the history of China.
5. The couch is comfortable to sit on.

## 7 Song. Time

- Begin by reading the title “Song Time” and the number “7” at the top of the page to focus their attention.
- Read the poem aloud to the pupils with enthusiasm to capture their interest.
- Explain that the poem is about water being everywhere around us and how we should take care of it.
- Discuss each line of the poem.
- Show the image to the pupils, describing it:
- A person is sitting in a small boat on a body of water, holding a fishing rod. A wooden dock with a lantern extends into the water, under a clear sky.
- Relate the image to the poem by explaining how it shows water in nature, matching the poem’s theme.
- Ask pupils to draw their own pictures of where they see water, like rivers, lakes, or rain.
- Encourage pupils to share their drawings and explain their ideas to the class.
- Reinforce the importance of water conservation by reviewing the line, “Let’s use it with love and care,” and asking for ideas on how they can save water.



## PRACTICE BOOK LESSON 2

### 1 Read and write

The answers are left to the students

### 2 Read and write true or false

2- false

3- true

4-true

5- false

### 3 Read and re arrange

1-The fisherman catches fish from water

2-A carpenter fmakes and fixes boats

3-Kamal is a skilled fisherman

4-Kamal loves playing by the sea

### 4 Read and complete

(reservoirs-homes-checked)

### 5 Look and write

2- he is drinking

3-she is watering

4-He is diving

5-They are swimming

## LESSON 3 FRESH WATER

SB P. 219 - 223 WB P. 97 - 98

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

- read a text about getting fresh water for specific information.
- ask and answer questions about getting fresh water.
- identify new vocabulary using pictorial clues
- understand and describe the process of getting fresh water from a text.
- complete an infographic about the process of getting fresh water.
- differentiate between the sounds /ʃ/ and /tʃ/.

### Vocabulary:

Collect, gather, dig, hole, ground, deep, hole, pump, well, bacteria, tiny, creature, digest, sick, pipe, tube, carry, cheap, sheep, fish, fisherman, catch, match, shot, reach, flash, shout, chat

### Phonics:

#### Sound Differentiation:

/ʃ/ (as in ship, fish, wash)

/tʃ/ (as in chicken, chop, bench)

### Phonics Practice:

Listening to and repeating words with /ʃ/ and /tʃ/ sounds.

Sorting words into two groups based on their initial sounds (e.g., ship vs. chicken).

Practicing pronunciation through tongue twisters (e.g., “She sells fresh fish” and “Charlie chops cherries”).



## Values:

- Respecting different jobs
- Valuing the importance of water
- Caring for freshwater sources
- Protecting the environment
- Keeping water clean
- Saving water for the future
- Understanding the effects of pollution
- Solving water pollution problems
- Appreciating clean water
- Being responsible for nature

## Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards with pictures of wells, pumps, pipes, rivers, lakes, and people collecting water.
- Real objects like a small bucket, a cup of water, a toy well, a plastic pipe, or a mini water pump model.
- Videos or animations showing how people get fresh water from wells, rivers, or pumps.
- A storybook or big book with a simple story about a child fetching water from a well or using a pump.
- Worksheets for matching pictures to words, sequencing the steps of getting fresh water, and tracing letters.
- Songs and rhymes related to water to help students remember key idea

## Warm up

1. Greet the students with a smile and ask them if they drank water today.
2. Show a cup of water and ask, "Where does water come from?"
3. Place different objects related to water (e.g., a toy well, a plastic pipe, a small pump) in a mystery box.
4. Let students take turns feeling inside the box without looking and guessing what they are touching.
5. Reveal each object and discuss how it helps in getting water.
6. Show pictures of wells, pumps, rivers, and bottles of water.
7. Ask students to describe what they see and where they think water comes from.
8. Say words with the sounds /ʃ/ and /tʃ/ (e.g., "ship" and "chicken") and have students

## 1 Listen, point, and Repeat

1. Show the pupils the image with the six pictures and explain that they will learn new words about water and how people get it.
2. Point to the first picture of a person collecting items. Say, "This word is 'collect.' It means to gather things together." Ask the pupils to repeat the word after you.
3. Point to the second picture of a person digging. Say, "This word is 'dig.' It means to make a hole in the ground." Ask the pupils to repeat the word after you.
4. Point to the third picture of a well. Say, "This word is 'well.' It is a deep hole in the ground where we get water." Ask the pupils to repeat the word after you.
5. Point to the fourth picture of a pump. Say, "This word is 'pump.' We use it to get water from a well." Ask the pupils to repeat the word after you.
6. Point to the fifth picture of bacteria. Say, "This word is 'bacteria.' These are very tiny creatures, some of which can make you sick." Ask the pupils to repeat the word after you.
7. Point to the sixth picture of pipes. Say, "This word is 'pipe.' Pipes carry water from one place to another." Ask the pupils to repeat the word after you.
8. Review all the words by pointing to each picture again and asking the pupils to say the word aloud together.
9. Give pupils a worksheet with pictures from the lesson and ask them to match each picture with its correct word.
10. End the activity by asking pupils to use the new words in sentences, like "We dig a well to get water." Encourage creativity and participation.



## 2 Read and Tick (✓) or (✗)

1. Show the pupils pictures of water sources like a well, river, and lake to help them recognize where water is collected from.
2. Explain that water is very important for drinking and daily use.
3. Tell them that fresh water is obtained through a process of steps.
4. Use a picture of a water treatment plant to describe how water is treated to remove dirt and bacteria, making it safe for drinking.
5. Show pictures of storage tanks and explain that treated water is stored until it is needed.
6. Use pictures of pipes and describe how water is transported through pipes to homes, schools, and businesses.
7. Emphasize the importance of not wasting fresh water and show examples of ways to save water.
8. Engage them by asking true or false questions related to the steps, encouraging participation and reinforcement of what they've learned.

**2 Read and Tick (✓) or (✗)**

**Getting Fresh Water**

Fresh water is important for drinking and using in our daily lives. But have you ever wondered how we get fresh water at home. Here's how we get fresh water:

First step: the first step is to collect the water. This can be done in different ways, such as by digging a well or using a pump to draw water from a river or a lake.

Second step: Once the water is collected, it needs to be treated to make sure it is safe to drink. This is done by removing any bacteria that might be in the water.

Third step: After the water is treated, it is stored in tanks until it is needed.

Fourth step: When we turn on a faucet or a tap, the water runs through pipes to our homes, schools, and businesses.

Remember, fresh water is a precious resource, so it's important not to waste it.

1. Fresh water is an important thing that we need. ( ✓ )
2. Collection is the first step in getting fresh water. ( )
3. Treating water is done to remove any dirt or bacteria that might be in it. ( )
4. We should waste fresh water. ( )

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### Answers:

1. ✓
2. ✓
3. ✓
4. ✗

### 3 Look, Ask and Answer

1. Show the pupils the image of the two characters discussing steps to get fresh water. Point out the text to grab their attention.
2. Read aloud the question from the image:  
“What is the first step in getting fresh water?”
3. Explain the text that answers the question:  
“The first step is the collection of water.” Use your finger to underline these words as you read.
4. Reinforce the idea of “first steps” by saying, “Every task starts with a first step. Let’s explore more examples«!
5. Ask the pupils, “What is the first step in making a sandwich?” Guide them to answer, “The first step is getting the bread«.
6. Invite them to create their own examples.  
Ask them, “What is the first step in brushing your teeth?” Encourage them to use the same sentence pattern in their answer.
7. Give each pupil a sheet of paper and ask them to draw a simple task (e.g., watering plants). Let them write a sentence describing the first step of that task.
8. End with a fun practice where pupils ask each other, “What is the first step in \_\_\_\_?” and answer using what they learned.



#### Answers:

1. What is the first step in getting fresh water ?  
The first step in getting fresh water is the collection of water.
2. What is the first step in making a sandwich ?  
The first step in making a sandwich is getting the bread.
3. What is the first step in planting a seed ?  
The first step in planting a seed is digging a hole.
4. What is the first step in brushing your teeth ?  
The first step in brushing your teeth is putting toothpaste on the toothbrush.

## 4 Complete the Following Infographic

1. Show the image to the pupils and explain that it represents a sequence of water flow, starting from wells.
2. Point to the first oval containing “wells” and “river” and explain that these are part of the sequence.
3. Ask the pupils to think about what water flows into after a river. Provide examples of familiar bodies of water if needed.
4. Guide them to suggest “lake” and write it in the second oval.
5. Move to the next oval and ask what water flows into after a lake.
6. Help them conclude “ocean” and write it in the third oval.
7. Read aloud the full sequence together as a class: “wells -> river -> lake -> ocean».
8. Reinforce learning by showing examples or pictures of these water sources.

unit 8  
Lesson 3

**4** Complete the Following Infograph

wells  
river

Read and Sort

cheap - sheep - fish - fisherman - catch - match - shot  
reach - flash - shout - chat - watch

| /ʃ/   | /tʃ/  |
|-------|-------|
| sheep | cheap |
|       |       |
|       |       |
|       |       |
|       |       |
|       |       |

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### Answers:

1. First Oval: “wells river” (already filled in).
2. Second Oval: Write “lake” as the next stage where water may flow.
3. Third Oval: Add “ocean” after the lake.
4. The final sequence should be: wells → river → lake → ocean.

## 5 Read and Sort

1. Start by showing the pupils the image, explaining that they'll categorize words into two groups based on their starting sounds.
2. Point to the two columns labeled /ʃ/ and /tʃ/ in the image.
3. Introduce the /ʃ/ sound by saying it's like the beginning of the word "sheep" and the /tʃ/ sound like the start of "cheap".
4. Read the words at the top of the image one by one: cheap, sheep, fish, fisherman, catch, match, shot, reach, flash, shout, chat, watch.
5. Ask pupils to say each word aloud and identify if it starts with /ʃ/ or /tʃ/.
6. Guide them to write or place each word under the correct column on the worksheet, matching the sound.
7. Review the answers together as a class, giving feedback and correcting any mistakes.

**4 Complete the Following Infograph**

**5 Read and Sort**

cheap - sheep - fish - fisherman - catch - match - shot  
reach - flash - shout - chat - watch

| /ʃ/   | /tʃ/  |
|-------|-------|
| sheep | cheap |
|       |       |
|       |       |
|       |       |
|       |       |
|       |       |

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### Answers:

/ʃ/

sheep fish fisherman shot flash shout

/tʃ/

cheap catch match reach chat watch

## PRACTICE BOOK LESSON 3

### 1 Read and write

The answers are left to the students

### 2 Read and complete

2-grow

3-keeps

4-clean

### 3 Read and write true or false

2- true

3-false

4- false

5-false

### 4 write and say

The answers are left to the students

## UNIT 8 LESSON 4 THE CRYING WATER

SB P. 224 - 228 WB P. 99 - 100

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

- read a text about polluting water for details.
- identify new vocabulary using pictorial clues.
- ask and answer questions about polluting water.
- complete an infographic about the ways of polluting water.
- draw a mind map about what clean water can result in.
- draw a mind map about what dirty water can result in.

### Vocabulary:

pollute water, throw garbage, polluted, tires, round, filled with, pain, pour, a glass, chemicals, substances, ingredients, oil spills, dirty

### Language:

- Pollute water: to make water dirty by adding garbage or chemicals.
- Pain: a feeling of hurt in the body.
- Chemicals: substances made of specific ingredients, often harmful in pollution.
- Tires: round rubber objects filled with air for vehicles.
- Pour: to make liquid flow from one container to another.
- Oil spills: when oil leaks into water, making it dirty.

### Sentence structures

- If people throw garbage into a river, the water becomes polluted. (cause and effect)
- Oil spills make the water dirty. (simple present for facts)

### Question forms

- What happens when we throw trash in water?
- Why is clean water important?
- What makes water dirty?



## Phonics:

- Short vowels: pollute (/ʊ/), pain (/æ/), oil (/ɔɪ/)
- Long vowels: pour (/ɔ:/), clean (/i:/)
- Blends: pl- (pollute), sp- (spill), tr- (trash)
- Diphthongs: oil (/ɔɪ/), pour (/ɔ:/)
- Silent letters: pain (silent 'i' changing the vowel sound)

## Values:

- Respecting different jobs
- Valuing the importance of water
- Caring for freshwater sources
- Protecting the environment
- Keeping water clean
- Saving water for the future
- Understanding the effects of pollution
- Solving water pollution problems
- Appreciating clean water
- Being responsible for nature

## Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards: pictures of water
- Pictures or Flashcards: clean vs. polluted water, oil spills, garbage in rivers.
- Real Objects: a glass of clean water and a bottle of dirty water.
- Short Story or Video: a simple story or clip about water pollution.
- Mind Map Chart: a drawing effects of clean and polluted water.

## Warm up

1. Ask simple questions about water, such as where it comes from and what it is used for.
2. Show pictures or objects that compare clean and polluted water.
3. Encourage students to describe the differences they see.
4. Play or imitate sounds of clean and polluted water.
5. Ask students to guess which sound represents clean water and which represents polluted water.

6. Instruct students to wave their hands like flowing water if they think the water is clean.
7. Instruct students to cover their noses and make a sad face if they think the water is dirty.
8. Say key vocabulary words and have students repeat them with actions.
9. Reinforce learning by asking a few students to demonstrate the actions for the class.
10. Transition into the main lesson by explaining that they will learn more about how water can become polluted

## 1 Listen , Point, and Repeat

1. Show the pupils the image and tell them they will learn new words using pictures.

2. Point to the picture of polluted water and say “pollute water.”

3. Explain: “Pollute water means making water dirty by throwing trash in it.”

4. Ask the pupils to repeat “pollute water” and its meaning.

5. Point to the picture of a child in pain and say “pain.”

6. Explain: “Pain is when something hurts in your body.”

7. Ask the pupils to repeat “pain” and its meaning.

8. Point to the picture of chemicals and say “chemicals.”

9. Explain: “Chemicals are things we mix to make something, like cleaning products.”

10. Ask the pupils to repeat “chemicals” and its meaning.

11. Point to the picture of tires and say “tires.”

12. Explain: “Tires are round and help cars move.”

13. Ask the pupils to repeat “tires” and its meaning.

14. Point to the picture of water being poured and say “pour.”



15. Explain: "Pour means putting water from one container into another."
16. Ask the pupils to repeat "pour" and its meaning.
17. Point to the picture of oil spills and say "oil spills."
18. Explain: "Oil spills make water dirty and harm animals."
19. Ask the pupils to repeat "oil spills" and its meaning.
20. Review all words and meanings with pupils using the pictures for reinforcement.

## 2 Read and Tick (✓) or (X)

1. Begin by explaining to the pupils that water pollution can harm animals, plants, and people, and give examples from the text, like trash, chemicals, and oil spills.
2. Read the text aloud slowly and clearly, pausing after each sentence to ensure they understand words like "polluted," "harm," and "dangerous".
3. Show the pupils the statements at the bottom of the page and explain they need to decide if each one matches the information in the text.
4. Read the first statement together: "Water gives us life." Ask If the text mentions this, and guide them to tick (✓) the box.
5. Move to the second statement: "Throwing trash in the water can make it look dirty and smell bad." Revisit the part of the text about trash, and confirm they should tick (✓) the box.
6. Read the third statement: "Chemicals used for farming and manufacturing are safe to pour into water." Discuss the text's information about chemicals being harmful, and guide them to cross (X) the box.



7. Read the fourth statement: “Oil spills have no negative impact on animals and plants that live in the water.” Highlight the text’s point about oil harming animals and plants, and encourage them to cross (×) the box.
8. Let pupils work in pairs to discuss and complete the task while supervising to address any confusion.
9. Review the answers as a class, explaining why each answer is correct to reinforce understanding.

### *Answers:*

1. ✓
2. ✓
3. ×
4. ×

### 3 Look, Ask, and Answer

1. Show the pupils the image and ask them to observe each part carefully.
2. Point to the first illustration of the man and woman talking. Read the question aloud: “How do people pollute water?” Highlight the woman’s response: “People pollute water by throwing trash into water.”
3. Direct their attention to the second illustration of the factory and river. Explain that factories can pollute water by dumping waste.
4. Move to the third illustration of leaking barrels. Explain that oil spills and chemicals can also harm water.
5. Ask the pupils to brainstorm other ways people pollute water and encourage them to share their ideas.
6. Discuss ways to protect and keep water clean based on their suggestions.
7. End by reviewing the examples on the image together and emphasizing the importance of avoiding water pollution.



## Answers:

1. How do people pollute water?

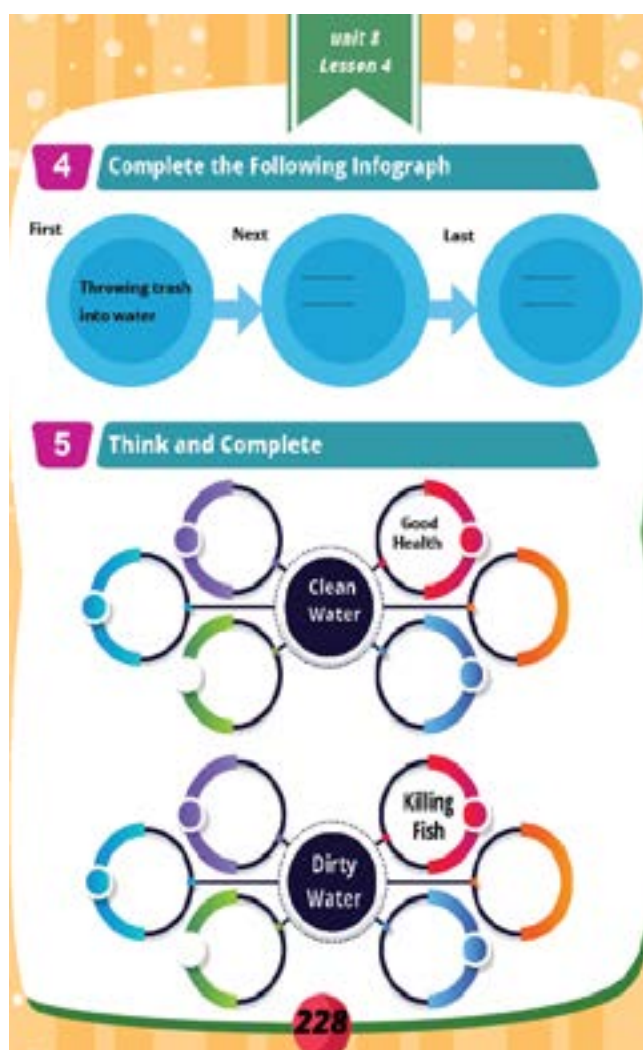
- People pollute water by throwing trash into water.
- People pollute water by factories dumping waste into rivers.
- People pollute water by spilling oil or harmful chemicals.

2. What can people do to keep water clean?

- People can keep water clean by throwing trash in bins, not In water.
- People can ensure factories treat waste properly before releasing it.
- People can prevent oil spills and chemical leaks.

### 4 Complete the Following Infographic

1. Show pupils the infographic from the image.
2. Explain that the infographic describes the result of actions step-by-step.
3. Point to the first circle and read aloud “Throwing trash into water».
4. Ask pupils, “What do you think happens next when trash is thrown into water»?
5. Encourage pupils to suggest answers and write their ideas in the second circle labeled “Next».
6. Ask pupils, “What do you think happens last as a result of throwing trash into water»?
7. Write their ideas in the third circle labeled “Last».
8. Discuss how throwing trash into water can lead to water pollution and its effects on humans and animals.
9. Conclude by discussing why keeping water clean is important and suggest actions they



## **Answers:**

Next: Trash pollutes the water and harms aquatic life.

Last: People and animals may get sick from drinking or using polluted water.

### **5 Think and Complete**

1. Show the pupils the diagram and explain that it demonstrates the effects of clean and dirty water.
2. Point to the two main circles, labeled “Clean Water” and “Dirty Water,” and explain what each represents.
3. Read out the smaller connected circles, “Good Health” under “Clean Water” and “Killing Fish” under “Dirty Water,” emphasizing their meanings.
4. Ask the pupils to think of more effects of clean and dirty water and write their ideas in the empty smaller circles.
5. Encourage them to use colored markers or pencils to make their entries clear and engaging.
6. Discuss with the pupils why clean water is essential for maintaining good health and how dirty water negatively affects fish and other living things.
7. Let the pupils share their ideas with the class, fostering discussion about why clean water is vital and what actions can help stop water pollution.

#### **Answer**

##### **For “Clean Water:«**

1. Good Health
2. Clean Environment
3. Healthy Plants
4. Safe Drinking
5. Supports Aquatic Life

##### **For “Dirty Water:«**

1. Killing Fish
2. Causes Disease
3. Polluted Environment
4. Unsafe for Drinking
5. Harms Wildlife

## PRACTICE BOOK LESSON 4

### 1 Think and complete the diagram.

The answers are left to the students.

### 2 Read and unscramble .

2-trees need water to live and grow.

3-fish live in water.

4- plants need water to grow.

5-People use water to cook and wash.

### 3 Complete the diagram.

The answers are left to the students.

### 4 Read and complete

1-Pour

2-Pain

3-Chemicals

4-Oil spills

5-Tires