



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

A-LEVEL

# ENGLISH

## for

# Al-Azhar Treetops

Primary Three

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 3*

## *Preface*

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

It is with great pride and sincere purpose that we present the **A- Level English for Al-Azhar Treetops, Grade 3**, a cornerstone of Al-Azhar's broader vision for a globally aware, morally grounded generation. Rooted in the values of truth, tolerance, knowledge, and service to humanity, this course reflects the rich intellectual legacy and enlightened mission of **Al-Azhar Al-Sharif, the world's** beacon of moderate Islamic thought and intercultural dialogue.

This course is more than a language curriculum—it is a bridge between moral development and linguistic competence, designed to cultivate not only fluent English speakers but also ethical, critical thinkers who embody the values of respect, family, peace, and global citizenship. The themes of friendship, compassion, knowledge, and heritage embedded within each unit reflect

**Al-Azhar's** commitment to nurturing character alongside intellect.

In line with the Supreme Message of Al-Azhar—to spread peace, justice, and divine truth through education—this course equips learners with the linguistic tools to engage meaningfully with the world, while remaining grounded in their identity and faith.

Moreover, this program is aligned with international standards in Teaching English as a Foreign Language (TEFL), drawing on globally recognized methodologies and frameworks. The scope and sequence, as well as the integrated skills approach of this course, echo the pedagogical structures found in prestigious references such as:

**Oxford University Press and Cambridge University Press**, renowned for their rigor and innovation in language acquisition.

**The Library of Congress Education Division**, which promotes multilingual literacy and cultural awareness.

**CEFR-aligned content**, ensuring that our learners are progressing within a globally understood framework of proficiency.

**The Treetops Series**, adapted for Al-Azhar learners, incorporates international best practices while remaining faithful to the spiritual and cultural ethos of our institution. It empowers students to express themselves confidently, to appreciate diversity, and to uphold the values of justice, knowledge, and ethical living.

May this course serve as a step forward in fulfilling our mission: to raise generations that are fluent in languages, yet anchored in values—able to lead in the world while guided by the light of **Al-Azhar**.

### **And Allah is the Bestower of Success.**

*Dr. Ismail Elshirbini*

General Manager of Al-Azhar  
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# COMPREHENSIVE INTRODUCTION

## PREFACE

The Grade 3 Teacher’s Guide has been meticulously developed to provide educators with a complete, practical, and in-depth roadmap for implementing the **Treetops Primary Three (Al-Azhar) curriculum**. This guide is more than a set of instructions; it embodies a philosophy that merges rigorous academic standards with the nurturing of moral, ethical, and cultural values. It equips teachers with detailed lesson plans, classroom strategies, and concrete examples drawn directly from the Student Book, ensuring that instruction is both systematic and adaptable to diverse classroom contexts.

By emphasizing a holistic approach, this guide enables educators to facilitate not only language acquisition but also character development. Teachers are empowered to create classrooms where academic excellence, personal growth, and ethical education coexist harmoniously.

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### Introduction and Rationale

The Treetops Primary Three curriculum extends beyond conventional language teaching by fostering comprehensive development in young learners. Its primary goal is **the integration of the four essential language skills—listening, speaking, reading, and writing—into meaningful, real-world contexts**. **THIS** integration allows students to internalize English in ways that are authentic and applicable to everyday life.

The curriculum aligns with modern pedagogical theories while remaining rooted in the rich traditions of Al-Azhar education. It balances innovative teaching practices with the promotion of Islamic values, ensuring students not only excel academically but also develop a strong sense of cultural identity, ethical understanding, and social responsibility.

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### Vision for Treetops Primary Three

In an increasingly interconnected world, English proficiency is critical for global communication, academic success, and cultural literacy. Treetops Primary Three is designed to cultivate confident, independent, and adaptable communicators through pedagogical approaches that emphasize inquiry, critical thinking, and real-life application.

Key aspects of this vision include:



- **Personalized Learning:** Lessons are adaptable to individual student needs, promoting self-directed growth.
- **Inquiry-Based Approaches:** Students learn to ask questions, analyze information, and synthesize knowledge.
- **Interdisciplinary Connections:** English instruction is contextualized within science, social studies, technology, and ethical education.

This vision ensures that students are not only capable language users but also thoughtful, ethically aware individuals who can navigate complex social and academic environments.

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### **Educational Philosophy**

The Treetops Primary Three curriculum is anchored in the principle that education must nurture the whole child. This encompasses three interrelated pillars:

**1. Holistic Development:** Academic learning is interwoven with social, emotional, and moral growth.

**2. Cultural Relevance:** Lessons reflect Islamic principles and Arab cultural heritage, embedding identity and values.

**3. Active Learning:** Students are encouraged to engage actively through exploration, inquiry, and collaborative learning.

By emphasizing these pillars, the curriculum fosters an environment in which children can thrive academically while developing resilience, empathy, and ethical reasoning.

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### **Innovative Teaching Approaches**

#### **1. Spiral Learning**

The curriculum employs a spiral approach, revisiting core concepts with increasing complexity. For example, foundational grammar structures such as Present Simple are gradually expanded into compound and complex sentence patterns. This approach reinforces retention and ensures that learning builds progressively rather than superficially.

#### **2. Inquiry-Based Learning and Socratic Questioning**

Teachers guide students to discover knowledge actively rather than passively. Vocabulary and comprehension are developed through guided questioning and problem-solving activities, promoting critical thinking and independent learning. Example Activity: Students analyze a short article about digital safety, identify new words in context, and discuss their meanings, thereby combining comprehension with analytical thinking.

### **3. Multisensory Learning**

Recognizing diverse learning styles, the curriculum incorporates:

- Visual: Infographics, charts, and color-coded grammar aids.
- Auditory: Listening exercises, songs, and phonics activities.
- Kinesthetic: Movement-based storytelling and interactive classroom games.
- Tactile: Hands-on tasks such as constructing sentence puzzles or flashcards.

### **4. Gamification and Challenge-Based Learning**

Motivation is enhanced through game mechanics:

- Learning Adventure Maps: Students track achievements and unlock levels.
- Escape Room Challenges: Collaborative problem-solving in language contexts.
- Digital Badges: Recognition of skill mastery and healthy competition.

### **5. Differentiated Instruction**

Students receive instruction tailored to their unique strengths and areas for improvement through flexible grouping, choice boards, and adaptive assignments.

### **6. Project-Based Learning**

Learning extends beyond the textbook. Projects integrate language with other disciplines:

- Invent the Future: Designing gadgets while practicing English presentation skills.
- Eco-Warrior Campaign: Creating conservation posters using English, geography, and technology.
- Food Around the World: Researching and presenting culinary cultures with cross-cultural insights.

### **7. Growth Mindset**

Students are taught that learning is a process: mistakes are learning opportunities, self-reflection is encouraged, and teachers provide constructive, affirmative feedback.

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### **Course Objectives**

The curriculum aims to:

1. Develop communicative competence across listening, speaking, reading, and writing.
2. Foster higher-order thinking skills through inquiry-based activities.
3. Promote meaningful vocabulary and grammar acquisition.



4. Encourage student autonomy and self-reflection.
5. Integrate real-life scenarios to contextualize learning.
6. Enhance engagement through technology, storytelling, and gamified activities.

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## Scope and Sequence

The curriculum is organized sequentially, moving from simple to complex language structures while integrating all four language skills. Themes include:

- Everyday Routines
- Nature and Environment
- Cultural Traditions
- Modern Technology

Each unit includes clear learning objectives, structured lessons, and aligned assessments, ensuring that students build knowledge progressively and coherently.

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## Development of Language Skills

**Listening:** Students develop comprehension through “Listen and Follow” tasks and sound identification exercises.

**Speaking:** Fluency and clarity are enhanced via role-plays, group discussions, and pronunciation drills.

**Reading:** Comprehension is strengthened through guided reading, story sequencing, and vocabulary expansion exercises.

**Writing:** Creative and descriptive writing is cultivated through journaling, collaborative storytelling, and structured paragraph exercises.

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## Integration and Interdisciplinary Links

English lessons are enriched with cross-curricular content: science topics, ethical discussions, and cultural narratives. Digital tools, multimedia resources, and interactive presentations enhance engagement and foster holistic learning.

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## **Assessment**

- Formative: Short quizzes, oral questioning, observation checklists.
  - Summative: End-of-unit tests, projects, and written assignments.
  - Alternative: Portfolios, peer assessments, and self-reflection journals.
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## **Professional Development**

Teachers are supported through:

- Workshops and Training: Introducing innovative teaching and management strategies.
  - Digital Resource Portals: Access to lesson plans, video tutorials, and discussion forums.
  - Mentorship Programs: Collaboration with experienced educators to refine classroom practice.
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## **Conclusion**

The Treetops Primary Three curriculum integrates rigorous academic content with ethical, cultural, and practical learning. It empowers students to develop language proficiency, critical thinking, creativity, and ethical awareness, equipping them to succeed in both academic and social contexts.

By embracing inquiry, reflection, and interdisciplinary integration, teachers can transform English learning into a dynamic, meaningful, and lifelong journey for every student.

### **Acknowledgements**

- We extend our sincere gratitude to Dr. Ismail Elshirbini. His visionary guidance, innovative ideas, and dedicated mentorship have been essential in shaping this curriculum. His commitment to advancing educational practice and his lasting impact on language pedagogy continue to inspire both teachers and learners.

# **Scope and Sequence**

# Scope and Sequence

## Unit 1 Family and Friends

|                             | <b>Listening and speaking</b>                                    | Linguistics               | Reading                      | Writing                                             | Literacy                                                 | Values                          | Critical Thinking                          |
|-----------------------------|------------------------------------------------------------------|---------------------------|------------------------------|-----------------------------------------------------|----------------------------------------------------------|---------------------------------|--------------------------------------------|
| Lesson 1<br>A Happy Family  | A short Story about "Family"<br><br>Attributes of Family Members | There is<br><br>There are | A short Story about "Family" | Sentences about Yourself and Your Families          | Associate /θ/, /ð/ and /tʃ/ with Their Spelling Patterns | Showing Respect for Family      |                                            |
| Lesson 2<br>A Family Picnic | The Birds Seen during The Family Picnic                          | Some/ any                 | A text about A Family Picnic | paragraph about family picnic                       | magic e                                                  | Showing Respect for Family life | Thinking of Places to Have a Family Picnic |
| Lesson 3<br>My Best Friend  | Words about Friendship                                           | Present Simple            | A text about Friendship      | Story Question marks, Exclamation marks, and commas | Short/ long u<br>Short/ Long i with Silent e             | Showing Respect for Friends     | Designing a Poster about a                 |
| Lesson 4<br>Friends Forever | Sentences about Friendship                                       | Present Simple            | Text about Close Friends     | Sentences about Friendship                          |                                                          | Showing Respect for Friends     |                                            |

## Unit 2 The Amazing Animal World

|                                       | <b>Listening and speaking</b>            | Linguistics                                                         | Reading                                         | Writing                                   | Literacy                                      | Values                                          | Critical Thinking                                    |
|---------------------------------------|------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------|-----------------------------------------------|-------------------------------------------------|------------------------------------------------------|
| Lesson 1<br>Domestic and Wild Animals | Dialogue about Domestic and Wild Animals | Present Simple to Express Facts                                     | Sentences about Domestic and Wild Animals       | Sentences about Domestic and Wild Animals | Identifying How "e" Transforms Words (i-e)    | Appreciating the Role of Animals in Nature      | Making Inferences about Lions Using Contextual Clues |
| Lesson 2<br>Farm Animals              | Dialogue about Farm Activities           | What is this? This is .... Present Perfect                          | Dialogue about Farm Activities                  | Words in Plural                           | Recognizing How "e" Transforms Words (a-e)    | Appreciating the Role of Farm Animals in Nature | Finding Some Facts about Horses on the Internet      |
| Lesson 3<br>Giant Sea Animals         | Dialogue about Sea Animals               | What do you mean by a Sea Mammal?<br>Short Forms of the Verb ( be ) | Dialogue about Sea Animals<br>Text about Whales | Short Forms of the Verb (to be)           | Recognizing How "e" in a Split Digraphs (u-e) | Appreciating the Role of Sea Animals in Nature  | Finding Some Facts about Dolphins                    |

# Scope and Sequence

## Unit 3 Exploring the Amazing Ecosystem

|                                      | Listening and speaking               | Linguistics                     | Reading                    | Writing                                                     | Literacy                                           | Values                                     | Critical Thinking                                   |
|--------------------------------------|--------------------------------------|---------------------------------|----------------------------|-------------------------------------------------------------|----------------------------------------------------|--------------------------------------------|-----------------------------------------------------|
| Lesson 1<br>Facts About Nature       | Ecosystem Dialogue about Ecosystem   | Present Simple to Express Facts | Dialogue about Eco-system  | Sentences about the Environ-ment                            | Poem                                               | Showing Respect for the Eco-system         | Solving Problems in your Ecosystem                  |
| Lesson 2<br>Nature is Getting Angry! | Dialogue about Nature                | Present Simple to Express Facts | Text about Photo-synthesis | Words with the /f/ sound.                                   | Associate /f/ Sound with its spelling Pattern (ph) | Showing Respect for the Ecosystem          | Classify-ing Words according to the Parts of Speech |
| Lesson 3<br>Pollution and So-lution  | Dialogue about Pollution             | Present Con- tinuous Tense.     | Ques- tions and Answers    | Para- graph to Describe a Picture                           |                                                    | Showing Respect for the Green Environ-ment | Ways to Solve the Problems of Pollution             |
| Lesson 4<br>Global Warming           | Words and Texts about Global Warming | Present Simple to Express Facts | Text about Global Warming  | Sentences about the Causes and Ef- fects of Global Warming. | Identifying the silent "k" before "n"              | Showing Respect for the Green Environ-ment | Ways to Solve the Problems of Global Warming        |



## Unit 4 The Digital World

|                                               | Listening and speaking                             | Linguistics                           | Reading                                | Writing                                              | Literacy                                            | Values                                           | Critical Thinking                           |
|-----------------------------------------------|----------------------------------------------------|---------------------------------------|----------------------------------------|------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|---------------------------------------------|
| Lesson 1<br>Digital Devices                   | Text about Digital Devices                         | What can a smart phone be used for?   | a text about smart-phones              | an infographic comparing smart-phones now and then.  | Sorting the Verbs<br>End with /t/, /d/, or /id      | appreciating the role of technology in our world |                                             |
| Lesson 2<br>The Egyptian Knowledge Bank (EKB) | a dialogue about the Egyptian Knowledge Bank (EKB) | Can you help me, please?<br><br>Sure. | a text about learning using technology | a description of a favourite app using the internet. |                                                     | Showing respect for EKB                          | identifying apps using pictorial clues.     |
| Lesson 3<br>Learning is Fun with Games        | a dialogue about online learning                   | What do you think of online classes?  | a text about online games              |                                                      | Identify the blend /br/.                            | Showing respect for online learning              | thinking of ways to improve online learning |
| Lesson 4<br>Staying Safe Online               | a dialogue about cyberbullying                     | What should I do...?                  | a text about cyberbullying             |                                                      | associate the blend /bl/ with its spelling pattern. |                                                  | ways to solve problems of the internet.     |

# Scope and Sequence

## Unit 5 Food all over the World

|                                             | Listening and speaking                              | Linguistics                                             | Reading                                                               | Writing                                                           | Literacy                                                      | Values                                | Critical Thinking                            |
|---------------------------------------------|-----------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------|----------------------------------------------|
| Lesson 1<br>My Favorite Dessert             | a dialogue about lunch and kinds of food            | What's for dessert?<br><br>suffixes "ly" and "ness"     | a text about a famous Egyptian dessert                                | a paragraph about an Egyptian dessert using the internet.         | A poem including the suffixes "ly" and "ness."                |                                       |                                              |
| Lesson 2<br>A Cooking Competition           | a dialogue between a presenter and some contestants | countable and uncountable nouns.                        | a text about Arabic cuisine                                           | the ingredients and instructions for a recipe in the right order. |                                                               | Showing respect for healthy food      | thinking of ways to cook Egyptian dishes     |
| Lesson 3<br>Special Dishes for Celebrations | a dialogue about healthy and unhealthy food         | Present simple with adding "s, es, or "ies" to the verb | a message from a dad to his children about celebrating an anniversary | a message to invite a friend to a birthday party.                 | A song "Are you hungry?"                                      | Showing respect for healthy food      |                                              |
| Lesson 4<br>Moms are the Best Chefs         | a dialogue about the school food festival           | What food is your mom good at cooking?                  | text about the school food festival<br><br>a story                    | questions and answers about food                                  | sorting words according to the vowel sounds /e/, /i/ and /i:/ | appreciating the role of moms in life | thinking critically of the moral of a story. |

## Unit 6 Clothes and Fashion

|                                              | Listening and speaking                                        | Linguistics                                 | Reading                              | Writing                                                                          | Literacy                                           | Values                                        | Critical Thinking                                           |
|----------------------------------------------|---------------------------------------------------------------|---------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------|
| Lesson 1<br>At the clothing shop             | words and sentences about fabrics.<br><br>at the clothes shop | past simple tense                           | a text about going to a clothes shop | a story to describe friends<br><br>question marks, exclamation marks, and commas |                                                    |                                               | thinking about ways to buy suitable kinds of clothes        |
| Lesson 2<br>Give your Old Clothes a New Life | a dialogue about old clothes                                  | What can we do with old clothes?            | a text about old clothes             | Words using the prefix "re"<br><br>a paragraph about old clothes                 |                                                    | showing respect for helping each other        | classifying words according to the parts of speech.         |
| Lesson 3<br>Sports clothes                   | a dialogue about sports clothes                               | Shall we .....?<br><br>Let's play football. | a text about sports clothes          | Sentences about suggestions                                                      | words with /ei/<br>a song "This week is a Holiday" | appreciating the value of sports              | Identifying different sports clothes using pictorial clues. |
| Lesson 4<br>Egyptian clothing                | a dialogue about fashion                                      | gerunds                                     | a text about Egyptian clothes        | words ending with ing                                                            | homophones                                         | value the Egyptian traditions and its clothes |                                                             |

# Scope and Sequence

## Unit 7 Inventions for Future Life

|                                         | Listening and speaking                             | Linguistics                                                           | Reading                                                        | Writing                                                                 | Literacy                              | Values                                          | Critical Thinking                                          |
|-----------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------|------------------------------------------------------------|
| Lesson 1<br>Cell-phones to Smart-phones | a dialogue about smart-phone                       | Using the adverb 'so' before adjectives<br><br>subject-verb agreement | a dialogue about smart-phones<br><br>a text about smart-phones | sentences about smart-phones                                            | a song about smart-phones and tablets | appreciating the role of technology in our life |                                                            |
| Lesson 2<br>Helping Robots              | Questions and answers about robots                 | Using verbs + "-ing".                                                 | a text about robots                                            | summarizing a text referring to characters using third-person pronouns. |                                       | appreciating the role of robots in our life     | Searching the Internet for new robotic inventions.         |
| Lesson 3<br>Cities of the Future        | a text about cities around the world in the future | Future simple with will + inf                                         | a text about cities around the world in the future             | words with the /cr/ blend                                               | words with the /cr/ blend             |                                                 | a discussion about cities of the world in the future       |
| Lesson 4<br>VR Headsets                 | a text about VR headsets                           | the terms 'fact', 'fiction', and 'nonfiction'.<br><br>parts of speech | a text about VR headsets                                       | questions that can be answered with details from the text               |                                       |                                                 | distinguishing between realistic and virtual life actions. |

# Unit 8 Places to Go

|                                                | Listening and speaking                        | Linguistics                                                                  | Reading                                                                                   | Writing                                              | Literacy                                                                                    | Values                                                | Critical Thinking                                                  |
|------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------|
| Lesson 1<br>Cairo's New Administrative Capital | a podcast about Al-Fattah Al-Aleem Mosque     | Do you mind helping with my home work ?<br><br>No, not at all.               | -a dialogue about the New Administrative Capital<br><br>-a text about a teacher's message | a paragraph about the new airport at the New Capital | words with the same spelling but different meanings (homonyms)<br><br>a song " The Homonym" |                                                       | Finding out information about the New Administrative Capital       |
| Lesson 2<br>A Trip to Europe                   | a podcast about London<br><br>surprising news | the indefinite articles a/ an                                                | dialogue about a trip to Europe<br><br>a text about the Eiffel Tower                      | completing a text about London with specific words   |                                                                                             | appreciating traveling abroad to get more experiences |                                                                    |
| Lesson 3<br>A Tour in Cairo                    | a podcast about the Egyptian Museum           | What about inviting your cousin for lunch?<br><br>That's a good idea.        | dialogue about historical places                                                          | Sentences about historical places                    | Recognizing words with /ʊ/ sound.                                                           | Showing respect for historical places                 | thinking critically to find ways to maintain our historical places |
| Lesson 4<br>Alexandria Library                 | a dialogue about Alexandria                   | "Yes/ No" questions.<br><br>using adjectives to describe places and building | a text about Alexandria Library                                                           | "Yes/ No" questions and answers                      | identifying words with /eɪ/ sound.                                                          |                                                       |                                                                    |

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| Lesson 3 | Giant Sea Animals              |
| Lesson 4 | Endangered and Extinct Animals |

## Unit 3

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| Lesson 4 | Alexandria Library                 |



## Unit 1

# Family & Friends



## Lesson 1 A Happy Family

**SB P. 16-21 WB P. 2-4**

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

- identify characters while listening to a short story
- talk about the attributes of their family members
- talk about their families and what they do
- associate the sounds /θ/, /ð/ and /tʃ/ with their spelling patterns
- write about themselves and families

### Vocabulary:

◆ Family nurse engineer daughter  
son factory patient sibling cousin

### Language:

- There is + Singular
- There are + Plural

### Phonics:

- Associating /θ/, /ð/ and /tʃ/ with their spelling patterns

### Values:

- Showing respect for family

### Materials:

Student's Book

Practice Book

Teacher's Guide

Flashcards

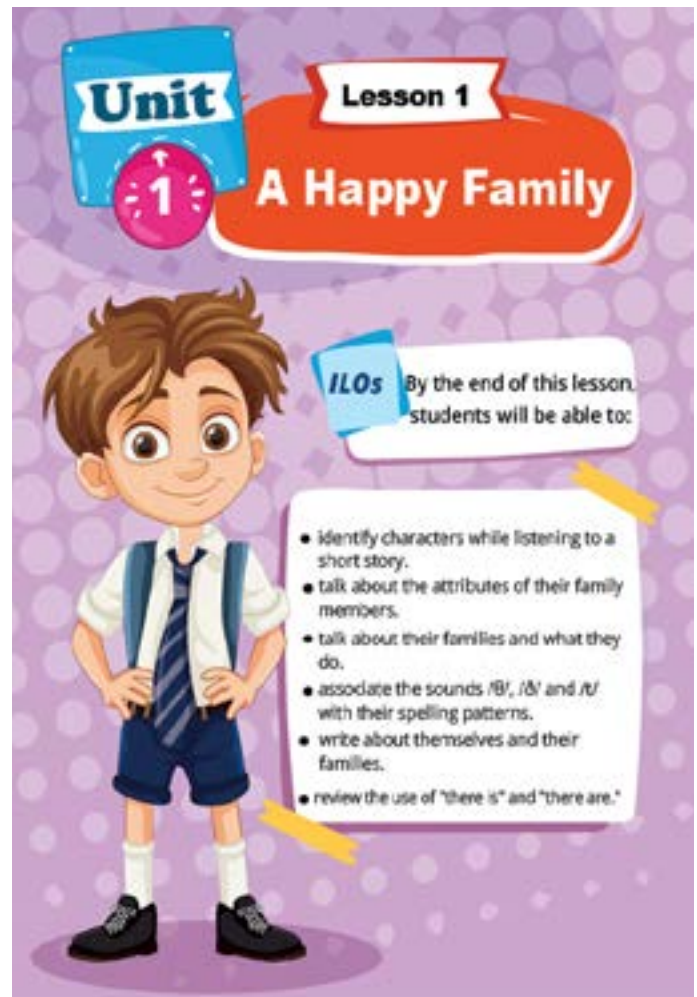
Whiteboard or projector

Markers or pens

Worksheet with pictures and corresponding words (see image)

Flashcards with pictures of family members, occupations, and places

Audio recording of the vocabulary words



## Warm up

1. Greet the students and ask a simple question related to their families, such as «Who lives with you at home?»
2. Show a few pictures of family members and professions from the lesson.
3. Describe a family member's role and let students guess who it is.
4. Ask students to turn to a partner and share one sentence about their family.
5. Play a short chant or song about family and encourage students to sing along.
6. Display images of different professions and ask students to match them with family members.
7. Invite a few students to share what their parents do for work.
8. Introduce the lesson objectives in simple language before moving into the main activity.

## 1 Listen, Point and Repeat

1. Greet the students and review any previously learned vocabulary.
2. Play a quick game like “I Spy” to activate prior knowledge about family members, occupations, and places.
3. Present the worksheet with the pictures and words.
4. Explain the meaning of each word using simple sentences and gestures.

**For example:** “This is a family. A family is a group of people who live together, like parents and children.” “This is a nurse. A nurse helps people who are sick.”

5. Point to each picture and say the word clearly, emphasizing pronunciation.





6. Show the flashcards one by one. Have students point to the corresponding picture on the worksheet and repeat the word.
7. Play the audio recording of the vocabulary words. Have students listen and repeat, pointing to the corresponding pictures.
8. Write the words on the board and have students copy them into their notebooks. Have students look at the pictures and write the corresponding words independently.
9. Walk around the classroom to monitor student progress and provide assistance as needed.
10. Collect the worksheets to assess student understanding.
11. Have students play a game using the flashcards, such as “Memory” or “Go Fish.”
12. Review the key vocabulary words.
13. Have students use the vocabulary in simple sentences. For example:  
 “My mother is a nurse.” “I live in a house.”

## 2 Listen and Write the Names

1. Play a quick game like “Family Charades” to activate prior knowledge about family roles and relationships.
2. Present the worksheet with the paragraph.
3. Read the paragraph aloud, emphasizing pronunciation and pausing for students to follow.
4. Discuss the meaning of any unfamiliar words, such as “engineer” or “factory.”
5. Point to the first question on the worksheet: “He works in a big factory.”
6. Read the question aloud and guide students to find the answer in the paragraph.
7. Write the answer (“the husband”) on the board.
8. Repeat this process for the remaining questions.

### Lesson 1

#### 2 Listen and Write the Names

Suzan is a smart nurse. She has a small family. Her husband, Ali, is an engineer who works in a big factory. They have three children. Soha is five years old, Asmaa is eight years old, and their eldest son Ahmed is in the fifth grade. Suzan works in a large hospital in a nearby city. She is caring and always ready to help. Suzan works hard to make patients feel better.

- 1 He works in a big factory.
- 2 She is eight years old.
- 3 He is the oldest son.
- 4 They have three children.
- 5 She is the youngest daughter.



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9. Have students work independently to complete the remaining questions on the worksheet.
10. Walk around the classroom to monitor student progress and provide assistance as needed.
11. Collect the worksheets to assess student understanding.
12. Have students answer additional questions about the paragraph, such as “How many children does Suzan have?” or “Where does Suzan work?”
13. Have students create their own sentences about a family using the vocabulary and sentence structures learned in the lesson.

## Answers

1. The husband      2. Asmaa
3. Ahmed          4. Suzan and her husband
5. Soha

## 3 Read and Match

1. Play a quick game like «Family Charades» to activate prior knowledge about family roles and relationships.
2. Present the worksheet with the «Read and Match» activity.
3. Explain the concept of «there is» and «there are» using simple examples.
4. Write some example sentences on the board, such as: «There is a book on the table.» and «There are two dogs in the park.»
5. Guide students through the «Read and Match» activity.

**Lesson 1**

**3 Read and Match**

|                     |   |                        |
|---------------------|---|------------------------|
| 1 There is          | • | A some books.          |
| 2 There aren't      | • | B brothers or sisters? |
| 3 There are         | • | C any jam?             |
| 4 Does she have any | • | D any bins.            |
| 5 Is there          | • | E some orange juice.   |

An orange arrow points from item 1 'There is' to item E 'some orange juice.'

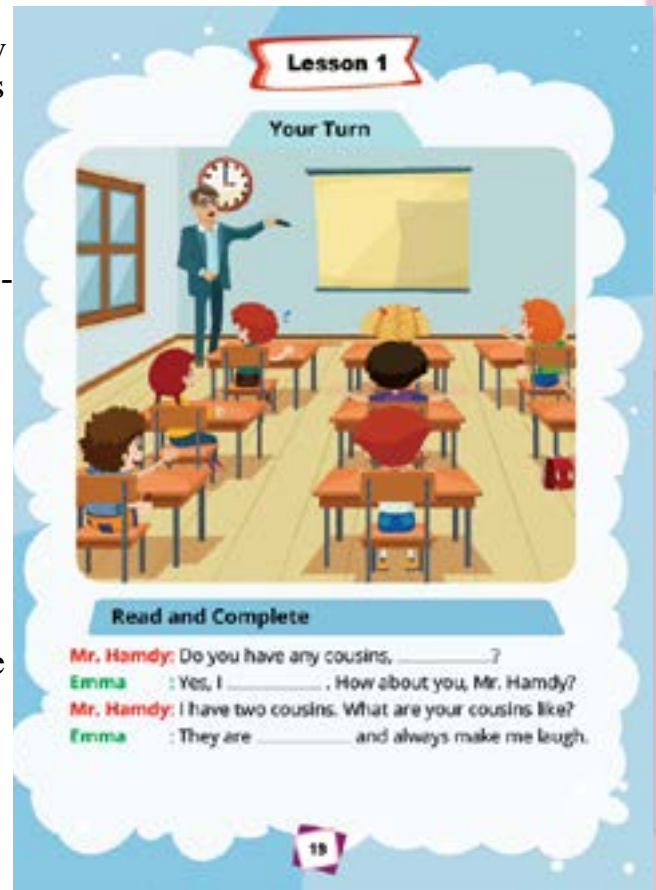
6. Read each sentence aloud and have students match it with the correct phrase.
7. Discuss the answers as a class.

### Answers

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

## 4 Work in Pairs and Act It Out

1. Guide students through the dialogue, pointing out examples of how adjectives are used to describe family members.
2. Ask questions about the dialogue, such as “How many siblings does Sarah have?” or “What does Emma’s sister like to do?”
3. Have students work in pairs to practice the dialogue.
4. Encourage students to change the names and details to make the dialogue their own.
5. Have each pair act out their dialogue for the class.
6. Assess student understanding of the vocabulary and grammar points.
7. Introduce the “Your Turn” section on the worksheet.
8. Model how to complete the first exchange in the dialogue.
9. Have students work independently to complete the remaining exchanges.



### Answers

1. Mr. Hamdy: Do you have any cousins,  
Emma?  
Emma: Yes, I have [number] cousins. How about you, Mr. Hamdy?
2. Mr. Hamdy: I have two cousins. What are your cousins like?  
Emma: They are [description] and always make me laugh.

## 4

## Work in Pairs and Act It Out

**Emma:** Hi, Sarah! Do you have any siblings?

**Sarah:** Yes. I have a sister and a brother. How about you, Emma?

▶ **Emma:** I have one sister. What are your siblings like, Sarah?

**Sarah:** My sister is kind and helpful. She always helps me with my homework. My brother is funny and playful. He loves playing soccer with me.

**Emma:** That's nice! My sister is smart and artistic. She enjoys painting and playing the piano.



## 5 Game Time

1. Greet the students and review any previously learned vocabulary related to family members and occupations.
2. Play a quick game like “Family Charades” to activate prior knowledge about family roles and relationships.
3. Present the worksheet with the “Game Time” activity.
4. Explain the rules of the game:
5. Each player takes turns rolling the dice.
6. The number on the dice corresponds to a family member on the wheel.
7. The player must then say a sentence about that family member, using the example as a guide.
8. Emphasize the importance of using complete sentences and describing the family member’s role or occupation.
9. Model how to play the game with a student volunteer.
10. Roll the dice and say a sentence about the family member indicated.
11. Encourage the student to repeat the sentence and then take their turn.
12. Discuss the importance of using descriptive language and complete sentences.
13. Have students work in pairs to play the game.
14. Walk around the classroom to monitor student progress and provide assistance as needed.
15. Encourage students to use different vocabulary and sentence structures.
16. Have each pair share a sentence they created during the game.
17. Assess student understanding of the vocabulary and grammar points.
18. Review the key vocabulary and sentence structures.
19. Discuss the importance of using descriptive language when talking about family members.
20. Assign homework: Students can draw a picture of their family and write sentences describing each member.



## 6 Phonics Time: Read the words and put each one in the right column

1. Write «th» and «ch» on the board and ask students to share words they know with these sounds.
2. Pronounce the sounds /θ/, /ð/, and /tʃ/ clearly and have students repeat after you.
3. Write three columns on the board and place one example under each sound category.
4. Read the list of words aloud and ask students to listen carefully to identify the correct sound.
5. Have students work individually or in pairs to sort the words into the correct columns in their books.
6. Check the answers as a class, pronouncing each word together and reinforcing the sound rules.
7. Play a quick game where you say a word, and students point to the correct column.

**Lesson 1**

**6** Phonics Time:  
Read the words and put each one in the right column

chair, chicken, think, mother, teacher, brother, thin, chocolate, chat, three, math, that, thick

| /θ/ th | /ð/ th | ch /tʃ/  |
|--------|--------|----------|
| Three  | Father | Children |
|        |        |          |
|        |        |          |
|        |        |          |
|        |        |          |
|        |        |          |

**7** Find and Circle the Words

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| C | T | H | A | T | A | D | K | W | Z |
| H | H | Z | B | R | O | T | H | E | R |
| O | I | I | M | A | T | H | H | Y | A |
| C | N | M | C | H | A | I | R | I | B |
| O | K | W | O | K | W | C | Y | F | N |
| L | Z | X | Y | T | E | K | T | A | C |
| A | Y | W | W | J | H | N | H | T | D |
| T | H | R | E | E | J | E | E | H | M |
| E | V | C | H | I | L | D | R | E | N |
| C | H | A | T | Y | V | K | E | R | S |

### Answers

- </θ/ th sound> three, think, thin, thick, math
- </ð/ th sound>: that, mother, brother
- <ch /tʃ/ sound>: chair, chicken, chat, chocolate, teacher

## 7 Find and Circle the Words

1. Display the words from the word search puzzle and ask students if they recognize them.
2. Discuss the meaning of each word using pictures, gestures, or simple explanations.
3. Demonstrate how to find a word by looking for the first letter and scanning the rows and columns.
4. Allow students to complete the word search individually or in pairs, finding and circling words.



5. Walk around the classroom, offering hints to those struggling.
6. Have students compare their answers with a partner before checking together as a class.
7. Ask students to use some of the words in a short sentence or a mini storytelling activity.

### **Answers**

1. THAT - Located in the first row.
2. BROTHER - Located in the second row.
3. CHAIR - Located in the fourth row.
4. CHILDREN - Located in the ninth row.
5. THREE - Located in the eighth row.
6. CHAT - Located in the tenth row.

# PRACTICE BOOK LESSON 1

## 1 Read and Choose

1.b    2.b    3.c    4.c    5.b

## 2 Read and Match:

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

## 3 Write five sentences about your own family

The answers are left for the students

## 4 Read and Sort

| /t/                                                                                      | /ð/                                                                                                          | /θ/                                                                                                    |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• chair</li><li>• cheese</li><li>• beach</li></ul> | <ul style="list-style-type: none"><li>• brother</li><li>• there</li><li>• though</li><li>• weather</li></ul> | <ul style="list-style-type: none"><li>• thin</li><li>• three</li><li>• truth</li><li>• thumb</li></ul> |

## 5 Choose the Correct word

1- is

2- are

3- is

4- are

5- is

6- is

## Lesson 2 A Family Picnic

SB P. 22-27 WB P. 5-6

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

- read a text about a family picnic for details
- recognize the appropriate use of some and any
- differentiate between some and any
- review the use of there is and there are
- speak about the birds seen during the family picnic
- ask and answer about the characteristics of favorite animals.

### Vocabulary:

|       |         |        |         |      |      |     |     |
|-------|---------|--------|---------|------|------|-----|-----|
| enjoy | cookies | picnic | thirsty | mat  | rat  | hat | car |
| fat   | mate    | rate   | hate    | care | fate |     |     |

### Language:

«**Some**» is used with both countable and uncountable nouns. For example: «I have some apples.» (countable noun) «Would you like some water?» (uncountable noun)

«**Any**» is used in negative sentences or questions. It can be used with both countable and uncountable nouns. For example: «I don't have any pens.» (countable noun) «Is there any milk left?» (uncountable noun).

### Phonics:

- A song “Allah is one”

### Values:

- Showing respect for family life

### Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards
- Real Objects (Realia)
- Storybook or Short Reading Passage



1. Show students a picture of a picnic and ask them questions about what they see, what people do at a picnic, and if they have ever been on one. Encourage them to share their experiences.
2. Write words related to the lesson on the board with scrambled letters and have students work in pairs to unscramble them.
3. Choose words from the lesson and have one student act them out while the others guess what the word is.
4. Say a word from the lesson and have students come up with words that rhyme with it.
5. Sing a simple song using key words from the lesson to introduce vocabulary in a fun way

### 1 Listen, Point and Repeat

1. Greet the students and review any previously learned vocabulary related to food.
2. Play a quick game like “I Spy” to activate prior knowledge about different types of food.

2. Present the worksheet with the pictures and words.

3. Explain the meaning of each word using simple sentences and gestures. For example:

“This is a picnic. A picnic is a meal eaten outdoors.”

“This is a cookie. Cookies are a type of sweet snack.”

4. Point to each picture and say the word clearly, emphasizing pronunciation.

5. Show the flashcards one by one. Have students point to the corresponding picture on the worksheet and repeat the word.

6. Play the audio recording. Have students listen and repeat, pointing to the corre

sponding pictures. 7. Write the words on the board and have students copy them into their notebooks.

7. Write the words on the board and have students copy them into their notebooks.



8. Distribute the worksheet to each student.
9. Have students look at the pictures and write the corresponding words independently.
10. Walk around the classroom to monitor student progress and provide assistance as needed.
11. Collect the worksheets to assess student understanding.
12. Have students play a game using the flashcards, such as “Memory” or “Go Fish.”
13. Have students use the vocabulary in simple sentences. For example:  
 “I am hungry. I want to eat a cookie.” “We had a picnic in the park.”
14. Assign homework, such as drawing pictures of food or writing about their favorite snack.

## 2 Read and Tick (✓) or (✗)

1. Greet the students and review any previously learned vocabulary related to family, picnics, and food.
2. Play a quick game like “Picnic Charades” to activate prior knowledge about picnic activities.
3. Present the worksheet with the reading passage.
4. Read the paragraph aloud, emphasizing pronunciation and pausing for students to follow.
5. Discuss the meaning of any unfamiliar words, such as “picnic” or “fishing.”
6. Point to the first question on the worksheet: “Basem and his family are having a picnic.”
7. Read the question aloud and guide students to find the answer in the paragraph.
8. Have students discuss whether the statement is true or false.
9. Write the correct answer (✓) on the board.

### Lesson 2

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**Read and Tick (✓) or (✗)**

I'm Basem. This is my family. We're having a picnic. We're sitting under a big tree near the river. Dad is fishing. Mom is reading a book. My sister Malak and I are running and playing. We're hungry and thirsty. There are some sandwiches. There aren't any cookies. We have some fresh fruit. We have many bottles of water.

|                                             |       |
|---------------------------------------------|-------|
| 1 Basem and his family are having a picnic. | ( ✓ ) |
| 2 Dad is fishing.                           | (   ) |
| 3 Malak and Basem are running and playing.  | (   ) |
| 4 There are cookies for them to eat.        | (   ) |
| 5 They have bottles of water to drink.      | (   ) |



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10. Have students work independently to complete the remaining questions on the worksheet.

11. Walk around the classroom to monitor student progress and provide assistance as needed.

**Answer**

.1 (✓)

.2 (✓)

.3 (✓)

.4 (✗)

.5 (✓)

## 4 Study and Say

1. Review any previously learned vocabulary related to food and drinks.
2. Play a quick game like “I Spy” to activate prior knowledge about different types of food and drinks.
3. Present the worksheet with the “Study and Say” activity.
4. Explain the concept of countable and uncountable nouns using simple examples.
5. Write some example sentences on the board, such as:  
  
    “I have some apples.” (countable noun)  
  
    “There is some water in the glass.” (uncountable noun)
6. Guide students through the “Study and Say” activity.
7. Read each sentence aloud and have students identify whether “some” or “any” is used correctly.
8. Discuss the answers as a class.
9. Explain the rule for using “some” and “any” in affirmative, negative, and interrogative sentences.

**Lesson 2**

**4 Study and Say**

**some/any**

| some | any |
|------|-----|
|      |     |
|      |     |
|      |     |

- 1 I have **some** food.
- 2 I don't have **any** juice.
- 3 There is **some** water.
- 4 There isn't **any** milk.
- 5 There are **some** sandwiches.
- 6 There aren't **any** chairs.
- 7 Are there **any** bins?

**Top Tip**

"Some" is used with both countable and uncountable nouns. For example:  
+ "I have **some** apples." (countable noun)  
+ "Would you like **some** water?" (uncountable noun)  
"Any" is used in negative sentences or questions. It can be used with both countable and uncountable nouns. For example:  
+ "I don't have **any** pens." (countable noun)  
+ "Is there **any** milk left?" (uncountable noun)

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## 5 Read and Choose

1. Play a quick game like “I Spy” to activate prior knowledge about different types of food and drinks.
  2. Present the worksheet with the “Read and Choose” activity.
  3. Review the concept of countable and uncountable nouns and the use of “some” and “any.”
  4. Write some example sentences on the board, such as:  
“I have some apples.” (countable noun)  
“There is some water in the glass.” (uncountable noun)
  5. Explain that “some” is used in affirmative sentences and “any” is used in negative sentences and questions.
  6. Guide students through the “Read and Choose” activity.
  7. Read each sentence aloud and have students choose the correct word (“some” or “any”).
  8. Discuss the answers as a class.
  10. Have students work independently to complete the “Study and Say” activity.
  11. Walk around the classroom to monitor student progress and provide assistance as needed.
  12. Collect the worksheets to assess student understanding.
  13. Have students answer additional questions about the use of “some” and “any,” such as: “When do we use ‘some’?” “When do we use ‘any’?”
  14. Have students create their own sentences using “some” and “any.”
- Discuss the importance of using “some” and “any” correctly in English.

### Answers

1. Some    2. Any    3. Some    4. Any    5. Any

**Lesson 2**

**5 Read and Choose**

☞ We are hungry! We have some / any sandwiches.

- 1 There are some / any fish jumping in water.
- 2 There aren't some / any chairs.
- 3 We have some / any lemonade.
- 4 We don't have some / any fruit juice.
- 5 Are there some / any chips?

## 6 Listen and Repeat

1. Present the worksheet with the “Listen and Repeat” activity for short vowel sounds.
2. Explain the concept of short vowel sounds using simple examples.
3. Write some example words on the board, such as “cat” (short a), “dog” (short o), “pig” (short i).
4. Pronounce each word clearly, emphasizing the short vowel sound.
5. Guide students through the “Listen and Repeat” activity for short vowel sounds.
6. Pronounce each word clearly and have students repeat after you.
7. Discuss the short vowel sound in each word.
8. Write a simple CVC word on the board (e.g., «mat») and its «magic e» form («mate»).
9. Ask students to read both words and notice the difference in pronunciation.
10. Explain that the silent «e» makes the vowel sound long.
11. Say each pair of words aloud and have students repeat after you.
12. Divide students into pairs. One says the short vowel word, and the other says the «magic e» word.
13. Encourage pairs to switch roles and practice again.
14. Call out a word from the list, and students must act out if it's a short or long vowel word (e.g., stand up for long vowels, sit down for short vowels).
15. Repeat the activity with different words to reinforce learning.

**6**

### Listen and Repeat

|   |     |      |
|---|-----|------|
| 1 | mat | mate |
| 2 | rat | rate |
| 3 | hat | hate |
| 4 | car | care |
| 5 | fat | fate |

## 7 Listen and Circle the Words with Magic «e».

1. Review the silent «e» rule and how it changes vowel sounds.
2. Give examples of words with and without «magic e.»
3. Read each word aloud while students listen carefully.
4. Have students circle the words that contain the magic «e.»
5. Check answers together as a class by asking students to read their circled words.
6. Divide the class into two teams for a whiteboard race.
7. Say a word, and the first student from each team writes the correct word (with or without «e») on the board.
8. Continue until all words are used, and announce the winning team.

### Answers

1. Mate (from «mat»)
2. Grape (already has magic «e»)
3. Plane (from «plan»)
4. Rate (from «rat»)
5. Hate (from «hat»)

**7 Listen and Circle the Words with magic "e"**

|        |       |
|--------|-------|
| 1 mat  | mate  |
| 2 grab | grape |
| 3 plan | plane |
| 4 rat  | rate  |
| 5 hat  | hate  |



## 8 Listen and Repeat.

1. Prepare word cards with and without «magic e» (e.g., «not» and «note»).
2. Have students sort the words into two groups: short vowel and long vowel words.
3. Say each word and have students clap once for short vowels and twice for long vowels.
4. Read each word aloud and have students repeat after you.
5. Ask students to use each word in a sentence.
6. Let them share their sentences with the class.
7. Encourage peer feedback by asking students to listen and repeat their classmates' sentences.
8. End the lesson with a quick review of the magic «e» rule

**8 Listen and Repeat**

|       |   |      |       |   |      |
|-------|---|------|-------|---|------|
| 1 not | - | note | 2 hop | - | hope |
| 3 rod | - | rode | 4 rob | - | robe |
| 5 cop | - | cope |       |   |      |

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## **PRACTICE BOOK LESSON 2**

### **1 Read and Complete**

1- setting

2- thirsty

3- fruit

4- flying

### **2 Read and Complete Using some / any**

1- some

2- any

3- some

4- some

5- any

6- any

### **3 Write about your family picnic**

The answers are left for the students

## LESSON 3 MY BEST FRIEND

**SB P. 28-34 WB P. 7-10**

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

- identify the purpose of a reading text
- write a story to describe friends
- design a poster about a friend's good qualities
- reflect on the qualities and experiences that make best friend special
- use question marks, exclamation marks, and commas.

### Vocabulary:

friendship   communicate   important   neighbors   advice   support

cut   -zcute   tub   tube   hug   cub   huge   cube   kit   kite   pin  
fin   sit   shin   pine   site  
shine

### Language:

- Using a period (full stop) at the end of an affirmative sentence.
- Using a question mark (?) at the end of a question.
- Present simple

### Phonics:

Short/ long u

Short/ Long i with silent e

### Values:

- Showing respect for friends

### Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Posters – Good friend qualities.
- Story Cards – Friendship stories.
- Audio Clips – Conversations between friends.
- Videos – Friendship and communication clips.



- Role-Play Cards – Advice and support scenarios.
- Sentence Strips – Complete with lesson vocabulary.
- Songs/Chants – Friendship-themed.

## **Warm up**

1. Greet the students warmly and ask, «Who is your best friend? What makes them special?»
2. Allow a few students to share their answers with the class.
3. Display the pictures from the lesson and ask, «What do these pictures have in common?»
4. Guide students to understand that the images relate to friendship, communication, and support.
5. Pair students and ask them to discuss: «What are some good qualities of a best friend?» and «How do you communicate with your friends?»
6. Invite a few pairs to share their discussions with the class.
7. Assign roles for a short role-play where one student shares a problem, and the other provides advice or support.
8. Discuss how giving advice and offering support strengthens friendships.
9. Write the key vocabulary words (friendship, neighbors, communicate, advice, important, support) on the board.
10. Have students repeat the words after you and use them in sentences related to their own experiences

## 1 Listen, Point and Repeat

1. Greet the students and review any previously learned vocabulary related to friends and family.
2. Play a quick game like “Two Truths and a Lie” about friends and family to activate prior knowledge.
3. Present the worksheet with the pictures and words.
4. Explain the meaning of each word using simple sentences and gestures. For example: “This is friendship. Friendship is a special bond between two people.” “This is advice. Advice is a suggestion or recommendation.”
5. Point to each picture and say the word clearly, emphasizing pronunciation.
6. Show the flashcards one by one. Have students point to the corresponding picture on the worksheet and repeat the word.
7. Play the audio recording of the vocabulary words. Have students listen and repeat, pointing to the corresponding pictures.
8. Write the words on the board and have students copy them into their notebooks.
9. Distribute the worksheet to each student.
10. Have students look at the pictures and write the corresponding words independently.
11. Walk around the classroom to monitor student progress and provide assistance as needed.
12. Collect the worksheets to assess student understanding.
13. Have students play a game using the flashcards, such as “Memory” or “Go Fish.”
14. Have students use the vocabulary in simple sentences. For example: “Friendship is





important to me.” “My neighbor gave me some advice.”

15. Assign homework, such as drawing pictures of friends or family and writing about their importance.

## 2 Read and Answer

1. Greet the students and review any previously learned vocabulary related to friendship.
2. Play a quick game like “Two Truths and a Lie” about friends and family to activate prior knowledge.
3. Present the worksheet with the reading passage.
4. Read the passage aloud, emphasizing pronunciation and pausing for students to follow.
5. Discuss the meaning of any unfamiliar words, such as “maintain” or “communicate.”
6. Point to the first question on the worksheet: “The main topic of the reading text is...”
7. Read the question aloud and guide students to find the answer in the text.
8. Discuss the possible answers and have students choose the correct one.
9. Write the correct answer on the board.
10. Repeat this process for the remaining questions.
11. Have students work independently to complete the remaining questions on the worksheet.
12. Walk around the classroom to monitor student progress and provide assistance as needed.
13. Collect the worksheets to assess student understanding.
14. Have students answer additional questions

**Lesson 3**

**2 Read and Answer**

**Friendship**

I'm Omar. I like to make and keep friends. I join clubs and teams. I also enjoy getting to know my neighbors. At school, I actively make friends and get to know them. Finding ways to spend time together is important to me. I love sharing about myself with my friends.



We communicate through phone calls, text messages, and emails. It's important to maintain that connection. Friendship is all about support, listening, and offering advice. We can learn so much from each other. For example, friends can teach us new things like how to play a game or draw a picture. Friends are important.

**Lesson 3**

1. The main topic of the reading text is .....  
a Omar's hobbies                      **b making friends**  
c communication methods            d learning new skills
2. According to the text, why is finding ways to spend time together important to Omar?  
a to share personal information      b to join clubs or teams  
c to maintain friendships              d to learn new skills
3. How can Omar and his friends communicate with each other?  
a Phone calls, text messages, and emails  
b joining clubs or teams  
c Sharing personal information  
d Exchanging crafts
4. What can friends teach each other, according to the text?  
a How to maintain friendships  
b How to join clubs or teams  
c How to exchange personal information  
d How to learn new things

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about the text, such as “What are some ways Omar and his friends spend time together?” or “Why is it important to maintain friendships?”

15. Review the main topic of the text and the key ideas about friendship.

16. Discuss the importance of friendship and how to build and maintain strong friendships.

## Answers

1. c. making friends

2. b. to maintain friendships

3. a. Phone calls, text messages, and emails

4. d How to learn new things

## 4 Think, Share, and Write

1. Greet the students and review any previously learned vocabulary related to friendship and adjectives.

2. Play a quick game like “Two Truths and a Lie” about friends and family to activate prior knowledge.

3. Present the worksheet with the “Think, Share, Write” activity.

4. Explain the activity: students will think about their best friend and answer the questions in the first column. Then, they will share their answers with a partner and write their partner’s answers in the second column.

5. Discuss the importance of using descriptive language and complete sentences.

6. Model the activity with a student volunteer.

7. Think aloud about your best friend and answer the questions in the first column.

|                                          | Think<br>(Your answers) | Share, Write<br>(Your peer's answers) |
|------------------------------------------|-------------------------|---------------------------------------|
| My best friend's name:                   |                         |                                       |
| How we became friends:                   |                         |                                       |
| Things we like to do together            |                         |                                       |
| Qualities that make my best friend great |                         |                                       |

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8. Share your answers with the student volunteer and have them write them in the second column.
9. Encourage the student volunteer to do the same.
10. Have students work in pairs to complete the “Think, Share, Write” activity.
11. Walk around the classroom to monitor student progress and provide assistance as needed.
12. Encourage students to use descriptive language and complete sentences.
13. Have each pair share their answers with the class.
14. Assess student understanding of the vocabulary and grammar points.
15. Discuss the importance of friendship and how to maintain strong friendships.

## 5 Read and Punctuate

1. Greet the students and review the concept of sentences.
2. Play a quick game like “Sentence or Not?” where you show students a series of phrases and they identify which ones are complete sentences.
3. Present the worksheet with the “Read and Punctuate” activity.
4. Explain the concept of punctuation and its importance in writing.
5. Introduce the period (full stop) as the punctuation mark used at the end of affirmative sentences.
6. Introduce the question mark (?) as the punctuation mark used at the end of questions.
7. Write some example sentences on the board, demonstrating the use of periods and question marks.
8. Guide students through the “Read and Punctuate” activity.
9. Read each sentence aloud and have students identify whether it is a statement or a question.



10. Have students add the appropriate punctuation mark to each sentence.
11. Discuss the answers as a class.
12. Have students work independently to complete the remaining sentences on the worksheet.
13. Walk around the classroom to monitor student progress and provide assistance as needed.
14. Have students write their own sentences, some as statements and some as questions, and add the correct punctuation.
15. Review the importance of using periods and question marks correctly.
16. Discuss how punctuation helps readers understand the meaning of sentences.

### **Answers**

1. We had so much fun at the park.
2. Can you guess what happened today?
3. What do you like to do when you have a picnic?
4. I can always ask my friends for help.
5. We saw a movie and ate pizza.
6. How many friends do you have in your class?

### **6. Listen, Repeat, Circle the Long Vowel /i/**

1. Greet the students and review short vowel sounds.
2. Play a quick game like “Vowel Sounds Clap” where you say words and students clap if they hear a short vowel sound.
3. Present the worksheet with the “Listen, Repeat, Circle the Long Vowel /i/” activity.
4. Explain that long vowel sounds are different from short vowel sounds.
5. Introduce the long vowel sound /i/ and how it is pronounced.
6. Write some example words on the board, such as “kite,” “pine,” “fine.”
7. Pronounce each word clearly, emphasizing the long /i/ sound.
8. Guide students through the “Listen, Repeat, Circle the Long Vowel /i/” activity.



9. Pronounce each pair of words and have students circle the word with the long vowel sound /i/.
10. Discuss the difference in pronunciation between the short and long vowel sounds in each pair.

### 7. Listen, Circle the Odd One Out and Replace it

1. Explain the activity: students will identify the word in each group that does not have the same vowel sound as the others and replace it with a word that does.
2. Work through the first example together, discussing the odd word out and finding a suitable replacement.
3. Have students work independently to complete the “Listen, Circle the Odd One Out and Replace it” activity.
4. Walk around the classroom to monitor student progress and provide assistance as needed.
5. Present the worksheet with the “Listen and Repeat” and “Read and Circle the Magic ‘e’” activities.
6. Explain the magic ‘e’ rule:
7. Write some example words on the board, such as “cute,” “tube,” “cube.”
8. Pronounce each word clearly, emphasizing the long vowel sound.

#### Answer

1. field → ride      2. give → live      3. thief → like      4 believe → mine
5. chief → five

**Lesson 3**

**6 Listen, Repeat, and Circle**

|         |       |
|---------|-------|
| 1 kit   | kite  |
| 2 pin   | pine  |
| 3 fin   | fine  |
| 4 sit   | site  |
| 5 shine | shine |

**7 Listen, Circle the Odd One Out, and Replace it**

|                                |          |
|--------------------------------|----------|
| 1 bite - field - nice - nice   | ( ride ) |
| 2 site - wife - prize - give   | ( )      |
| 3 kite - shine - thief - bike  | ( )      |
| 4 size - side - believe - nine | ( )      |
| 5 chief - mice - fine - drive  | ( )      |

**8 Listen and Repeat**

|       |      |       |      |
|-------|------|-------|------|
| 1 cut | cute | 2 tub | tube |
| 3 us  | use  | 4 hug | huge |
| 5 cub | cube |       |      |

**9 Read and Circle the words with Magic ‘e’ : (u-e)**

- 1 The whale is so huge, but the dolphin is so cute.
- 2 I can use this cube. You have a nice flute.
- 3 Open this tube and put your mobile on mute.
- 4 I was born in June. Let's eat a prune.
- 5 I like the tune. Let's play the lute.

### 8 . Listen and Repeat

1. Explain that adding «e» at the end of a word changes the vowel sound from short to long.
2. Write examples on the board: «cut → cute,» «tub → tube,» «hug → huge.»
3. Pronounce each word pair clearly while students listen.



4. Have students repeat each word pair after you.
5. Show pictures or gestures to help with meaning (e.g., a cute kitten for «cute»).
6. Ask students to practice in pairs, taking turns saying the words.
7. Walk around and listen to students, correcting pronunciation as needed.
8. Write words without «e» on the board and ask students to come up and add «e» to form new words.
9. Have students say the transformed words aloud.
10. Reward correct answers with stickers or points.

### **9 Read and Circle the words with Magic «e» : (u-e)**

1. Read the first sentence aloud and ask students to listen carefully.
2. Ask students to raise their hands when they hear a word with Magic E.
3. Repeat with the remaining sentences, engaging students actively.
4. Give students time to silently read the sentences and circle all Magic E words.
5. Go through each sentence as a class, allowing students to share their answers.
6. Write the correct Magic E words on the board and review pronunciation.
7. Divide students into small groups and give each group a short text.
8. Have groups find and highlight all Magic E words within two minutes.
9. Reward the fastest and most accurate group.
10. Ask students to write their own sentence using at least two Magic E words and share with the class.

### **Answers**

1. huge, cute
2. use, cube, flute
3. tube, mute
4. June, prune
5. tune, lute

## PRACTICE BOOK LESSON 3

### 1 Read and Complete

- 1- connect
- 2- information
- 3- messages
- 4- Friendship

### 2 Read and Complete the Table

| A) Good Qualities | (B) Bad Qualities |
|-------------------|-------------------|
| helpful           | mean              |
| kind              | selfish           |
| honest            | liar              |
| loyal             | rude              |
| respectful        | unkind            |

### 3 Write your Own story about One of your Friends

The answers are left for the students

### 4 Punctuate the following Sentences

- 1-  The movie was amazing.
- 2-  Is Ali travelling tomorrow?
- 3-  Adam is in the third grade.
- 4-  Do you have lots of friends?

## LESSON 4 FRIENDS FOREVER

SB P. 35-40 WB P. 11-13

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

- identify new vocabulary and qualities about friendship.
- identify common phrases and idioms related to friendships.
- write 3 sentences about friendship.
- read for specific information.

### Vocabulary:

Close friends decade through  
thick and thin share joys sor-  
rows friendship well-matched  
interests values occasional dis-  
agreements get in touch resolve  
differences challenges break-ups  
bond remain unbreakable  
testament

### Language:

### Common phrases and idioms related to friendships

to get in touch to be through thick and thin to be well-matched to break up to fall out with  
to keep in touch with to lose touch ups and downs

We use these idioms to talk about communicating with someone.

### Values:

- Showing respect for friends

### Materials:

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards – friendship actions.
- Soft Ball – sharing ideas game.
- Storybook/Video – friendship themes.



- Emotion Cards – discuss feelings.
- Chart Paper/Markers – friendship qualities.

### **Warm up**

1. Have students stand in a circle.
2. Say, «A good friend is someone who...» and complete the sentence.
3. Toss a soft ball to a student, who then adds their own idea.
4. Continue until everyone has participated.
5. Show a few pictures of children helping, laughing, or playing together.
6. Ask students to describe what they see.
7. Guide them to discuss how the pictures relate to friendship.
8. Ask students to think of their best friend and why they are special.
9. Allow a few students to share their thoughts.
10. Write key words from the lesson on the board.
11. Ask students to guess their meanings through fun actions or examples

## 1 Listen and Learn

1. Greet the students and review vocabulary related to friendship.
2. Play a quick game like “Two Truths and a Lie” about friends and family to activate prior knowledge.
3. Present the worksheet with the “Listen and Learn” activity.
4. Read the text about “thick and thin” aloud, emphasizing pronunciation and pausing for students to follow.
5. Discuss the meaning of “thick and thin” and how it relates to friendship.
6. Introduce the idioms “get in touch,” “keep in touch,” and “lose touch.” Explain their meanings and how they are used to talk about communication.
7. Guide students through the “Turn and Talk” questions.
8. Encourage students to share their thoughts and experiences with their friends.
9. Facilitate a class discussion about the different ways to stay in touch with friends.
10. Present the worksheet with the “Read and Answer” activity.
11. Read the text aloud, emphasizing pronunciation and pausing for students to follow.
12. Guide students through the questions on the worksheet.
13. Read each question aloud and guide students to find the answers in the text.
14. Discuss the possible answers and have students choose the correct one.
15. Write the correct answer on the board.
16. Have students work independently to complete the remaining questions on the worksheet.
17. Walk around the classroom to monitor student progress and provide assistance as

**Lesson 4**

**1 Listen and Learn**

Good friends stay together through thick and thin and through ups and downs. This means during easy and hard times.



**Turn and Talk:** What are ups and downs you and your friends experienced?

**Turn and Talk:** How do you get in touch with your friends? Have you ever lost touch with a friend?



**Top Tip** “get in touch” “keep in touch” “lose touch”  
We use these idioms to talk about communicating with someone.

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needed.

18. Collect the worksheets to assess student understanding.
19. Have students answer additional questions about friendship and communication.
20. Discuss the importance of maintaining friendships and staying in touch with friends.

## 2 Read and Answer

1. Greet the students and review vocabulary related to friendship.
2. Play a quick game like “Two Truths and a Lie” about friends and family to activate prior knowledge.
3. Present the worksheet with the reading passage.
4. Read the passage aloud, emphasizing pronunciation and pausing for students to follow.
5. Discuss the meaning of any unfamiliar words, such as “decade,” “disagreements,” and “unbreakable.”
6. Point to the first question on the worksheet: “How long have Sarah and Emily been close friends?”
7. Read the question aloud and guide students to find the answer in the text.
8. Discuss the possible answers and have students choose the correct one.
9. Write the correct answer on the board.
10. Repeat this process for the remaining questions.
11. Discuss the meaning of the idiom “thick and thin” in the context of the passage.
12. Ask students to provide examples of how they might be friends “through thick and thin.”
13. Have students work independently to answer the remaining questions on the worksheet.
14. Walk around the classroom to monitor student progress and provide assistance as needed.
15. Collect the worksheets to assess student understanding.

**Lesson 4**

**2 Read and Answer**

Sarah and Emily have been close friends for over a decade. They've been through thick and thin together, sharing their joys and sorrows. Their friendship is well-matched, as they have similar interests and values. Even during their occasional disagreements, they always find a way to get in touch and resolve their differences. While many friendships face challenges and sometimes even break-ups, Sarah and Emily's bond has remained unbreakable, a testament to their enduring friendship.

**1** How long have Sarah and Emily been close friends?

- a A few weeks
- b Over a decade**
- c Just a year
- d They didn't mention their friendship duration.

**2** Why is their friendship described as well-matched?

- a They have never had any disagreements.
- b They don't communicate when they have issues.
- c They share similar interests and values.**
- d They have different interests and values.

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16. Have students answer additional questions about the text, such as “What are some ways Sarah and Emily show they value their friendship?” or “Why is it important to resolve disagreements in a friendship?”
17. Review the main topic of the text and the key ideas about friendship.
18. Discuss the importance of understanding and using idioms.

## Answers

1. b Over a decade
2. c They share similar interests and values
3. b They find a way to get in touch and resolve differences.
4. c Being through many challenges and experiences together
5. c Their bond remains unbreakable.

## 3 Read and Match

1. Play a quick game like “Two Truths and a Lie” about friends and family to activate prior knowledge.
2. Present the worksheet with the “Read and Match” activity.
3. Explain that the activity focuses on idioms related to friendship.
4. Discuss the meaning of the word “idiom” and provide a few examples.
5. Guide students through the “Read and Match” activity.
6. Read each idiom aloud and discuss its possible meaning.
7. Encourage students to match the idioms with their correct definitions.
8. Discuss the answers as a class.
9. Present the worksheet with the “Read and Write” activity.
10. Explain that students will write 3 sentences about their own friendships using the idioms they learned.
11. Provide some sentence starters as examples.
12. Have students work independently to complete the “Read and Write” activity.



13. Walk around the classroom to monitor student progress and provide assistance as needed.
14. Encourage students to use the idioms correctly and creatively.
15. Collect the worksheets to assess student understanding.
16. Have students share their sentences with the class.
17. Ask questions to check their comprehension of the idioms.
18. Review the idioms and their meanings.
19. Discuss the importance of using language accurately and creatively.

## Answers

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

## 4 Read and Write

1. Greet the students and review vocabulary related to friendship.
2. Play a quick game like “Two Truths and a Lie” about friends and family to activate prior knowledge.
3. Present the worksheet with the “Read and Write” activity.
4. Explain that students will write 3 sentences about their own friendships using the provided adjectives: Honest, Friendly, Generous.
5. Discuss the meaning of each adjective and provide examples of how they can be used to describe people.
6. Model the activity with a student volunteer.
7. Think aloud about a friend and use the adjectives to describe them.
8. Write a few sentences on the board as examples.
9. Encourage the student volunteer to do the same.
10. Have students work independently to complete the “Read and Write” activity.
11. Walk around the classroom to monitor student progress and provide assistance as needed.
12. Encourage students to use the adjectives correctly and creatively.



13. Collect the worksheets to assess student understanding.
14. Have students share their sentences with the class.
15. Ask questions to check their comprehension and usage of the adjectives.
16. Review the adjectives and how they can be used to describe friends.
17. Discuss the importance of using descriptive language to express ideas.

### Answer

1. My friend is Alex.
2. He is very honest and always tells me the truth.
3. I appreciate him because he is friendly and generous with his time.

## PRACTICE BOOK LESSON 4

### 1 Read and Complete

1- favorite

2- Burgers

3- travel

4- friendship

| Word            | With dis-  | Example Sentence                                    |
|-----------------|------------|-----------------------------------------------------|
| honest          | dishonest  | He is dishonest. He always tells lies.              |
| connect         | disconnect | I cannot call you because my phone is disconnected. |
| joint           | disjoint   | His ideas are disjoint and hard to follow.          |
| loyal           | disloyal   | The soldier was punished for being disloyal.        |
| agree<br>point. | disagree   | I disagree with you about this                      |

|                  |                   |                                                     |
|------------------|-------------------|-----------------------------------------------------|
| <b>Ability</b>   | <b>disability</b> | <b>She has a disability but she is very strong.</b> |
| <b>appear</b>    | <b>disappear</b>  | <b>The sun will disappear behind the cloud</b>      |
| <b>like</b>      | <b>dislike</b>    |                                                     |
| <b>I dislike</b> | <b>getting up</b> | <b>very early.</b>                                  |
| <b>comfort</b>   | <b>discomfort</b> | <b>He felt discomfort after eating too much.</b>    |
| <b>trust</b>     | <b>distrust</b>   | <b>She distrusts people who tell lie</b>            |

### **3 Read and Choose the Correct Answer**

- 1- b Over a decade
- 2- c They share similar interests and values.
- 3- b They find a way to get in touch and resolve differences.
- 4- c Being through many challenges and experiences together
- 5- c Their bond remains unbreakable.

### **4 Write a Paragraph about your best friend** The answers are left to the students



## Unit 2

# The Amazing Animal World



# LESSON 1 DOMESTIC AND WILD ANIMALS

SB P. 43-50 WB P. 15-18

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

- listen to a dialogue about domestic and wild animals for gist.
- effectively inquire about and provide detailed descriptions of various animals.
- read about domestic and wild animals for details.
- categorize animals into domestic or wild.
- make inferences about lions using contextual clues.
- recognize how magic «e» transforms words (i-e).
- identify words with magic «e» (i-e).
- create a profile about a wild animal using the internet.

## Vocabulary:

|            |        |                  |       |           |
|------------|--------|------------------|-------|-----------|
| Lions      | horses | dogs             | cats  | tigers    |
| crocodiles | snakes | Domestic animals | dogs  | cattle    |
| kit        | pin    | fin              | sit   | shin k    |
| pine       | fin    | site             | shine | elephants |
| donkeys    | li-    | oness            | cubs  |           |

## Language:

### 1. Nouns (Singular & Plural)

- Identifying animal names as nouns (e.g., lion, cow, elephant, dog).
- Forming plurals (e.g., lion → lions, cow → cows, fox → foxes).

### 2. Adjectives (Descriptive Words)

- Using adjectives to describe animals (e.g., big lion, small cat, fast cheetah, strong elephant).



### 3. Verb “To Be” (Is/Are)

- Sentences like A tiger is wild. / Dogs are domestic animals.

### 4. Present Simple Tense

- General facts: Lions live in the jungle. Cows give milk.

### 5. Modal Verb “Can”

- Expressing abilities: Birds can fly. Fish can swim. Dogs can bark.
- Using linking words: Dogs are domestic, but lions are wild.
- Identifying how magic “e” transforms words (i-e).
- Words changing with silent “e” (e.g., cap → cape, hop → hope).
- Introducing the long vowel sound change.
- Comparing pet (short e) vs. Pete (long e with magic “e”).
- Words like tap → tape, kit → kite.
- 2. Blends and Digraphs
- Common blends: bl (black bear), gr (green parrot), cl (claw).
- Digraphs: sh (sheep), ch (cheetah), th (three-toed sloth).
- 3. Animal-Related Phonics Patterns
- “ow” sound: cow, owl.
- “oo” sound: zoo, moon.
- Silent letters: gn (gnat, gnu), wr (wren).

### Values:

- Appreciating the role of animals in nature

### Materials:

- Student’s Book
- Practice Book
- Teacher’s Guide
- Flashcards – friendship actions.
- Soft Ball – sharing ideas game.
- Storybook/Video – friendship themes.
- Emotion Cards – discuss feelings.
- Chart Paper/Markers – friendship qualities.
- Flashcards – Pictures of wild and domestic animals for visual learning and categorization.



## Warm up

1. Play recorded animal sounds (e.g., lion roar, dog bark, elephant trumpet) and ask students to guess the animal.
2. Give short verbal descriptions of animals (e.g., «I have four legs, I live on a farm, and I give milk.») and let students guess.
3. Show pictures of animals and ask students to say if they are wild or domestic.
4. Let students take turns acting like an animal while others guess what it is.
5. Ask students to name their favorite animal and say whether it is wild or domestic.
6. Introduce key vocabulary by writing words like «lion,» «cow,» «elephant,» and «dog» on the board, and let students categorize them.
7. Engage students in a quick discussion by asking, «Where do wild animals live?» and «Where do domestic animals live?»

## 1 Listen, Point, and Read

1. Greet the students and review vocabulary related to animals (e.g., lion, elephant, dog, cat).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the “Listen, Point, Read” activity.
4. Point to the pictures and read the captions aloud, emphasizing pronunciation and pausing for students to follow.
5. Discuss the meaning of the words “wild,” “domestic,” “endangered,” and “extinct.”
6. Explain the differences between wild and domestic animals.
7. Guide students through the “Listen and Choose the Correct Answer” activity.
8. Read the statement by Hamdy aloud.
9. Discuss the meaning of the statement and the possible answers.



10. Help students choose the correct answer.
11. Repeat this process for the remaining questions.
12. Have students work independently to complete the remaining questions on the worksheet.
13. Walk around the classroom to monitor student progress and provide assistance as needed.
14. Ask students questions about the different types of animals, such as:  
 “What is the difference between a wild animal and a domestic animal?”  
 “Can you name an endangered animal?”  
 “What does it mean if an animal is extinct”
15. Discuss the importance of protecting endangered animals.

## 2 Listen and Choose the Correct Answer

1. Present the worksheet with the dialogue.
2. Explain that students will be reading a dialogue between Mr. Hamdy and his students about domestic and wild animals.
3. Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.
4. Discuss the meaning of each sentence and answer the questions raised in the dialogue. For example: “What is a domestic animal?” (Answer: An animal that lives in a house or on a farm.) “Can you name some examples of wild animals?” (Answer: Lions, tigers, snakes, crocodiles, etc.)
5. Encourage students to participate in the discussion by sharing their own examples of domestic and wild animals.
6. Have students read the dialogue independently and answer the questions at the end of the lesson.
7. Walk around the classroom to monitor student progress and provide assistance as needed.

### Lesson 1

## 2 Listen and Choose the Correct Answer

**Hamdy:** Good morning, everyone. Today, we'll learn about domestic and wild animals.

**Kareem:** What is a domestic animal?

**Mr. Hamdy:** A domestic animal is an animal that lives in a house or on a farm.

**Rawan:** What about wild animals?

**Mr. Hamdy:** Wild animals are the ones that live in nature, like forests, jungles, deserts, or oceans. Can you think of some examples of domestic animals?

**Omar:** I think cats, dogs, and horses are examples of domestic animals.

**Mr. Hamdy:** Can you think of some examples of wild animals?

**Reem:** Lions, tigers, snakes, and crocodiles are wild animals because we can't keep them as pets in our houses.

**Mr. Hamdy:** Well done! You're all so clever.

**Class:** Thank you, Mr. Hamdy.



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8. Ask students questions about the dialogue and the concepts of domestic and wild animals. For example:

“Why are dogs considered domestic animals?”

“Where do wild animals typically live?”

9. Review the key concepts of the lesson and the differences between domestic and wild animals.

10. Discuss the importance of respecting and protecting both domestic and wild animals.

## Answer

1. b    2. b    3. c    4. d    5. c

## 3 Read and Answer

1. Present the worksheet with the reading passages.

2. Explain that students will be reading about domestic and wild animals and answering questions.

3. Introduce the terms “domestic” and “wild” and briefly discuss their meanings.

4. Read the first passage about domestic animals aloud.

5. Discuss the meaning of each sentence and point out the examples of domestic animals listed.

6. Read the second passage about wild animals aloud.

7. Discuss the characteristics of wild animals, emphasizing their habitats and diets.

8. Answer the question “Which of the following is an example of a domestic animal?” together as a class.

9. Have students work independently to read the passages again and answer the remaining questions on the worksheet.

10. Walk around the classroom to monitor student progress and provide assistance as needed.

11. Ask students questions about the reading passages and the concepts of domestic and wild animals.



12. Review the key concepts of the lesson and the differences between domestic and wild animals.
13. Discuss the importance of respecting and protecting both domestic and wild animals.

## Answer

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

## 4 Read and Categorize the Following Animals

1. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
2. Present the worksheet with the list of animals.
3. Review the terms “domestic” and “wild” and their meanings.
4. Explain that students will be categorizing the animals into two groups: domestic and wild.
5. Start with the first animal on the list (lions).
6. Discuss whether lions are domestic or wild animals.
7. Guide students to write “lions” under the “Wild animals” column.
8. Continue this process with a few more animals, discussing the reasons for each categorization.
9. Have students work independently to categorize the remaining animals on the list.
10. Walk around the classroom to monitor student progress and provide assistance as needed.
11. Ask students to explain their reasoning for categorizing certain animals as domestic or wild.

**Lesson 1**

**4 Read and Categorize the Following Animals**

|        |        |        |           |            |
|--------|--------|--------|-----------|------------|
| lions  | dogs   | cats   | tigers    | crocodiles |
| horses | snakes | cattle | elephants | donkeys    |

| Domestic animals | Wild animals |
|------------------|--------------|
| dogs             | lions        |
|                  |              |
|                  |              |
|                  |              |
|                  |              |

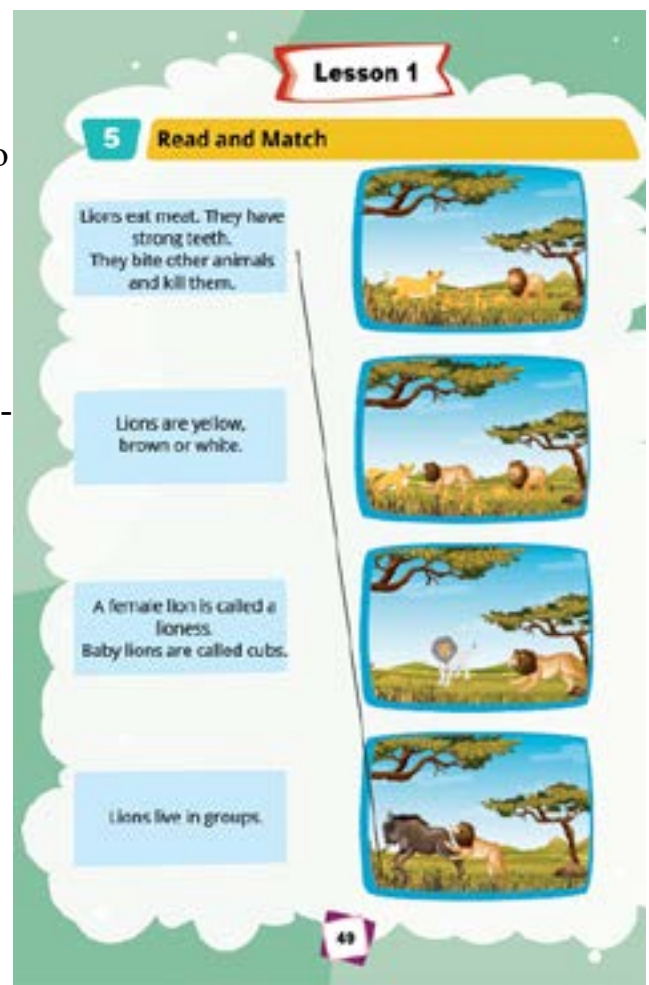

12. You can also have a short quiz where students identify domestic and wild animals from a list or pictures.
13. Review the key concepts of the lesson and the differences between domestic and wild animals.
14. Discuss the importance of understanding the characteristics of different animals.

## Answer

1. Domestic Animals dogs, cats, horses, cattle, donkeys.
2. Wild Animals: lions, tigers, crocodiles, snakes, elephants.

## 5 Read and Match

1. Greet the students and review vocabulary related to animals (e.g., lion, cub, hunt).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the “Read and Match” activity.
4. Explain that students will be reading sentences about lions and matching them with the correct pictures.
5. Briefly discuss what students already know about lions.
6. Read the first sentence aloud: “Lions eat meat. They have strong teeth.”
7. Discuss the meaning of the sentence and point out the key words (meat, teeth).
8. Guide students to match the sentence with the appropriate picture.
9. Have students work independently to match the remaining sentences with the correct pictures.
10. Walk around the classroom to monitor student progress and provide assistance a



11. Ask students questions about lions based on the information in the sentences:

“What do lions eat?”

“What do lion cubs call their parents?”

“Where do lions live?”

12. Review the key facts about lions learned from the reading and matching activity.

13. Discuss the importance of learning about different animals and their habitats.

## **Answer**

1. Diet: «Lions eat meat. They have strong teeth. They bite other animals and kill them».

-Match: Image of a lion hunting or eating meat.

2. Color: «Lions are yellow, brown or white».

-Match: Images of lions showing these colors.

3. Terminology:

» -A female lion is called a lioness».

-Match: Image of a female lion (lioness).

» -Baby lions are called cubs».

-Match: Image of lion cubs.

4. Social Structure: «Lions live In groups».

-Match: Image of a lion pride (group of lions).

## **6 Listen and Repeat**

1. Greet the students and review short vowel sounds.

2. Play a quick game like “Vowel Sounds Clap” where you say words and students clap if they hear a short vowel sound.

3. Present the worksheet with the “Listen and Repeat” activity.

4. Explain that long vowel sounds are different from short vowel sounds.

5. Introduce the long vowel sound /i/ and how it is pronounced.



6. Write some example words on the board, such as “kite,” “pine,” “fine.”

7. Pronounce each word clearly, emphasizing the long /i/ sound.

8. Guided Practice (15 minutes)

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

10. Point to the first pair of words (kit/kite) and pronounce them clearly.

11. Ask students to listen carefully and repeat the words.

12. Discuss the difference in pronunciation between the two words and how the addition of the “e” changes the sound of the vowel.

13. Repeat this process for the remaining word pairs.

14. Introducing the Magic “e” Rule (10 minutes)

15. Explain the magic “e” rule: When a word ends with a vowel followed by a consonant and then another vowel, the first vowel has a long sound.

16. Emphasize that the silent “e” at the end of the word makes the first vowel say its name.

17. Write some additional examples of words with the magic “e” on the board (e.g., “bite,” “nice,” “bike”).

18. Have students work independently to read the words on the worksheet and identify the words with the magic “e.”

19. Walk around the classroom to monitor student progress and provide assistance as needed.

20. Have students identify and pronounce other words with the long vowel /i/ and the magic “e.”

21. You can also have them write short sentences using words with the long vowel /i/.

Review the long vowel sound /i/ and the magic “e” rule.

22. Discuss the importance of recognizing and pronouncing long vowel sounds correctly.

**Lesson 1**

**6 Listen and Repeat**

|        |                                    |       |                               |
|--------|------------------------------------|-------|-------------------------------|
| 1 kit  | [Illustration of a toolbox]        | kite  | [Illustration of a kite]      |
| 2 pin  | [Illustration of a pin]            | pine  | [Illustration of a pine tree] |
| 4 fin  | [Illustration of a fish]           | fine  | [Illustration of a thumbs up] |
| 5 sit  | [Illustration of a person sitting] | site  | [Illustration of a landscape] |
| 6 shin | [Illustration of a leg]            | shine | [Illustration of a sun]       |

**Top Tip** Magic “e” makes the sound “i” longer, e.g. bite/nice/bike/ride but not in/give

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# PRACTICE BOOK LESSON 1

## 1 listen read and complete

Forest -monkeys -zoo

## 2 read and sort

Cat -tiger

Rabbit-snake

Goat-crocodile

Monkey-horse

## 3 read and choose

2-friend

3-fur

4-hear

5-thirteen

## 4 listen and complete

Animal-the forest

## 5 solve the riddles and complete the crossword

The answers are left for the students

## 6 listen and circle

2-Life -prize

3-kite-like

4-dive-nine

5-mice-smile

## LESSON 2 FARM ANIMALS

SB P. 51-59 WB P. 19-22

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

- read a dialogue about farm activities gist.
- identify a number of farm animals.
- seek and give information about farm activities.
- pluralize regular and irregular nouns.
- recognize how magic «e» transforms words (a-e).
- identify words with magic «e» (a-e).
- find some facts about horses on the Internet.

### Vocabulary

Cow    goat    goat    donkey    buffalo  
horse    sheepcamel    turkey pigeon  
rabbit    rooster    lamb

### Language

#### Singular and Plural Nouns

Regular plural nouns: Adding “-s” (e.g., cows, goats, horses, donkeys, sheep).

Irregular plural nouns: «Sheep» remains the same in singular and plural.

#### Question and Answer Structure

«What can you see in this picture?» → «I can see a cow.»

«What is this?» → «This is a goat.»

#### Basic Sentence Structure

Subject-verb-object structure (e.g., «I see a cow.»)

#### Values:

Appreciating the role of farm animals in nature



## Phonics:

### Use of the Magic «E» Rule (Silent E)

Some farm animal words illustrate this phonics rule:

«Goat» → Long «o» sound due to the silent «a» (though not a direct magic «e» word, it follows a vowel team rule).

«Name» → The «e» makes «a» long (if discussed in context).

### 1. Short and Long Vowel Sounds

«Cow» → Short «o» sound.

«Goat» → Long «o» sound.

«Sheep» → Long «ee» sound.

### 2. Blending Sounds

Breaking down words into phonemes for pronunciation (e.g., /k/ /ow/ for «cow», /sh/ /ee/ /p/ for «sheep»).

### 3. Initial and Ending Sounds

Recognizing beginning sounds: «c-» (cow), «sh-» (sheep), «g-» (goat).

Identifying ending sounds: «-p» (sheep), «-t» (goat), «-y» (donkey).

#### . Initial and Ending Sounds

Recognizing beginning sounds: «c-» (cow), «sh-» (sheep), «g-» (goat).

Identifying ending sounds: «-p» (sheep), «-t» (goat), «-y» (donkey).

### 4. Silent Letters

«Horse» → Silent «e» at the end, making the «o» long.

«Name» (if included in activities) follows the same pattern.

## Materials:

Whiteboard or projector

Markers or pens

Flashcards with pictures of farm animals (cow, buffalo, goat, donkey, sheep)

Audio recordings of farm animals

## Warm up

1. Play recorded sounds of different farm animals.
2. Ask students to guess which animal is making the sound.
3. Show a picture of a farm or project an image on a screen.
4. Describe an animal without naming it and ask students to guess.
5. Have students act out different farm animals without making sounds.
6. Let classmates guess the animal based on the actions.
7. Ask students simple questions about farm animals.
8. Encourage students to share their experiences or knowledge about farms.
9. Sing a familiar farm-related song with students.
10. Allow students to choose animals to include in the song.

## 1 Listen, Point, and Repeat

1. Greet the students and review vocabulary related to animals (e.g., pet, wild animal).
2. Play a quick game like “Animal Charades” to activate prior knowledge about aniPresent the worksheet with the pictures of farm animals.

3. Point to each picture and say the name of the animal clearly, emphasizing pronunciation.
4. Use simple sentences to describe each animal. For example: “This is a cow. It gives us milk.”
5. If available, play animal sounds for each animal to make the lesson more engaging.
6. Show the flashcards one by one. Have students point to the corresponding picture on the worksheet and repeat the name of the animal. Show the flashcards one by one. Have students point to the corresponding picture on the worksheet and repeat the name of the animal.
7. Play the animal sounds again (if available). Have students listen and identify the correct animal.
8. Write the names of the farm animals on the board and have students copy them into their notebooks.



9. Have students look at the pictures and write the corresponding names of the farm animals independently.
  10. Walk around the classroom to monitor student progress and provide assistance as needed.
  12. Collect the worksheets to assess student understanding.
  13. Have students play a game using the flashcards, such as “Memory” or “Go Fish.”
  14. Ask students to point to a specific animal on the worksheet and say its name.
- Wrap-up (5 minutes)
15. Review the names of the farm animals.
  16. Have students use the vocabulary in simple sentences. For example: “The farmer milks the cow.”
  17. Assign homework, such as drawing pictures of farm animals and labeling them.

## 2 Point, and Read

1. Greet the students and review vocabulary related to animals (e.g., pet, wild animal).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the pictures of farm animals.
4. Point to each picture and say the name of the animal clearly, emphasizing pronunciation.
5. Use simple sentences to describe each animal. For example: “This is a cow. It gives us milk.”
6. If available, play animal sounds for each animal to make the lesson more engaging.
7. Start with the instruction “Point to a rabbit.”
8. Guide students to identify the rabbit in the picture and point to it.





9. Repeat this process with other instructions, such as “Point to a horse,” “Point to a sheep,” etc.
10. Give students individual instructions, such as “Point to the camel,” “Point to the donkey,” etc.
11. Walk around the classroom to monitor student progress and provide assistance as needed.
12. Have students play a game using the flashcards, such as “Memory” or “Go Fish.”
13. Ask students to point to a specific animal on the worksheet and say its name.

### 3 Read, and Tick (✓) or (X)

1. Greet the students and review vocabulary related to farm animals (e.g., cow, horse, sheep).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the dialogue.
4. Explain that the dialogue is about a family on a farm and their daily chores.
5. Introduce the new vocabulary words (e.g., cattle, lorry, seeds) and discuss their meanings.
6. Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the dialogue. “What are cattle?” (Answer: Cattle include animals like buffaloes, cows, donkeys, horses, camels, sheep, and goats.) “What are the sons responsible for doing on the farm?” (Answer: Feeding the animals, taking care of the sheep and goats, and preparing for the arrival of seeds.)
8. Have students work independently to read the dialogue again and answer the true/false questions at the end of the lesson.



9. Walk around the classroom to monitor student progress and provide assistance as needed.

10. Collect the worksheets to assess student understanding.

11. Ask students questions about the dialogue and the concepts of farm life. For example: “Why is it important for the sons to take care of the animals?” “Why are the sons excited about the arrival of the lorries?”

12. Review the key concepts of the lesson, including the meaning of new vocabulary words and the daily life on a farm.

13. Discuss the importance of teamwork and responsibility in a farming community.

14. Have students draw a picture of a farm scene with different animals.

### Answer

1. ✓
2. X
3. ✓
4. ✓
5. ✓

## 4 Ask and Answer

1. Greet the students and review vocabulary related to farm animals and daily chores.
2. Present the worksheet with the “Ask and Answer” activity.
3. Introduce the question “Have you fed...?” and explain that it is used to ask if some one has completed a specific task, in this case, feeding animals.
4. Write some example sentences on the board:

“Have you fed the dog?”

“Yes, I have fed the dog.”

“No, I haven’t fed the dog yet.”



5. Guide students through the first example on the worksheet.

6. Point to the picture of the horse and ask the question “Have you fed the horse?”

7. Help students identify the correct answer from the options provided.

8. Repeat this process for one or two more examples.

9. Have students work independently to match the remaining questions with the ap

propriate answers on the worksheet.

10. Walk around the classroom to monitor student progress and provide assistance as

needed.

11. Collect the worksheets to assess student understanding.

12. Ask students to create their own questions and answers using “Have you fed...?”

with different farm animals.

13. You can also have a short quiz where students answer questions about farm chores and responsibilities.

14. Review the use of “Have you fed...?” and how to answer the question correctly.



## 5 Read and Put the Words in Plural

1. Greet the students and review the concept of singular and plural nouns.

2. Give a few examples of singular nouns and ask students to say the plural form (e.g., “cat” – “cats,” “dog” – “dogs”).

3. Present the worksheet with the “Read and Put the Words in Plural” activity.

4. Explain that the lesson will focus on forming plural nouns.

5. Introduce the different ways to form plural nouns:



Adding “-s” to most nouns (e.g., cat – cats, dog – dogs)

Adding “-es” to nouns ending in “s,” “ch,” “sh,” “x,” or “z” (e.g., bus – buses,

watch – watches)

Adding “-ies” to nouns ending in “y” (e.g., baby – babies)

Changing “-f” or “-fe” to “-ves” (e.g., leaf – leaves, wolf – wolves)

. Guide students through the first few examples in the worksheet.

7. For example, show the word “cow” and ask students how to make it plural.

8. Explain that we add “-s” to “cow” to form “cows.”

9. Write the plural form next to the singular noun.

10. Repeat this process with a few more examples.

11. Have students work independently to complete the remaining exercises on the worksheet.

12. Walk around the classroom to monitor student progress and provide assistance as needed.

13. Collect the worksheets to assess student understanding.

14. Ask students to form the plural of different nouns given orally or in writing.

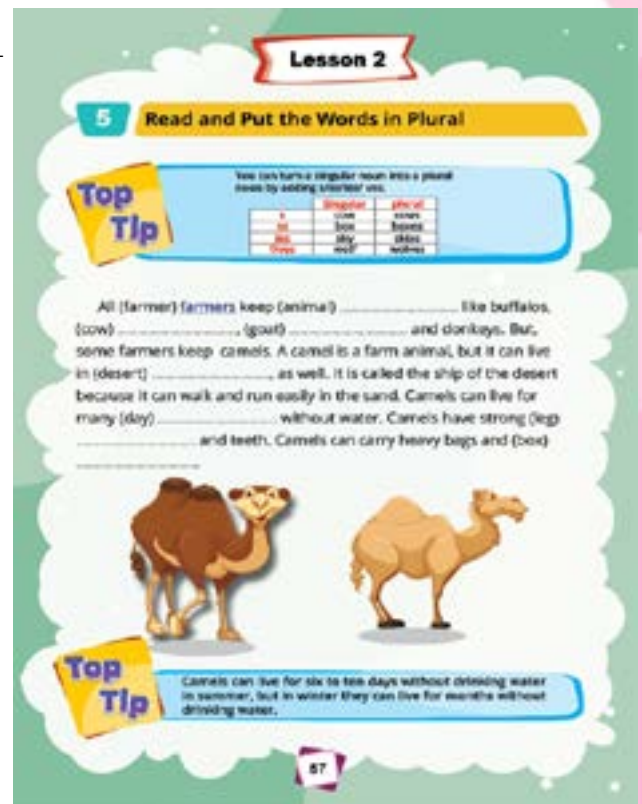
15. You can also have students write a short sentence using a plural noun.

16. Review the different ways to form plural nouns.

17. Emphasize the importance of using the correct plural forms in sentences.

## Answer

All farmers keep animals like buffalos, cows, goats, and donkeys. But some farmers keep camels. A camel is a farm animal, but it can live in deserts as well. It is called



the ship of the desert because it can walk and run easily in the sand. Camels can live for many days without water. Camels have strong legs and teeth. Camels can carry heavy bags and boxes.

## 6 Listen and Repeat

1. Write the word «mat» on the board and ask students to read it aloud.
2. Add an «e» at the end («mate») and ask them to read it again, noticing the change in sound.
3. Read the word pairs aloud (e.g., «mat – mate») and have students repeat after you.
4. Ask students to practice saying the words with a partner, switching between reading words with and without the magic «e.»
5. Write short «a» words (e.g., hat, rat, fat) on flashcards. Give students an «e» card and let them place it at the end to create new words. They should say both words aloud.
6. Say words aloud and ask students to raise their hands if they hear a word with the magic «e.»

**Lesson 2**

**6 Listen and Repeat**

|       |      |
|-------|------|
| 1 mat | mate |
| 2 rat | rate |
| 3 hat | hate |
| 4 car | care |
| 5 fat | fate |

**7 Read and Circle the Words with Magic "e" (a-e)**

a. Every Friday morning, Ibrahim opens the gate of the barn and takes the sheep and goats to the fields and up the hills. They eat grass all day.



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## 7 Read and Circle the Words with Magic 'e' (a-e)

1. Show the image and ask students what they see to engage them in the topic.
2. Read the passage aloud while students follow along in their books.
3. Read the passage again, pausing at words with «a-e» and asking students to signal when they hear one.
4. Have students work individually or in pairs to find and circle words with «a-e» in



the passage.

5. Call on students to share the words they found and write them on the board.
6. Read the words together as a class to reinforce pronunciation.
7. Ask students to create simple sentences using the words they found

## **Answer**

1. gate
2. takes
3. shade
4. cake
5. grapes
6. home

## **PRACTICE BOOK LESSON 2**

### **1 listen and complete then match**

The answers are left for the students

### **2 add magic e to the words then match**

2-cane-c

3-plane-a

4-grape-b

5-tape-d

### **3 read and tick**

2-false

3-true

4-true

5-true

### **4 read and complete**

Safe-takes-dog-chase-makes- snakes

### **5 search and write**

The answers are left for the students

## LESSON 3 GIANT SEA ANIMALS

SB P. 60-66 WB P. 23-25

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

- read a text about sea animals for gist.
- figure out the short form of copula be.
- recognize how magic “e” works in a split digraph (u-e).
- read a text about whales for details.
- find some facts about dolphins on the Internet.

### Vocabulary

sea mammals ton habitat size appearance  
intelligence communication social behavior  
swimming speed description life span cut  
tub cute tube hug cub huge cube  
creatures ocean starfish whale dolphin  
enormous stretch up flippers

### Language

#### 1. Copula «be» (Short Form)

Understanding and using contractions like:

It is a whale. → It's a whale.

They are sea mammals. → They're sea mammals.

Teaching how «be» links a subject to its description.

#### 2. Magic «e» in Split Digraphs (u-e)

Words like huge, cute, and tube show how the silent «e» changes the vowel sound from short to long.

Example contrast: cub vs. cube, hug vs. huge.

#### 3. Simple Present Tense

Used to describe facts about sea mammals:

Whales live in the ocean.

Dolphins communicate with sounds.

#### 4. Question Formation with «What do you mean by...?»

Teaching how to ask for definitions or explanations.

Example: What do you mean by a sea mammal?



## Values

- Appreciating the role of sea animals in nature

## Phonics:

### 1. Magic «e» (u-e Pattern)

Emphasizing the long «u» sound in words like huge, tube, mute.

### 2. Digraphs & Blends

Wh-: whale, what, where

Diphthongs: ou in sound, ow in howl

Blends: sm in small, bl in blue

### 3. Syllable Awareness

Breaking down longer words like mammal, dolphin, ocean.

## Materials

Whiteboard or projector

Markers or pens

Videos – National Geographic Kids, BBC Earth, SciShow Kids on YouTube.

Flashcards & Posters – Sea mammal flashcards, infographic posters.

Games & Quizzes – Kahoot!, Quizizz, matching activities.

Storybooks – The Snail and the Whale, short reading passages.

Models & Maps – Toy sea animals, world map for habitats.

Worksheets & Coloring – Labeling, crosswords, word searches, coloring pages

## Warm up

1. Ask the students, «Can you name the biggest animal in the ocean?» and encourage them to share their ideas.
2. Show close-up images of sea mammals, such as a whale's eye or a dolphin's fin, and ask students to guess the animal.
3. Play recorded sounds of whales and dolphins and ask, «What do you think is making this sound?»
4. Have students mimic the movements of different sea animals, such as jumping like a dolphin, moving slowly like a whale, or waddling like a seal.
5. Ask students if they have ever seen a dolphin or a whale in real life, on TV, or in books, and let them share their thoughts

## 1 Ask and Answer

1. Greet the students and review vocabulary related to animals (e.g., fish, mammals, reptiles).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the “Ask and Answer” activity.
4. Introduce the term “sea mammal” and ask students if they know what it means.
5. Explain that sea mammals are animals that live in the sea and breathe air, like dolphins and whales.
6. Guide students through the dialogue on the worksheet.
7. Read the dialogue aloud and discuss the meaning of each sentence.
8. Emphasize the definition of a sea mammal given in the dialogue.
9. Ask questions like: “What is the difference between a sea mammal and a fish?” “Can you name some examples of sea mammals?”
10. Show the flashcards with pictures of different animals.
11. Ask students to categorize each animal as a sea mammal, farm animal, domestic animal, or wild animal.
12. Discuss their answers and provide explanations for each category.
13. Have students work independently to answer the question “What do you mean by a sea mammal?” in their own words.
14. Walk around the classroom to monitor student progress and provide assistance as needed.
15. Collect the worksheets to assess student understanding.
16. Ask students to define a sea mammal and give examples.
17. Have them differentiate between sea mammals and other types of animals.
18. Review the key concepts of the lesson, including the definition of sea mammals and their characteristics.
19. Discuss the different types of animals and their habitats.
20. Have students draw a picture of a sea mammal and write a short paragraph about it.





## 2 Read, Act and Tick (✓) or (X)” and “Fill in the Blanks with the Short Form

1. Greet the students and review vocabulary related to animals (e.g., fish, reptiles, mammals).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the dialogue.
4. Explain that the dialogue is about a conversation between a father and son about sea mammals.
5. Introduce the term “sea mammals” and discuss its meaning.
6. Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the dialogue. For example: “What are sea mammals?” (Answer: Sea mammals are animals that live in the sea and breathe air, such as dolphins and whales.) “Are crocodiles sea mammals?” (Answer: No, crocodiles are reptiles and most of them live in rivers and lakes.)
8. Guide students through the true/false questions.
9. Read each statement aloud and discuss with the class whether it is true or false-based on the dialogue.
10. Have students mark each statement as true (✓) or false (X) on their worksheets.
11. Introduce the short forms of “to be”: “I’m” (I am), “they’re” (they are).
12. Explain how these short forms are used in sentences.
13. Guide students through the “Fill in the Blanks with the Short Form” activity.
14. Help them fill in the blanks with the correct short forms.
15. Have students work independently to complete the remaining activities on the worksheet.
16. Walk around the classroom to monitor student progress and provide assistance as needed.
17. Collect the worksheets to assess student understanding.
18. Ask students questions about the dialogue and the concepts of sea mammals.



1. Have students create sentences using the short forms of “to be.”
2. Review the key concepts of the lesson, including sea mammals, the dialogue, and the use of short forms.
3. Discuss the importance of reading and understanding conversations.

## Answer

1. ✕

2. ✓

✕ .3

4. ✕

5. ✕

## 4 Read and Choose

1. Greet the students and review vocabulary related to animals and sea creatures (e.g., fish, dolphin, ocean).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the reading passage about whales.
4. Explain that students will be reading about whales and answering questions about them.
5. Introduce the term “sea animal” and discuss what it means.
6. Read the text aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the text. For example: “What are sea animals?” “Why are whales considered enormous animals?” “What do whales eat?”
8. Highlight the information about different types of whales and the blue whale being the biggest.

### Lesson 3

#### 4 Read and Choose

Sea animals are creatures that live in the oceans or seas. Starfish, whales, and dolphins are examples of sea animals. Whales are the most enormous animals in the ocean and on Earth. They can weigh more than 200 tons and stretch up to 100 feet long. They have flippers and a strong tail. There are different types of whales, such as the gray whale, fin whale, and blue whale. The blue whale, in particular, is the biggest and it is endangered. Whales feed on krill and other sea creatures. They produce calls like singing to communicate.



**Top Tip**

A ton = 1000 Kg



Go to this site and find the names and pictures of the different types of whales.



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1. Guide students through the multiple-choice questions about whales.
2. Read each question aloud and discuss the possible answers.
3. Help students identify the correct answer and explain their reasoning.

### Answer

1. b oceans
2. b Starfish
3. c most enormous animals on Earth and in the ocean
4. c Singing
5. c the biggest whale

## 5 Listen and Repeat

1. Introduce the long vowel sound /u/ and how it is pronounced.
2. Present the word pairs (e.g., tub/tube, cub/cube) and ask students to listen carefully and repeat them.
3. Explain the magic “e” rule: When a word ends with a vowel followed by a consonant and then another vowel, the first vowel has a long sound.
4. Emphasize that the silent “e” at the end of the word makes the first vowel say its name.
5. Have students work independently to complete the remaining activities on the worksheet.
6. Walk around the classroom to monitor student progress and provide assistance as needed.
7. Collect the worksheets to assess student understanding.
8. Ask students questions about whales and their characteristics.
9. Have students identify and pronounce words with the long vowel /u/ and the magic “e.”





10. Review the key information about whales and their characteristics.
11. Discuss the importance of learning about different animals and their habitats.

## 6. Internet Search

1. Greet the students and review vocabulary related to sea animals (e.g., dolphin, whale, ocean).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Briefly discuss dolphins – what students know about them, what they look like, etc.
4. Present the worksheet with the “Internet Search” activity.
5. Explain that students will be using the internet to research and gather information about dolphins.
6. Emphasize the importance of using reliable sources and checking information.
7. Discuss online safety rules and responsible internet usage.
8. Guide students through the process of finding information about dolphins online.
9. Demonstrate how to use a search engine (e.g., Google, Bing) to search for information about dolphins.
10. Help students locate reputable websites or online resources.
11. Discuss how to evaluate the reliability of information found online.
12. Have students work independently or in pairs to search for information about dolphins and fill in the table on their worksheets.
13. Encourage students to use different keywords in their searches to find a variety of information.
14. Walk around the classroom to monitor student progress and provide assistance as needed.
15. Have students share their findings with the class.
16. Encourage them to use their own words to describe what they learned about dolphins.
17. Facilitate a class discussion about the interesting facts discovered about dolphins.
18. Summarize the key facts learned about dolphins.
19. Discuss the importance of using the internet responsibly and ethically for research.

**Lesson 3**

**6 Internet Search**

Search the internet and find some facts about dolphins to complete the following table:



| Fact            | Description |
|-----------------|-------------|
| Habitat         |             |
| Size            |             |
| Appearance      |             |
| Intelligence    |             |
| Communication   |             |
| Social Behavior |             |
| Food            |             |
| Swimming Speed  |             |
| Life Span       |             |

## **PRACTICE BOOK LESSON 3**

**1 Read and fill in the blanks using words from the box**

Cute    -dangerous    -colourful    -afraid

**2 Read and replace the short form with the complete form**

2-it is

3-they are

4-Do not-they are

5-have got

**3 listen and circle the words that do not have magic e**

2-flute-mute-tune

3-cure-mule-pure

4-prune-dune

5- fume-cube-rule

**4 search and write**

The answers are left to the students

**5 look and find**

The answers are left for the students

**6 read and match**

2-a

3-d

4-b

5-c



## LESSON 4 ENDANGERED AND EXTINCT ANIMALS

SB P. 67- 72 WB P. 26-29

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

- listen to a dialogue about endangered and extinct animals for specific information.
- differentiate between different types of animals.
- use verb+ing after «stop».
- read a dialogue about endangered and extinct animals for details.
- identify words with magic «e» (o-e).

### Vocabulary

|            |          |              |
|------------|----------|--------------|
| Endangered | domestic | pets         |
| extinct    | wild     | farm animals |
| note       | rod      | rode         |
| hop        | hope     | rob          |
| throw      | pollute  | cut down     |
| risk       |          | ungle        |

### Language

#### 1. Present Simple Tense for Facts

The lesson presents factual information about endangered and extinct animals.

Example: «The red panda and the blue whale are endangered animals.»

Explanation: The present simple tense is used to state general truths and scientific facts.

#### 2. Comparing Endangered vs. Extinct (Adjectives & Definitions)

Students learn to differentiate between «endangered» and «extinct.»

Example: «Endangered animals are at risk, but extinct animals no longer exist.»

Explanation: The adjectives «endangered» and «extinct» describe the state of animals.

#### 3. Use of Modal Verbs (Should) for Advice & Suggestions

The lesson emphasizes the importance of protecting animals.

Example: «We should help save the animals and stop killing or hunting them.»

Explanation: «Should» is a modal verb used to give advice or recommendations.



#### 4. Verb + «-ing» after «Stop»

Example: «We should stop killing or hunting animals.»

Explanation: When «stop» is followed by a verb, the verb must take the «-ing» form (gerund).

#### Values

- Appreciating the role of sea animals in nature

#### Phonics:

##### 1. Magic «e» Rule (o-e Pattern)

The lesson highlights words with a silent «e» that changes the vowel sound.

Example words: «save,» «name,» «extreme»

Explanation: The final «e» makes the vowel say its long sound.

##### 2. Short vs. Long Vowel Sounds

Words like «stop» (short o) vs. «hope» (long o due to magic e)

Example: «Stop hunting animals.» vs. «We hope to save them.»

#### Materials

Whiteboard or projector

Markers or pens

Videos – National Geographic Kids, BBC Earth, SciShow Kids on YouTube.

Flashcards & Posters – Sea mammal flashcards, infographic posters.

Games & Quizzes – Kahoot!, Quizizz, matching activities.

Storybooks – The Snail and the Whale, short reading passages.

Models & Maps – Toy sea animals, world map for habitats.

Worksheets & Coloring – Labeling, crosswords, word searches, coloring pages

#### Warm up

1. Show students pictures of different animals, including extinct and endangered ones.
2. Ask them to guess which animals still exist and which are gone forever.
3. Reveal the answers and briefly explain why some animals no longer exist.
4. Ask students what would happen if all the lions or elephants disappeared.
5. Let them think individually, discuss with a partner, and then share with the class.
6. Play sounds of different animals and ask students to guess which animal it is.
7. Ask if they think the animal is safe or in danger and why.
8. Have students draw an animal they love.
9. Ask them how they would feel if this animal disappeared forever.
10. Discuss the importance of protecting animals.
11. Show a short video or tell a story about an endangered animal's struggle.
12. Discuss how people can help save these animals.

## 1 Listen and Tick (✓) or (X)

1. Greet the students and review vocabulary related to animals (e.g., wild, endangered, extinct).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the dialogue.
4. Explain that the dialogue is about endangered and extinct animals.
5. Introduce the terms “endangered” and “extinct” and discuss their meanings.
6. Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the dialogue. For example:

“What is the difference between endangered and extinct animals?”

“What are some examples of endangered animals?”

“What are some causes of animal endangerment?”

8. Guide students through the true/false questions.
9. Read each statement aloud and discuss with the class whether it is true or false based on the dialogue.
10. Have students mark each statement as true (✓) or false (X) on their worksheets.
11. Have students work independently to answer the remaining questions on the worksheet.
12. Walk around the classroom to monitor student progress and provide assistance as needed.
13. Review the key concepts of the lesson, including the difference between endangered and extinct animals and the importance of animal conservation.

**Lesson 4**

**1 Listen and Tick (✓) or (X)**

**Interviewer:** Hello, Dr. Peter. Welcome to our program "Animals in the Spotlight."

**Dr. Peter :** Good evening. I'm happy to be with you.

**Interviewer:** Can you tell us the difference between endangered and extinct animals?

**Dr. Peter :** Yes. Animals that are almost gone in the wild because of hunting, pollution, and climate change are endangered. But extinct animals no longer exist or died out.

**Interviewer:** Can you give us some examples of both types?

**Dr. Peter :** Yes. The red panda and the blue whale are endangered animals while the dinosaur and the dodo are extinct.

**Interviewer:** Thanks, Dr. Peter. I think we should help save the animals and stop killing or hunting them.

1 Endangered animals are animals that have died out. ( X )

2 The red panda and the blue whale are extinct animals. ( )

3 Endangered animals means they are at a high risk. ( )

4 Hunting animals, pollution, and climate change make animals endangered. ( )

5 We should save endangered animals. ( )

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14. Collect the worksheets to assess student understanding.
15. Ask students to define endangered and extinct animals in their own words.
16. Have them identify the causes of animal endangerment.
17. Review the key concepts of the lesson, including the difference between endangered and extinct animals and the importance of animal conservation.

## Answer

1. ✕
2. ✕
3. ✓
4. ✓
5. ✓

## 2 Read and Match

1. Greet the students and review vocabulary related to animals (e.g., endangered, extinct, wild, domestic, habitat).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the “Read and Match” activity.
4. Explain that the activity involves matching phrases about animals with their corresponding categories.
5. Introduce the terms “endangered,” “extinct,” “wild,” “domestic,” and “farm animals” and discuss their meanings.
6. Guide students through the first few matches on the worksheet.
7. Help students match the phrase with the correct category.
8. Repeat this process for a few more phrases.
9. Have students work independently to complete the remaining matches on the worksheet.



## Answer

1. Animals at high risk - endangered
2. Animals died out - extinct
3. Animals at home - domestic
4. Animals in the jungle - wild
5. Animals in the farm - farm animals
6. Animals to play with at home - pets

### 3 Read and Put the Verbs in the Correct (ing) Form

1. Introduce the “-ing” form of verbs and explain how it is used.
2. Guide students through the first sentence in the activity: “People should stop (pollute) water.”
3. Help them identify the correct verb form (“polluting”) and write it in the sentence.
4. Repeat this process for a few more sentences.
5. Have students work independently to complete the remaining sentences in the activity.
6. Walk around the classroom to monitor student progress and provide assistance as needed.
7. Collect the worksheets to assess student understanding.
8. Ask students questions about the concepts of endangered and extinct animals, animal habitats, and the use of the “-ing” form of verbs. For example:

“Why are some animals endangered?”

“What can we do to help protect endangered animals?”
9. Review the key concepts of the lesson, emphasizing the importance of environmental protection and animal conservation.
10. Discuss the role each student can play in protecting animals and the environment.





## Answer

1. polluting
2. cutting down
3. throwing
4. polluting
5. killing and hunting

### 4 Listen and Repeat

1. Introduce the long vowel sound /o/ and how it is pronounced.
2. Present the word pairs (e.g., not/note, hot/hope, rod/rode) and ask students to listen carefully and repeat them. Explain the magic “e” rule: When a word ends with a vowel followed by a consonant and then another vowel, the first vowel has a long sound.
3. Emphasize that the silent “e” at the end of the word makes the first vowel say its name.
4. Have students work independently to complete the remaining activities on the worksheet.
5. Walk around the classroom to monitor student progress and provide assistance as needed.
6. Collect the worksheets to assess student understanding.
7. Ask students to identify and pronounce other words with the long vowel /o/ and the magic “e.”
8. You can also have them write short sentences using words with the long vowel /o/.
9. Review the key concepts of the lesson, including threats to animal populations, animal conservation, and the long vowel sound /o/ with the magic “e.”
10. Review the key concepts of the lesson, including threats to animal populations, animal conservation, and the long vowel sound /o/ with the magic “e.”



11. Review the key concepts of the lesson, including threats to animal populations, animal conservation, and the long vowel sound /o/ with the magic “e.”
12. Have students find other words with the long vowel /o/ and the magic “e” in books or on-line.
13. Have them write a short sentence about something they can do to help protect the environment.

### 5- Read and Circle the Words with Magic “e”

1. Greet the students and review vocabulary related to animals and the environment.
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the “Read and Circle the Words with Magic ‘e’” activity.
4. Explain that the activity involves reading sentences and identifying words with the magic “e.”
5. Introduce the long vowel sound /o/ and how it is pronounced.
6. Write some example words on the board, such as “note,” “hope,” “rode.”
7. Pronounce each word clearly, emphasizing the long /o/ sound.
8. Guide students through the first sentence: “The dog writes a note for animals to vote.”
9. Point to the word “note” and ask students to identify the magic “e.”
10. Discuss how the magic “e” affects the pronunciation of the vowel.
11. Repeat this process for the other sentences in the activity.
12. Discuss the pictures on the worksheet and ask students to sequence the events of the story.
13. Guide students to identify the beginning, middle, and end of the story based on the pictures.
14. Have students retell the story in their own words using the sequence of events.
15. Have students work independently to read the sentences and circle the words with the magic



16. Walk around the classroom to monitor student progress and provide assistance as needed.
17. Ask students to identify and pronounce other words with the long vowel /o/ and the magic “e.”
18. You can also have them write short sentences using words with the long vowel /o/.
19. Review the long vowel sound /o/ and the magic “e” rule.
20. Have students find other words with the long vowel /o/ and the magic “e” in books or online.
21. Have them write a short sentence about something they did today using a word with the long vowel /o/.

### **Answer**

**words with magic «e» that change the vowel sound:**

note, hope, smoke, bone, zone, and rope.

## PRACTICE BOOK LESSON 4

### 1 read and complete

Bird      -ocean      -gray      -head

### 2 look and write

2-it is

3-they are

4-Do not-they are

5-have got

### 3 read and correct

reading-hunting-smoking-eating

### 4 look and circle the words with magic e

The answers are left to the students

### 5 look and find

The answers are left for the students



## Unit 3

# Nature





## LESSON 1 FACTS ABOUT NATURE

**SB P. 75 80 WB P. 31-34**

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

- listen to a dialogue about the ecosystem for specific information.
- recognize the meaning of new vocabulary related to the ecosystem using pictorial clues.
- read a text about the ecosystem for details.
- run a conversation about ecosystem using specific questions.
- write about the environment.

### Vocabulary

living things, non-living things, environment, soil, rainfall, rainforest, ecosystem, discover, survive, community, explore, balance, forests, puzzle, take care of, destroy, foundation, sunlight, temperate

### Language

#### 1. Nouns (Common Nouns & Categories)

The lesson includes various nouns related to nature:

living things: animals, plants, people.

non-living things: rocks, toys, chairs.

environmental elements: soil, rainfall, rainforest, ecosystem.

#### 2. Verbs (Action & State Verbs)

Action verbs in the lesson: grow, move, discover, survive.

Plants and animals grow over time.



### 3. Sentence Structures

#### **Definition sentences (using is/are):**

«An ecosystem is where living and non-living things work together in nature.»

### 4. Present Simple Tense

The text uses the present simple to describe facts:

«Living things grow, move, and need food.»

«Non-living things do not grow or need food.»

### Phonics

#### 1. Short and Long Vowel Sounds

##### **Short vowels:**

«Soil» (oi as in «boil»)

«Rainfall» (ai as in «train»)

«Survive» (i as in «sit»)

##### **Long vowels:**

«Rain» (ai as in «pain»)

«Ecosystem» (e as in «me»)

«Discover» (i as in «five»)

### Values

- Showing respect for the ecosystem

## Materials

- Flashcards – Pictures of living and non-living things.
- Posters/Charts – Visual aids showing different ecosystems.
- Videos/Animations – Short clips explaining ecosystems, the water cycle, or animals in the rainforest.
- Whiteboard and Markers
- Real Objects

## Warm up

1. Bring a mystery box with various objects (e.g., plant, rock, toy animal, water cup). Let students feel and guess each item without looking.
2. Ask students whether each object is alive or not. Discuss why some things grow, move, and need food while others do not.
3. Take students outside or show nature pictures. Ask them to point out what they see. Encourage them to describe the surroundings.
4. Write a question on the board: «What do all living things need to stay alive?» Let students think, pair up, and share answers.
5. Play sounds of nature (rain, birds, wind). Ask students to guess what they hear.
6. Show pictures from the lesson. Ask students to match them with the sounds and things they saw or touched.
7. Guide a short discussion by asking: «How do all these things connect in nature?» Lead into the lesson content

## 1 Listen. Point, and Read

1. Ask students to name things they see around them in the classroom.
2. Write their responses on the board.
3. Explain that today's lesson is about living and non-living things, how they interact, and their environments. Show the lesson plan image to the class.
4. Explain that living things grow, move, need food and water, and reproduce. Non-living things do not have these characteristics.
5. Divide the class into small groups. Give each group a worksheet with pictures of various objects. Ask them to sort the pictures into two categories: living and non-living.
6. Have each group share their findings and explain their reasoning. Correct any misconceptions.
7. Explain that an environment is everything around us, including air, water, plants, and animals. An ecosystem is where living and non-living things interact and depend on each other.
8. Use the lesson plan image to illustrate different environments (e.g., rainforest, desert, ocean) and point out the living and non-living components.
9. Ask students to give examples of ecosystems they are familiar with and describe the interactions between the living and non-living components.
10. Use the lesson plan image to introduce and explain the vocabulary words (living, non-living, environment, ecosystem, survive, discover).
11. Play a vocabulary matching game where students match words with their definitions.
12. Give students a worksheet with questions about living and non-living things, environments, and ecosystems.
13. Observe students' participation in group activities and discussions.





## 2 Listen, Read and Act

1. Start with a brainstorming session. Ask students to name things they see around them in the classroom. Write their responses on the board.
2. Explain that today's lesson is about living and non-living things, how they interact, and their environments. Show the lesson plan image to the class.
3. Explain that living things grow, move, need food and water, and reproduce. Non-living things do not have these characteristics.
4. Divide the class into small groups. Give each group a worksheet with pictures of various objects. Ask them to sort the pictures into two categories: living and non-living.
5. Have each group share their findings and explain their reasoning. Correct any misconceptions.
6. Explain that an environment is everything around us, including air, water, plants, and animals. An ecosystem is where living and non-living things interact and depend on each other.
7. Use the lesson plan image to illustrate different environments (e.g., rainforest, desert, ocean) and point out the living and non-living components.
8. Ask students to give examples of ecosystems they are familiar with and describe the interactions between the living and non-living components.
9. Activity: Use the lesson plan image to introduce and explain the vocabulary words (living, non-living, environment, ecosystem, survive, discover).
10. Play a vocabulary matching game where students match words with their definitions.
11. Give students a worksheet with questions about living and non-living things, envi-



ronments, and ecosystems.

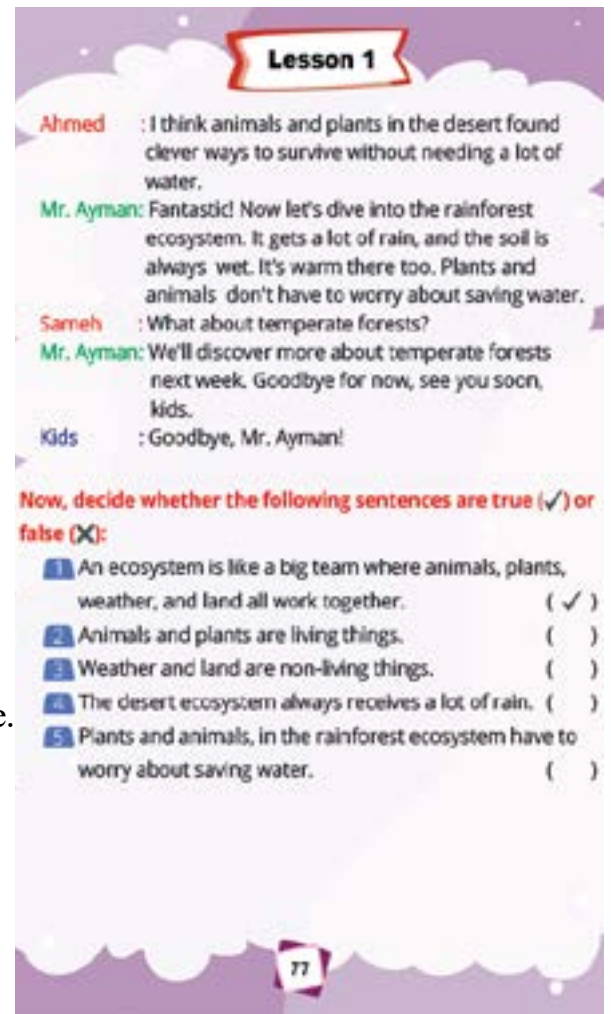
12. Observe students' participation in group activities and discussions.

**Now, decide whether the following sentences are true (✓) or false (X)**

1. Introduce the concept of an ecosystem. Explain that an ecosystem is a community of living and non-living things interacting with each other in a particular environment.
2. Discuss the components of an ecosystem: animals, plants, weather, and soil.
3. Guide students through the first sentence: "An ecosystem is like a big team where animals, plants, weather, and soil all work together."
4. Discuss the meaning of the sentence and whether it is true or false.
5. Help students understand why the statement is true.
6. Repeat this process for one or two more sentences.
7. Have students work independently to determine whether the remaining sentences are true or false.
8. Walk around the classroom to monitor student progress and provide assistance as needed.

### Answer

1. ✓
2. ✓
3. ✓
4. ✗
5. ✗



**Lesson 1**

**Ahmed** : I think animals and plants in the desert found clever ways to survive without needing a lot of water.

**Mr. Ayman**: Fantastic! Now let's dive into the rainforest ecosystem. It gets a lot of rain, and the soil is always wet. It's warm there too. Plants and animals don't have to worry about saving water.

**Sameh** : What about temperate forests?

**Mr. Ayman**: We'll discover more about temperate forests next week. Goodbye for now, see you soon, kids.

**Kids** : Goodbye, Mr. Ayman!

**Now, decide whether the following sentences are true (✓) or false (X):**

1. An ecosystem is like a big team where animals, plants, weather, and land all work together. ( ✓ )
2. Animals and plants are living things. ( )
3. Weather and land are non-living things. ( )
4. The desert ecosystem always receives a lot of rain. ( )
5. Plants and animals, in the rainforest ecosystem have to worry about saving water. ( )

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### 3 Look, Read, and Answer

1. Greet the students and review vocabulary related to nature (e.g., animals, plants, weather, soil).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the reading passage.
4. Introduce the concept of an ecosystem. Explain that an ecosystem is a community of living and non-living things interacting with each other in a particular environment.
5. Discuss the components of an ecosystem: animals, plants, weather, and soil.
6. Read the passage aloud, emphasizing pronunciation and pausing for students to follow.

**Lesson 1**

**Look, Read, and Answer**

**Exploring the Amazing Ecosystem**

Do you know that our planet is home to a fascinating web of life called an ecosystem? An ecosystem is like a big puzzle, where living and non-living things work together. Living things in an ecosystem are plants, animals, fungi and bacteria. Non-living things in an ecosystem are air, sunlight, temperature, and water. These things interact with each other in different ways. It all starts with the plants. They are the foundation of any ecosystem. They provide food and shelter for animals, like insects, and even small mammals. Without plants, the living of animals, they are an essential part of the ecosystem, too. Animals depend on plants for food and shelter. Some animals, like squirrels and rabbits, eat plants directly.



7. Discuss the meaning of each sentence and answer the questions raised in the text.

For example:

“What is an ecosystem?”

“What are the living components of an ecosystem?”

“How do plants and animals depend on each other in an ecosystem?”

“Why is it important to protect the balance of an ecosystem?”

8. Guide students through the multiple-choice questions about ecosystems.
9. Read each question aloud and discuss the possible answers.
10. Help students identify the correct answer and explain their reasoning.
11. Walk around the classroom to monitor student progress and provide assistance as needed.
12. Collect the worksheets to assess student understanding.

13. Collect the worksheets to assess student understanding.
14. Ask students to define an ecosystem in their own words.
15. Have them identify the living and non-living components of different ecosystems.  
You can also have them draw a simple diagram of an ecosystem and label its components
16. Review the key concepts of the lesson, including the definition of an ecosystem and its components.

Discuss the importance of understanding and protecting ecosystems.

## Answer

1. b. web of life on our planet
2. b. Living and non-living things
3. c. So, we can protect the balance of the ecosystem
4. Recycle, conserve water, plant trees, reduce pollution, support conservation.

## 4 Song Time (a Poem)

1. Help students to check the QR Code
2. Encourage them to sing and enjoy the poem
3. Present the poem to the class. If available, play music or a background track to enhance the experience.
4. Read the poem aloud, emphasizing pronunciation and pausing for students to follow.
5. Discuss the meaning of the poem and its message about the environment.
6. Ask questions about the poem, such as:  
“What are some of the things mentioned in the poem?”

**Lesson 1**

**4 Song Time (a Poem)**



**5 Take Notes and Speak with your Partner**

|                                                     |                       |
|-----------------------------------------------------|-----------------------|
| Where you live                                      | city / town / village |
| The plants and animals in your environment          |                       |
| The rivers, lakes, or mountains in your environment |                       |
| The problems in your ecosystem                      |                       |
| The solutions of these problems                     |                       |



## 5 Take Notes and Speak with your Partner

1. Divide students into pairs.
2. Distribute the worksheet with the “Take Notes and Speak with your Partner” activity.
3. Guide students through the questions on the worksheet. Encourage them to discuss their answers with their partners.
4. Provide support and guidance as needed.
5. Bring the class back together and have each pair share their findings and solutions to the environmental problems they identified.
6. Facilitate a discussion about the various solutions proposed by the students.
7. Emphasize the importance of working together to protect the environment.
8. Summarize the key points of the lesson, including the importance of understanding and appreciating the environment.
9. Discuss the role each student can play in protecting the environment.

# PRACTICE BOOK LESSON 1

**1** look read and match

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

**2** fill in the gaps to complete the following sentences

1-moist

2-interact

3-survive

4-temperature

5-plants

**3** draw an eco system showing biotic factors

The answers are left to the students

**4** Listen again to the poem in your student book and put the following lines in their correct order

The answers are left to the students

**5** classify the following items into biotic and abiotic

**Biotic** - Dolphin- Lion - Strawberry- Rabbit- Banana  
Dog- Elephant - Insects - Duck - Monkey - Tiger  
Tree - Fish - Butterfly - Camel - Cactus

**Abiotic**- Sun - Soil - Ice - Wood - Glasses- Rocks- Air  
Dust-Lakes - Keyboard-House- Sand - Mountain  
Cloth - Rain-,Temperature

**6 rearrange the following sentences**

**1- the desert is always dry**

**2-animals and plants live with little water and adapt**

**3- there is a lot of water in rainforests**

**4-what are the living things ?**

**5- what are the non-living things**

## LESSON 2 NATURE IS GETTING ANGRY!

SB P. 81-86 WB P. 35-38

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

- listen to a dialogue about nature for specific information.
- classify words according to the parts of speech.
- read a text about photosynthesis for details.
- associate the /f/ sound with spelling pattern (ph).
- write words with /f/ sound

### Vocabulary

ecosystem, sad, size, save, keep, human, Nature, helpful, worried, photo, phone, photosynthesis, dolphin, microphone, elephant, photographer, graph, photosynthesis, phone, elephant, photo, microphone, take a photo, sing

### Language

#### 1. Modal Verb «Can» (Possibility and Ability)

Example: The ecosystem can be of any size.

Usage: Teaching how «can» expresses possibility or ability.

#### 2. Present Simple Tense (Facts and General Truths)

Example: Rainforests provide about 40% of the oxygen in the atmosphere.

Usage: Explaining how present simple is used for facts and scientific truths.

#### 3. Singular and Plural Nouns

Example: A pond, a puddle, an ocean, a city, and even the whole planet.

Usage: Reinforcing singular/plural forms and article usage.

#### 4. Pronouns (Subject and Object)

Example: Let me tell you why.

Usage: Teaching how «me» (object) and «you» (object) work in sentences.





## 5. Adverbs of Frequency (Generalization in Science)

Example: Other ecosystems produce food, medicine, and other helpful materials.

Usage: Highlighting how adverbs modify verbs to show general truths.

### Phonics

#### 1. /f/ Sound with «ph» Spelling Pattern

Example Words: Photosynthesis, phone, elephant

Activity: Students practice pronouncing and identifying words with the /f/ sound spelled as «ph.»

#### 2. /s/ and /z/ Sounds (Plural Pronunciations)

Example Words: Ecosystems, organisms, provides

Activity: Sorting plural words into /s/ or /z/ sound endings.

### Values

- Showing respect for the ecosystem

### Materials

Whiteboard or projector

Markers

Flashcards – Pictures of forests, polluted areas, oceans, and animals to visualize the topic.

Videos – Short clips about deforestation, pollution, and protecting nature.

Audio Clips – Nature sounds (birds, rain) vs. pollution sounds (traffic, factories) for comparison.

Real Objects – Leaves, small plants, or water bottles to discuss pollution and conservation.

Posters – Charts showing the oxygen cycle, ecosystems, and human impact on nature.

## Warm up

1. Greet the students and ask them how they feel today.
2. Ask a simple question about nature, such as what they like most about trees, rain, or animals.
3. Show two pictures: one of a clean environment and one of a polluted environment. Ask students to describe what they see.
4. Act out a scenario where nature is «sick» by pretending to cough, feel hot, or look sad. Ask students why they think nature feels this way.
5. Play two different sounds: one of nature (birds, rain, ocean) and one of pollution (traffic, factories). Ask students which one sounds better and why.
6. Write a few words on the board related to the lesson, such as «trees,» «pollution,» «oxygen,» and «ecosystem.» Ask students to say the first thing that comes to their minds when they hear each word.
7. Introduce the lesson by connecting their responses to the idea that nature is getting angry because of human actions.
8. Encourage students to share their thoughts about what they think can harm or help nature.
9. Transition into the lesson by explaining that they will listen to a conversation about why we need to take care of nature.
10. Set clear expectations for listening and participating in the upcoming activities.

## 1 Listen, Read, and Tick (✓) or (×)

1. Greet the students and review vocabulary related to nature (e.g., animals, plants, weather, environment).
2. Play a quick game like “Animal Charades” to activate prior knowledge about animals.
3. Present the worksheet with the dialogue.
4. Introduce the concept of an ecosystem.
5. Discuss the components of an ecosystem: animals, plants, weather, and soil.
6. Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the dialogue.

For example:

“What is an ecosystem?”

“Can you name some different types of ecosystems?”

“Why is it important to protect ecosystems?”

8. Guide students through the true/false questions.
9. Read each statement aloud and discuss with the class whether it is true or false based on the dialogue.
10. Have students mark each statement as true (✓) or false (X) on their worksheets.
11. Have students work independently to answer the remaining questions on the worksheet.
12. Walk around the classroom to monitor student progress and provide assistance as needed.
13. Collect the worksheets to assess student understanding.
14. Ask students to define an ecosystem in their own words.
15. Have them identify the living and non-living components of different ecosystems.
16. You can also have them draw a simple diagram of an ecosystem and label its components.

**Lesson 2**

**1 Listen, Read, and Tick (✓) or (X)**

**Kids** : Hello, uncle Samy.  
**Uncle Samy**: Hi, kids.  
**Kids** : Why are you looking so sad today?  
**Uncle Samy**: I'm worried about our ecosystem. Nature is getting angry day after day. If humans keep harming it, that won't be good.  
**Kids** : Would you tell us more about our ecosystem, please?  
**Uncle Samy**: Ok. Ecosystem can be of any size: a pond, a puddle, an ocean, a city, and even the whole planet. Your body is also an ecosystem for many micro organisms.  
**Kids** : Why is it important to save our ecosystems?  
**Uncle Samy**: Let me tell you why. Did you know that the rainforests give us about 40% of the oxygen in the atmosphere? Other ecosystems produce food, medicine, and other helpful materials.

1. Uncle Samy is worried about the ecosystem. ( ✓ )  
2. An ecosystem can only be large, like the whole planet. ( )  
3. Rainforests provide about 40% of the oxygen in the atmosphere. ( )  
4. Ecosystems do not produce food or medicine. ( )  
5. Uncle Samy is not concerned about the harm caused by humans to the ecosystem. ( )

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17. Review the key concepts of the lesson, including the definition of an ecosystem and its components.

### Answer

1. ✓
2. ✗
3. ✓
4. ✗
5. ✗

## 2 Read and Complete the Table

1. Greet the students and review basic sentence structure.
2. Play a quick game like “Sentence Scramble” where students rearrange words to form sentences.
3. Present the worksheet with the “Read Again and Complete the Table” activity.
4. Introduce the three parts of speech: verbs, nouns, and adjectives.
5. Explain the function of each part of speech:

Verbs: Actions or states of being (e.g., run, jump, is, are)

Nouns: Names of people, places, things, or ideas (e.g., boy, school, book, happiness)

Adjectives: Words that describe nouns (e.g., happy, big, blue, beautiful)

6. Guide students through the first row of the table.
7. Point to the word “Keep” and ask students to identify its part of speech (verb).
8. Write “Keep” in the “Verb” column of the table.

**Lesson 2**

**2 Read and Complete the Table with the Correct Part of Speech:**

|           |        |         |         |           |         |
|-----------|--------|---------|---------|-----------|---------|
| ecosystem | size   | save    | keep    | human     | give    |
| sad       | nature | helpful | produce | important | worried |

| Verb | Noun   | Adjective |
|------|--------|-----------|
| Keep | Nature | sad       |
|      |        |           |
|      |        |           |
|      |        |           |
|      |        |           |

**Top Tip**

**Parts of Speech:**  
A verb is a word that shows an action or describes a state of being. It tells us what someone or something does. Example: "run," "eat," "is."  
A noun is a word that names a person, place, thing, or idea. It is a naming word. Example: "dog," "book," "happiness."  
An adjective is a word that describes or gives more information about a noun. It tells us what kind or how many. Example: "beautiful," "big," "happy."  
An adverb is a word that describes or gives more information about a verb, adjective, or another adverb. It tells us how, when, or where something happens. Example: "quickly," "never," "there".



9. Repeat this process for the words “Nature” and “Sad,” guiding students to identify them as a noun and an adjective, respectively.
10. Have students work independently to complete the remaining rows of the table.
11. Walk around the classroom to monitor student progress and provide assistance as needed.
12. Collect the worksheets to assess student understanding.
13. Ask students to identify the parts of speech of different words given orally or in writing.
14. You can also have students create simple sentences using verbs, nouns, and adjectives.
15. Review the three parts of speech and their functions.
16. Emphasize the importance of understanding parts of speech for effective communication.

## Answer

**Verbs:** Keep, Save, Produce, Give, Harm

**Nouns:** Nature, Ecosystem, Oxygen, Food, Medicine

**Adjectives:** Sad, Important, Helpful, Worried, Angry

## 3 Listen, Read and Tick (✓) or (X)

1. Greet the students and review vocabulary related to plants (e.g., leaves, roots, stem, sunlight).
2. Ask students how plants get their food.
3. Present the worksheet with the reading passage about photosynthesis.
4. Introduce the term “photosynthesis” and explain that it is the process by which plants make their own food.
5. Read the passage aloud, emphasizing pronunciation and pausing for students to follow.

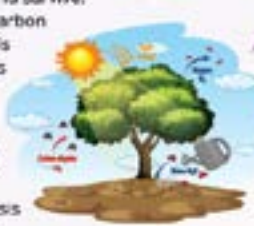
### Lesson 2

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

Plants are amazing living things that can make their own food through a process called photosynthesis. It's like their superpower! Photosynthesis happens in the leaves of plants, and it's how they get the energy they need to grow and survive.

Plants use sunlight, water, and carbon dioxide to make their own food. This process helps plants grow and gives them energy. It also releases oxygen into the air, which is important for us to breathe.

So next time you see a beautiful green plant, remember that it's working hard through photosynthesis to make its own food and keep our planet healthy!



|                                                                                                |       |
|------------------------------------------------------------------------------------------------|-------|
| 1. Plants can make their own food through a process called photosynthesis.                     | ( ✓ ) |
| 2. Photosynthesis happens in the roots of plants.                                              | ( )   |
| 3. Plants use sunlight, water, and oxygen to make their own food.                              | ( )   |
| 4. Photosynthesis releases oxygen into the air.                                                | ( )   |
| 5. Photosynthesis is an important process that helps plants grow and keeps our planet healthy. | ( )   |

**Top Tip**

**Hint:** A plant is a living thing that grows in the ground and has leaves, roots, and stems.

**Remember:** A planet is a big object in space that goes around the sun. Our Earth is a planet.

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6. Discuss the meaning of each sentence and answer the questions raised in the text.

For example:

“What is photosynthesis?”

“What do plants need to carry out photosynthesis?”

“What is the role of sunlight in photosynthesis?”

“Why is photosynthesis important for plants and animals?”

7. Guide students through the true/false questions.

8. Read each statement aloud and discuss with the class whether it is true or false based on the passage.

9. Have students mark each statement as true (✓) or false (X) on their worksheets.

10. Have students work independently to answer the remaining questions on the worksheet.

11. Walk around the classroom to monitor student progress and provide assistance as needed.

12. Collect the worksheets to assess student understanding.

13. Ask students to explain the process of photosynthesis in their own words.

14. Have them identify the key components involved in photosynthesis.

15. Review the key concepts of the lesson, including the definition of photosynthesis and its importance.

16. Discuss the importance of plants and their role in maintaining a healthy environment.

### **Answer**

1. ✓

2. ✕

3. ✕

4. ✓

5. ✓

## 4 Listen and Repeat

1. Greet the students and review phonics concepts learned previously, such as short and long vowels.
2. Play a quick game like “Sound Bingo” where students identify words with specific sounds.
3. Present the worksheet with the “Listen and Repeat” activity.
4. Introduce the “ph” digraph and explain that it represents the /f/ sound.
5. Write some example words on the board, such as “photo,” “phone,” “elephant.”
6. Pronounce each word clearly, emphasizing the /f/ sound represented by “ph.”
7. Guide students through the “Listen and Repeat” activity.
8. Point to the first pair of words (photo/photosynthesis) and pronounce them clearly.
9. Ask students to listen carefully and repeat the words.
10. Discuss the difference in pronunciation between the two words and how the “ph” digraph is used in each.
11. Repeat this process for the remaining word pairs.
12. Have students work independently to read the words on the worksheet and identify the “ph” digraph in each word.
13. Walk around the classroom to monitor student progress and provide assistance as needed.
14. Collect the worksheets to assess student understanding.
15. Ask students to identify and pronounce other words with the “ph” digraph.
16. You can also have them write short sentences using words with the “ph” digraph.
17. Review the “ph” digraph and how it represents the /f/ sound.
18. Discuss the importance of recognizing and pronouncing digraphs correctly



## 5 Read and Complete Using Words from the Box

1. Greet the students and review vocabulary words learned in previous lessons, such as animal names, body parts, etc.
2. Play a quick game like “Vocabulary Bingo” to activate prior knowledge
3. Present the worksheet with the “Read and Complete Using Words from the Box” activity.
4. Explain that students will be reading sentences and filling in the blanks with the correct words from the box.
5. Emphasize the importance of reading the sentences carefully and using context clues to determine the correct word.
6. Guide students through the first sentence: “Let’s take a \_\_\_\_\_.”
7. Discuss the meaning of the sentence and ask students to think about which word from the box best fits in the blank.
8. Help students identify the correct word (“photo”) and explain their reasoning.
9. Repeat this process for one or two more sentences.
10. Have students work independently to complete the remaining sentences on the worksheet.
11. Walk around the classroom to monitor student progress and provide assistance as needed.
12. Collect the worksheets to assess student understanding.
13. Ask students to explain their reasoning for choosing specific words to fill in the blanks.
14. You can also have students create their own sentences using the vocabulary words from the box.
15. Review the vocabulary words and their meanings.
16. Discuss the importance of using context clues to understand and use language effectively.

### Answer

1. photo
2. microphone
3. Photosynthesis
4. elephant- dolphin
5. phone



## PRACTICE BOOK LESSON 2

### 1 listen read and write true or false

1- true

2- false

3- false

4- true

5- true

### 2 Read again, Find and Race

Verbs---depend- affect-grow

Nouns\ ecosystem-animal-plants

Adjectives\good -new

Adverbs \ directly-indirectly

### 3 Write a Question for each Answer

2- why are rainforests important ?

3-what do other ecosystems produce ?

4- do we need to protect our ecosystem?

### 4 Do you agree or disagree with the following sentences?

**Explain**

1- I disagree.it harms nature and our life

2- I disagree .we can grow plants in cities

3- I disagree .oceans and other ecosystems give oxygen too

4- I disagree. Saving ecosystems is very important .

5- I disagree .temperature changes affect the earth

### 5 Read and Match

1-c    2- b    3- e    4- a    5- b



## **6 Fill in the Gaps**

**Photosynthesis**

**Environment**

**Pond, Ocean**

**Water, Carbon dioxide**

**Oxygen, Food, Medicine**

## **7 Look and Write the Words with (ph)**

**photosynthesis - elephant - alphabet - dolphin**

## LESSON 3 POLLUTION AND SOLUTION

SB P. 87- 93 WB P. 39-42

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

- listen to a dialogue about pollution for gist.
- identify new vocabulary using pictorial clues.
- associate definitions to their vocabulary using pictorial clues.
- run a conversation about pollution in the present continuous tense.
- complete sentences in the present continuous tense.
- write a paragraph to describe a picture in the present continuous tense.
- play a miming game

### Vocabulary:

pollution, dump, landfill, endangered, oxygen, carbon dioxide, deforestation, extinct

### Language

#### Present Continuous Tense

Used to describe ongoing actions related to pollution and solutions.

#### Examples:

«Factories are releasing smoke into the air.»

«People are cleaning the beach.»

«The boy is picking up trash.»

#### Identifying and Using Action Verbs

Words related to pollution and solutions: polluting, cleaning, throwing, recycling, planting, producing, cutting, protecting.



**Example:** «People are throwing plastic into the ocean.»

## **Sentence Structure for Descriptions**

Using There is / There are to describe pollution and solutions.

**Examples:**

«There is too much smoke in the city.»

«There are many trees in the park.»

## **Cause and Effect Sentences (Introduction to Simple Conditionals)**

Using because to explain effects of pollution.

**Examples:**

«The air is dirty because of smoke from factories.»

«The river is polluted because people throw trash in it.»

## **Phonics**

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

Words with short vowel sounds: dump, land, trash, gas.

Words with long vowel sounds: pollution, solution, deforestation, produce, endangered.

### **2. Blending Sounds in Environmental Words**

Breaking down words into syllables for easier reading:

pol-lu-tion

land-fill

de-fo-res-ta-tion

ox-y-gen

### **3. Common Digraphs and Blends**

«sh» sound – trash

«nd» blend – landfill

«st» blend – waste

«ch» sound – change

## **Values**

- Showing respect for the green environment

## Materials

Whiteboard or projector

Markers

Worksheet with the “Listen, Read and Point” activity (see image)

Pictures or images related to environmental concepts (e.g., pollution, deforestation, recycling)

## Warm up

1. Greet the students with enthusiasm and tell them they will play some fun games before learning something new.
2. Show students two pictures: one of a polluted place and one of a clean place. Ask them what they see, which place they prefer, and why.
3. Encourage students to describe the images using simple words like «dirty,» «clean,» «smoke,» «trash,» «trees,» or «water.»
4. Take out a mystery bag with objects or pictures related to pollution, such as a plastic bottle, tissue, leaves, or a toy tree.
5. Let students take turns reaching into the bag, feeling an object without looking, and guessing what it is.
6. After each guess, ask students how that object might be connected to pollution or keeping the environment clean.
7. Act out different pollution-related actions like throwing trash on the ground, cutting trees, or smoke coming from a factory.
8. Have students raise their hands and guess what you are doing.
9. After each action, ask students if it is good or bad for the environment.
10. Act out positive actions like picking up trash, planting a tree, or turning off a faucet.
11. Encourage students to copy your actions and discuss why they are important.
12. Praise students for their participation and tell them they are ready to learn more about pollution and solutions in today's lesson

## 1 Listen, Read and Point

1. Greet the students and review vocabulary related to the environment (e.g., nature, pollution, recycling).
2. Play a quick game like “Environmental Charades” to activate prior knowledge about environmental issues.
3. Present the worksheet with the “Listen, Read and Point” activity.
4. Introduce the key environmental terms: pollution, dump, landfill, endangered, oxygen, carbon dioxide, deforestation, produce, extinct.
5. Explain the meaning of each term in simple terms.
6. Guide students through the activity.
7. Point to the word “pollution” and read the definition aloud.
8. Ask students to repeat the word and its definition.
9. Guide students to point to the image associated with pollution.
10. Repeat this process for the other words and images on the worksheet
11. Have students work independently to review the words and images on the worksheet.
12. Encourage them to read the definitions silently and point to the correct images.
13. Walk around the classroom to monitor student progress and provide assistance as needed.
14. Collect the worksheets to assess student understanding.
15. Ask students to define key terms like “pollution,” “endangered,” and “extinct” in their own words.
16. You can also have a short quiz where students match words with their definitions or images.
17. Review the key environmental terms and their meanings.
18. Discuss the importance of understanding and protecting the environment.





## 2 Listen, Act and Tick (✓) or (X)

1. Greet the students and review vocabulary related to the environment (e.g., pollution, recycling, endangered species).
2. Play a quick game like “Environmental Charades” to activate prior knowledge about environmental issues.
3. Present the worksheet with the dialogue.
4. Explain that the dialogue is about environmental problems and their impact.
5. Introduce key terms like “pollution,” “deforestation,” and “endangered species.”

**Lesson 3**

**2 Listen, Act, and Tick (✓) or (X)**

**Kids** : Hello, grandpa Ali.

**Grandpa** : Hello, kids. I am listening to the world breaking news. There is something I'd like to tell you about.

**Kids** : Sure. We are eager to know about it.

**Grandpa** : Do you know what happens to the trash we throw away every day? It is taken to the landfill, if this waste is left for a long time, it will pollute the soil and release tons of carbon dioxide.

**Kids** : Oh! That's a big problem.

**Grandpa** : The loss of trees which is known as deforestation, is another problem. As you know, trees produce the oxygen we need to survive.

**A Kid** : I think many animals won't find anything to eat after cutting down all these trees. They are becoming endangered or even extinct.

**Grandpa** : To save our environment, we must do something to stop this pollution.

|                                                                                              |       |
|----------------------------------------------------------------------------------------------|-------|
| 1 Grandpa Ali is listening to the latest news.                                               | ( X ) |
| 2 Dumping waste in the landfill can pollute the soil.                                        | ( )   |
| 3 Deforestation is the loss of trees.                                                        | ( )   |
| 4 Trees produce carbon dioxide, which is essential for our survival.                         | ( )   |
| 5 The kids believe that something should be done to stop pollution and save the environment. | ( )   |

6. Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the dialogue.

For example:

“What happens to the rubbish we throw away?”

“Why is deforestation a problem?”

“How can we help to protect the environment?”

8. Guide students through the true/false questions.
9. Read each statement aloud and discuss with the class whether it is true or false based on the dialogue.
10. Have students mark each statement as true ( ✓ ) or false ( X ) on their worksheets.
11. Discuss the question: “How can we save our environment?”
12. Encourage students to brainstorm and suggest solutions to environmental problems.
13. Facilitate a discussion about the feasibility and effectiveness of different solutions.
14. Have students work independently to answer the remaining questions on the worksheet.

15. Walk around the classroom to monitor student progress and provide assistance as needed.
16. Collect the worksheets to assess student understanding.
17. Ask students to identify and explain environmental problems.
18. Have them discuss the impact of these problems on the environment.
19. You can also have students present their own solutions to environmental issues.
20. Review the key concepts of the lesson, including the importance of protecting the environment and the role each individual can play in environmental conservation.

## Answer

1. X
2. ✓
3. ✓
4. X
5. ✓

## 3 Read and Match

1. Review vocabulary related to the environment (e.g., pollution, recycling, endangered species).
2. Play a quick game like “Environmental Charades” to activate prior knowledge about environmental issues.
3. Present the worksheet with the “Read and Match” activity.
4. Introduce the key environmental terms: pollution, deforestation, rubbish, landfill, ecosystem.
5. Explain the meaning of each term in simple terms.
6. Guide students through the “Read and Match” activity.
7. Read the first definition: “Anything that makes the earth unhealthy and dirty.”

**Lesson 3**

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**Read and Match**

- 1 Things we put in a trash can
- 2 Anything that makes the earth unhealthy and dirty
- 3 Everything around us including living and non-living things
- 4 Cutting down many trees in a forest to make things from wood
- 5 A place for throwing away trash

**A**  landfill

**B**  trash

**C**  deforestation

**D**  Eco-system

**E**  pollution

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8. Discuss the meaning of the definition and help students match it with the correct term (“pollution”).
9. Repeat this process for the other definitions and terms.

## Answer

1. Things we put in a bin → rubbish
2. Anything that makes the earth unhealthy and dirty → pollution
3. Cutting down the trees of a forest to make things from wood → deforestation
4. Everything around us including living and non-living things → Eco-system
5. A place for throwing waste (trash) → landfill

## 4 Look, Read, and Act

1. Introduce the present continuous tense (Subject + am/is/are + verb + -ing) and explain its use to describe ongoing actions.
2. Provide examples of sentences using the present continuous tense (e.g., “I am eating,” “He is playing,” “They are running.”).
3. Guide students through the “Look, Read and Act” activity.
4. Read the first sentence: “What are you doing?”
5. Discuss the answer (e.g., “I am taking out the rubbish.”) and explain the use of the present continuous tense.
6. Repeat this process for the other sentences.
7. Have students work independently to complete the remaining activities on the worksheet.
8. Walk around the classroom to monitor student progress and provide assistance as needed.
9. Collect the worksheets to assess student understanding.
10. Ask students to define key environmental terms and use them in sentences.
11. Have students construct sentences using the present continuous tense to describe ongoing

**Lesson 3**

**4 Look, Read, and Act**

|                      |                                  |                                                                                       |
|----------------------|----------------------------------|---------------------------------------------------------------------------------------|
| What are you doing?  | I am taking out the trash.       |   |
| What are they doing? | They are cutting down the trees. |  |
| What is he doing?    | He is brushing his teeth.        |  |
| What is she doing?   | She is planting a flower.        |  |

**Present Continuous**  
Subject + am/is/are + verb + ing

|               |              |
|---------------|--------------|
| I             | am/am not    |
| He, She, It   | is/is not    |
| We, You, They | are/ are not |

**Top Tip**

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## 5 Read and Complete

1. Greet the students and review the concept of present tense verbs.
2. Play a quick game like “Action Charades” where students act out verbs.
3. Introduction to Present Continuous Tense (10 minutes)
4. Present the worksheet with the “Read and Complete” activity.
5. Introduce the present continuous tense: Subject + am/is/are + verb + -ing.
6. Explain that the present continuous tense is used to describe actions that are happening at the moment of speaking.
7. Provide examples of sentences using the present continuous tense: “I am eating.”, “He is playing.”, “They are running.”
8. Guide students through the first sentence in the “Read and Complete” activity: “I am eating a sandwich.”
9. Point out the use of the present continuous tense in the sentence.
10. Help students complete the remaining sentences by filling in the blanks with the correct verbs in the present continuous tense.

**Lesson 3**

**5 Read and Complete**

|      |    |          |         |         |
|------|----|----------|---------|---------|
| he   | is | drinking | reading | running |
| they | am | doing    | drawing |         |

1 What are you doing?  
I am eating a sandwich.

2 What are \_\_\_\_\_ doing?  
They are \_\_\_\_\_ (run)

3 What \_\_\_\_\_ she doing?  
She is \_\_\_\_\_ water. (drink)

4 What is \_\_\_\_\_ doing?  
He is \_\_\_\_\_ a story. (read)

5 What \_\_\_\_\_ I doing?  
You are \_\_\_\_\_ (draw)

### Answer

1. What are you doing?  
I am eating a sandwich.
2. What are they doing?  
They are running.
3. What is she doing?  
She is drinking water.
4. What is he doing?  
He is reading a story.
5. What am I doing?  
You are drawing.

## 6 Game Time

1. Divide the class into two teams.
2. Play the “Game Time” activity as described in the worksheet.
3. Teams take turns to form sentences using the present continuous tense based on the given cues.
4. Award points for correct sentences and keep track of the score.
5. Have students work independently to create their own sentences using the present continuous tense.
6. Encourage them to use different subjects and verbs.
7. Walk around the classroom to monitor student progress and provide assistance as needed.
8. Collect the worksheets to assess student understanding.
9. Ask students to create sentences using the present continuous tense to describe ongoing actions.
10. You can also have students identify and correct errors in sentences using the present continuous tense.
11. Review the present continuous tense and its usage.
12. Emphasize the importance of using the correct verb tenses in English.

### Answer

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. She is singing             | 2. The cat Is drinking.         |
| 3. The boy is drawing         | 4 .He is cooking.               |
| 5. They are swimming .        | 5 She is wearing a green dress. |
| 7. It is not dancing          | 8 .It is not eating.            |
| 9. The birds are flying       | 9.The frog Is not jumping.      |
| 11. They are running          | 12.The boy Is skipping.         |
| 13. She is playing football   | 14.She is playing soccer.       |
| 15. The panda is not climbing | 16 He is driving a car.         |
| 17. He is riding a bike       | 18The boy Is reading a book.    |





# PRACTICE BOOK LESSON 3

## 1 Choose the correct Answer

Deforestation

Recycling

Landfills

Oxygen

Volunteer

## 2 Read, Listen, and Answer



I want to follow the 3Rs rule to save resources and reduce waste.



I also want to plant trees because they give us fresh air and shade.

2 What are the main reasons for this pollution?



One main reason is using too much plastic and throwing it away.



Another reason is cutting down trees and burning fuels, which increases pollution.

3 What can you add to the previous list?



We can use public transport or bicycles instead of cars to reduce air pollution.



We can also save water and electricity at home and school.

4 Why is it important to save our ecosystem?



Because it gives us clean air, water, food, and shelter.



If we don't protect it, humans, animals, and plants will all suffer and may not survive.

### 3 Rearrange the following sentences

I am taking the rubbish out.

They are planting many trees in the garden.

She is not watching TV now.

He is taking a short shower.

We are riding our bikes.

### 4 Give advice for those people

1-Ahmed likes to buy as many things as he wants.

👉 You should buy what you need only.

Zeina watches TV for a long time and doesn't turn it off.

👉 You should turn off the TV when you are not watching.

Kareem likes to take a bath to enjoy water.

👉 You should take a short shower to save water.

Sally is always picking up many flowers from the garden.

👉 You should leave the flowers to grow and enjoy their beauty.

Sameh is throwing plastic bottles from the car window.

👉 You should put plastic bottles in the recycling bin.

### 5 Read and Write True or False

You can recycle plastic bottles and jars. (True)

You cannot make something new from something else. (False)

It's better to buy products in reusable bags. (True)

Recycling reduces wasting a lot of materials. (True)

Recycling is a waste of time. (False)

### 6 Write 5 sentences describing this picture

-People put bottles in the bin.

-There are bins for paper and plastic.

-Recycling keeps the Earth clean.

-Children recycle at school.

-We can use things again

## LESSON 4 GLOBAL WARMING

SB P. 95-101 WB P. 43-45

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

- read a text about global warming for specific information.
- identify new vocabulary related to Global warming using pictorial clues.
- differentiate between causes and effects of global warming.
- identify the silent /k/ before /n/.
- identify words with silent /k/.
- write words with silent /k/.
- write sentences about the causes and effects of global warming.
- Showing respect for friends

### Vocabulary

atmosphere, global warming, power plants, harmful, heat, protect, greenhouse gases

### Language

#### 1. Present Simple Tense

- Used to describe facts and general truths about global warming.

Example: «The atmosphere is the layer of gases around Earth.»

Example: «Factories release harmful fumes into the air.»

#### 2. Cause and Effect Sentences

Explaining consequences of pollution using because, so, and due to.

Example: «Global warming happens because of pollution and greenhouse gases.»

Example: «The factory releases harmful fumes, so the air gets polluted.»



### 3. Modals for Advice and Obligation

- Using can, should, and must to suggest ways to protect the Earth.

**Example:** «We can protect the Earth by recycling.»

**Example:** «We must conserve water and plant trees.»

### 4. Silent Letters (kn, k, n)

- Some words in the lesson focus on silent letters.

**Example:** «know» (silent k), «knee» (silent k), «knock» (silent k).

### 5. Nouns and Adjectives Related to Pollution

- Vocabulary words related to global warming function as nouns or adjectives.

**Example:** «Greenhouse gases trap heat in the atmosphere.» (noun)

**Example:** «Harmful fumes pollute the air.» (adjective)

## Phonics

### 1. Silent ‘k’ Before ‘n’

Words where k is silent before n.

**Example** words: know, knife, knock, knee.

### 2. Silent ‘n’ After ‘m’

Words where n is silent when it follows m.

**Example** words: hymn, autumn.

### 3. Silent ‘k’ and ‘w’ in Certain Words

**Example** words: write, wrong, knight, knowledge.

### 4. Vowel Digraphs in Key Words

- ea as in heat, greenhouse
- ou as in atmosphere, power, house

## Values

- Showing respect for the green environment

## Materials

- Whiteboard or projector
- Markers
- Worksheet with the “Listen, Point and Repeat” activity (see image)
- Pictures or images related to environmental concepts (e.g., pollution, deforestation, recycling)



- Flashcards & Posters – Visual aids with key vocabulary (e.g., atmosphere, global warming, pollution, greenhouse gases, power plants).
- Real-life Images – Photos of polluted vs. clean environments, factories emitting smoke, melting glaciers, and recycling efforts.
- Videos & Animations – Short, age-appropriate clips explaining global warming in a simple way.
- Experiment Materials – Two glass jars, plastic wrap, a lamp, and a thermometer to demonstrate the greenhouse effect.
- Charts & Graphs – Simple infographics showing temperature rise over time and causes of pollution.

## Warm up

1. Greet the students with enthusiasm and ask them how they feel about the weather today.
2. Ask a question about whether they think the Earth is getting hotter and why.
3. Show two contrasting images—one of a polluted city and another of a clean, green environment. Ask students which one they would prefer to live in and why.
4. Conduct a simple experiment using two glass jars—one covered with plastic wrap and one open—placing them under a lamp. Have students observe and compare the temperature difference.
5. Display a set of key vocabulary words with pictures, such as «global warming,» «pollution,» «heat,» and «greenhouse gases.» Encourage students to guess their meanings before explaining.
6. Recite a short chant or rhyme about protecting the Earth and encourage students to repeat it with gestures.
7. Ask students if they have ever seen smoke from cars or factories and how it made them feel. Allow them to share their experiences.
8. Play a quick game by showing different images (e.g., trees, smoke, factories, recycling bins). Have students clap for things that help the Earth and stay silent for things that harm it.
9. Summarize what they have discussed and tell them they will learn more about how to protect the planet in the lesson.
10. Transition into the lesson by introducing the topic «Global Warming» and explaining why it is important.

## 1 Listen, Point, and Repeat

1. Greet the students and review vocabulary related to the environment (e.g., pollution, recycling, endangered species).
2. Play a quick game like “Environmental Charades” to activate prior knowledge about environmental issues.
3. Present the worksheet with the “Listen, Point and Repeat” activity.
4. Introduce the key environmental terms: atmosphere, global warming, power plants, harmful, heat, protect, greenhouse gases.
5. Explain the meaning of each term in simple terms.
6. Guide students through the activity.
7. Point to the word “atmosphere” and read the definition aloud.
8. Ask students to repeat the word and its definition.
9. Guide students to point to the image associated with the atmosphere.
10. Repeat this process for the other words and images on the worksheet.
11. Discuss the concept of global warming and its causes.
12. Explain how human activities, such as the use of power plants, can contribute to global warming.
13. Discuss the importance of protecting the environment and reducing greenhouse gas emissions.
14. Have students work independently to review the words and images on the worksheet.
15. Encourage them to read the definitions silently and point to the correct images.



1. Walk around the classroom to monitor student progress and provide assistance as needed.
2. Ask students to define key environmental terms and use them in sentences.
3. You can also have a short quiz where students match words with their definitions or images.
4. 19. Review the key environmental terms and their meanings.

## 2 Read and Choose

1. Review vocabulary related to the environment (e.g., weather, climate, pollution).
2. Ask students to share their understanding of the term “global warming.”
3. Present the worksheet with the reading passage about global warming.
4. Explain the concept of global warming in simple terms.
5. Discuss the meaning of the term “greenhouse effect.”
6. Read the passage aloud, emphasizing pronunciation and pausing for students to follow.
- . Discuss the meaning of each sentence and answer the questions raised in the text.

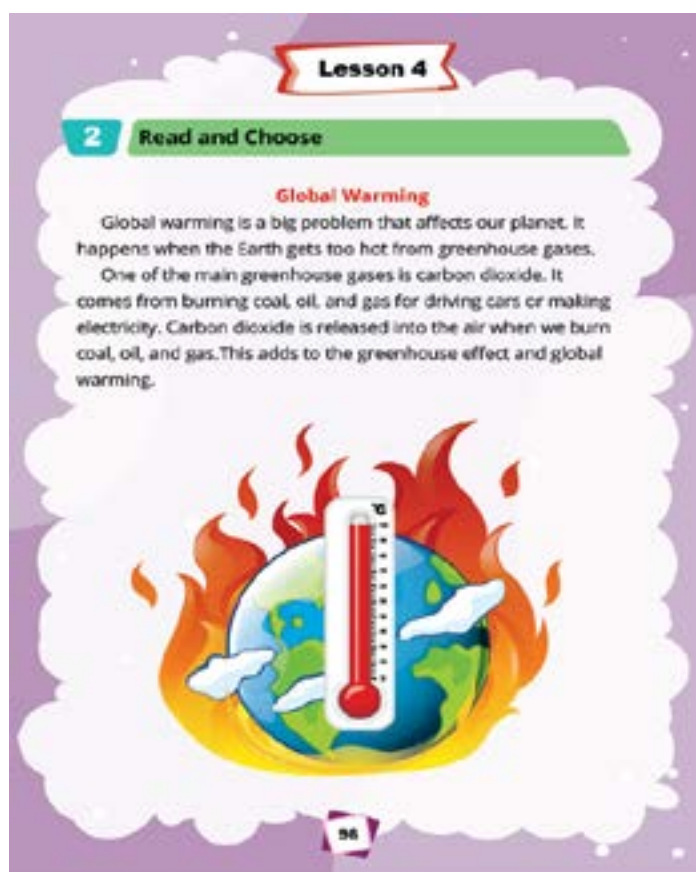
For example:

“What is global warming?”

“What are the causes of global warming?”

“What are the effects of global warming?”

8. Guide students through the multiple-choice questions about global warming.
9. Read each question aloud and discuss the possible answers.
10. Help students identify the correct answer and explain their reasoning.
11. Discuss the question: “How can you help to stop global warming in your everyday life?”



12. Encourage students to brainstorm and suggest solutions.
13. Facilitate a discussion about the feasibility and effectiveness of different solutions.
14. Have students work independently to answer the remaining questions on the worksheet.
15. Walk around the classroom to monitor student progress and provide assistance as needed.
16. Collect the worksheets to assess student understanding.
17. Ask students to explain the concept of global warming in their own words.
18. Have them identify the causes and effects of global warming.
19. You can also have them present their ideas on how to reduce global warming.
20. Review the key concepts of the lesson, including the definition of global warming, its causes and effects, and ways to reduce it.
21. Discuss the importance of understanding and addressing the issue of global warming.

## **Answer**

1. c. too hot
2. b. Carbon dioxide
3. c. planting more trees
4. Use less energy, plant trees, and educate others.
5. Global warming causes extreme weather, rising sea levels, and harms ecosystems, so protecting Earth ensures a sustainable future.



### 3 Name the Following Items and Classify them

1. Begin with a discussion by asking students if they have seen pollution, dirty water, or too much smoke in the air.
2. Show real-life pictures or videos of pollution and ask students what they notice.
3. Explain the meaning of cause, effect, and solution using simple examples.
4. Show the worksheet and ask students to describe each picture.
5. Ask guiding questions to help students identify whether each picture represents a cause, effect, or solution.
6. Write their answers on the board under three columns: Causes, Effects, Solutions.
7. Divide students into small groups and give each group a few pictures to classify.
8. Allow each group to discuss and place the pictures under the correct category.
9. Have each group present their choices and explain why they classified the pictures that way.



### Answer

#### Causes

Image of factories emitting smoke (air pollution)

Image of deforestation (tree stumps)

Image of melting icebergs (climate change/global warming)

#### Effects

Image of a polar bear on a melting iceberg (loss of habitat)

Image of a house on a cracked ground (earthquake/landslide)

Image of a house in a flood (flooding)

Image of a hot sun (heatwaves/drought)

#### Solutions

Image of recycling bins (waste management)

Image of water level measurement (monitoring and prevention systems)

## 4 Listen, Point, and Repeat

1. Introduce the “kn” digraph and explain that it represents the /n/ sound.
2. Present the worksheet with the “Listen, Point and Repeat” activity.
3. Point to the first word pair (knock/knot) and pronounce them clearly.
4. Ask students to listen carefully and repeat the words.
5. Discuss the difference in pronunciation between the two words and how the “kn” digraph is used in each.
6. Repeat this process for the remaining word pairs.
7. Have students work independently to complete the remaining activities on the worksheets.
8. Walk around the classroom to monitor student progress and provide assistance as needed.
9. Collect the worksheets to assess student understanding.
10. Ask students to identify and pronounce other words with the “kn” digraph.
11. You can also have them write short sentences using words with the “kn” digraph.
12. Review the “kn” digraph and how it represents the /n/ sound.



## 5 Fill in the Gaps (using words from the box)

1. Greet the students and review vocabulary words learned in previous lessons, such as words related to the environment, animals, etc.
2. Play a quick game like “Vocabulary Bingo” to activate prior knowledge.
3. Present the worksheet with the “Fill in the Gaps” activity.
4. Explain that students will be reading sentences and filling in the blanks with the correct words from the box.

5. Emphasize the importance of reading the sentences carefully and using context clues to determine the correct word.

6. Guide students through the first sentence: “You should .....on the door before you get in.”

7. Discuss the meaning of the sentence and ask students to think about which word from the box best fits in the blank.

1. Help students identify the correct word (“knock”) and explain their reasoning.
2. Repeat this process for one or two more sentences.
3. Have students work independently to complete the remaining sentences in the “Fill in the Gaps” activity.
4. Walk around the classroom to monitor student progress and provide assistance as needed.

### Answer

1. knock
2. know
3. knife
4. knight
5. knee
6. knives

### 6 Draw and Write

1. Introduce the “Draw and Write” activity.
2. Explain that students will be drawing a picture about the causes and effects of global warming and writing three sentences about their drawing.
3. Encourage students to use their creativity and imagination.
4. Provide guidance and support as needed.
5. Collect the worksheets to assess student understanding.
6. Review the students’ drawings and written sentences about global warming.
7. Provide feedback on their work and encourage further exploration of the topic.
8. Summarize the lesson and review the key concepts.
9. Discuss the importance of using language effectively and creatively.



# PRACTICE BOOK LESSON 4

## 1 Choose the correct Answer

Air

High temperature

Increase

Green

Protects

## 2 Read and Answer

1 Why do we need to stop global warming?

 Because it increases the temperature of the Earth and harms life.

2 What is the importance of changing lights?

 It saves energy and reduces carbon dioxide.

3 How can we reduce our daily use of cars?

 We can walk, ride bikes, carpool, or take public transport.

4 Why is it important to use cool water instead of hot water?

 Because heating water uses a lot of energy and makes more carbon dioxide.

## 3 Re-arrange the following sentences

1. Carbon dioxide is a bad gas.

2. The ozone saves us from the sun.

3. Hot weather melts ice.

4. You should learn how to recycle things.

5. Greenhouse gases trap heat from the sun.



**5 Find 5 words with silent /k/**

- Know**
- Knee**
- Knot**
- Knight**
- Knife**

**6 Describe the following pictures in 5 sentences**

**The answers are left to the students**

## Unit 4

# The Digital World



# LESSON 1 DIGITAL DEVICES

SB P. 103-111 WB P. 47-49

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

- listen to a text about digital devices for gist.
- ask and answer questions about the use of digital devices.
- identify new vocabulary related to digital devices using pictorial Clues.
- read a text about smartphones for details.
- make an infographic comparing smart-phones now and then.

## Vocabulary:

digital devices, communicate, making calls, sending messages, browsing the internet, grown up

## Language

Asking about the purpose or use of something, you can use:

“what can it be used for?” To describe the use of something, you can use:

«It can be used for ...»

## Present Simple Tense

Sentences describe general truths and daily activities:

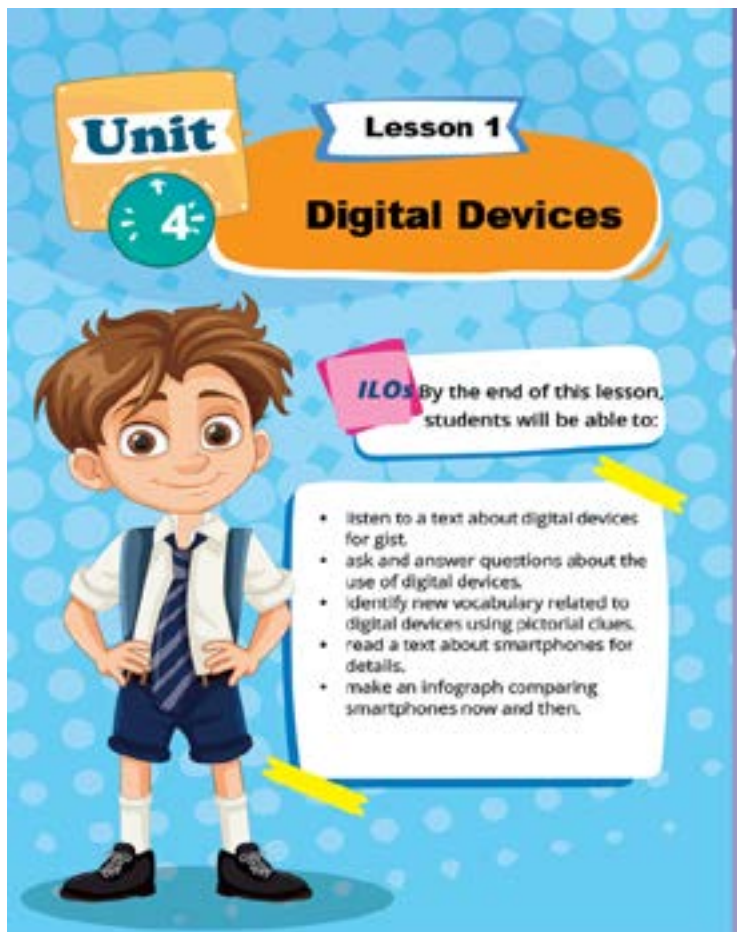
«Many people use digital devices every day.»

«We can communicate with others using different messaging apps.»

## Action Verbs (related to digital devices)

Use, browse, send, make, communicate, look, find

Example: «I like making calls to my friends.»



### **Modal Verb: ‘Can’ for Ability**

«We can communicate with others using different messaging apps.»

«You can browse the internet to find information.»

### **Pronouns and Possessive Pronouns**

«I like making calls to my friends instead of texting them.»

«This is an adult.»

### **Comparatives (Implied in the Infographic Activity)**

Comparing smartphones now and then.

«Smartphones today are smaller and more powerful than before.»

### **Phonics**

#### **Short and Long Vowel Sounds**

Short vowels: send, text, chat, call

Long vowels: phone, browse, use

#### **Common Blends and Digraphs**

blends: br in browse, sm in smartphone

digraphs: ph in phone, ch in chat

#### **Silent Letters**

k in know («Do you know how to use a laptop?»)»

e in browse

### **Values**

Appreciating the role of technology in our world.

### **Materials**

Student’s Book

Class CD

Amazing pictures of different digital devices (e.g, smartphones, tablets, laptops)

Real Devices (if available) – A mobile phone, tablet, or laptop to show students.



Audio Clips – Sounds of digital devices (phone ringing, message notification, keyboard typing).

Videos/Animations – Short educational clips about digital devices and their uses.

Interactive Whiteboard/Projector – To display images, videos, or interactive exercises.

Mystery Box – A bag or box with small tech-related items (mouse, charger, USB drive) for guessing games.

### Warm up

- Start your lesson by a game \* Play a quick game like “Technology Charades”
- to activate prior knowledge about digital devices.
- Use pictures or a video to present new vocabulary.
- Ask students about what they know about smartphones, tablets,
- and laptops, and if they have any of them.
- Present the meaning of new words using the **MPF** ( Meaning, Pronunciation, Form) technique, elicit the meaning from your students.
- Ask **CCQs**( Concept Checking Questions) to check their understanding.
- While doing the activities, ask **ICQs**( Instruction Checking Questions) to make sure they

## 1 Listen, Point, and Read

1. Present the worksheet with the “Listen, Point, and Read” activity.
2. Introduce the concept of digital devices and discuss their common uses.
3. Show pictures of different digital devices and ask students to name them.
4. Read the sentences on the worksheet aloud, emphasizing pronunciation and pausing for students to follow.
5. Discuss the meaning of each sentence and answer any questions raised by the students. For example:

“What are digital devices?”

“How do people use smartphones to communicate?”

“What does it mean to browse the internet

- understand what they are going to do and how much time they will take.



6. Guide students through the activity of pointing to the relevant images.
7. Point to the first sentence, “Many people use digital devices like smartphones, tablets, and laptops every day,” and ask students to point to the image of a person using a smartphone.
8. Repeat this process for the other sentences and images.
9. Have students work independently to read the sentences and point to the corresponding images on the worksheet.
10. Walk around the classroom to monitor student progress and provide assistance as needed.)

Collect the worksheets to assess student understanding.

Ask students to name different digital devices and describe how they are used.

You can also have students create simple sentences using vocabulary related to digital devices.

Review the key concepts of the lesson, including the different types of digital devices and how they are used for communication.

Discuss the importance of using technology responsibly and safely.

## 2 Listen, Act and Choose

1. Review vocabulary related to technology (e.g., computer, phone, screen).
2. Present the worksheet with the dialogue.
3. Explain that the dialogue is about digital devices and their uses.
4. Introduce the concept of digital devices and discuss their common uses.
5. Show pictures of different digital devices and ask students to name them.
6. Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.

**2 Listen, Act, and Choose**

How has technology changed many of the ways we think, play, and learn?

**Mr. Hamdy:** Good morning. Today, we're going to talk about digital devices. Who can tell me what a digital device is?

**Kareem:** Good morning, teacher! A digital device is something we use to connect to the Internet and do different things like play games or watch videos.

**Mr. Hamdy:** Excellent! That's right. Digital devices are electronic tools that help us access information and communicate. Can you give me an example of a digital device, Sarah?

**Sarah:** Sure, a smartphone is a digital device.

**Mr. Hamdy:** Great! Now, can you think of another digital device, Ahmed?

The illustration shows a teacher, Mr. Hamdy, pointing at a computer screen that displays 'lesson 1'. The screen is surrounded by various icons representing digital technology and education, such as a smartphone, a laptop, a graduation cap, a lightbulb, and a book.

1. Discuss the meaning of each sentence and answer the questions raised in the dialogue. For example:

“What are digital devices?”

“How do people use smartphones to communicate?”

“What does it mean to browse the internet?”

2. Guide students through the multiple-choice questions about the dialogue.
3. Read each question aloud and discuss the possible answers.
4. Help students identify the correct answer and explain their reasoning
5. Have students work independently to answer the remaining questions on the worksheet.
6. Walk around the classroom to monitor student progress and provide assistance as needed.
7. Collect the worksheets to assess student understanding.
8. Ask students to name different digital devices and describe how they are used.
9. You can also have students create simple sentences using vocabulary related to digital devices.
10. Review the key concepts of the lesson, including the different types of digital devices and how they are used for communication.
11. Discuss the importance of using technology responsibly and safely.

## **Answers**

1. b
2. b
3. d
4. a
5. a, b

### 3 Ask and Answer

1. Review vocabulary related to technology (e.g., computer, phone, screen).
2. Play a quick game like “Technology Charades” to activate prior knowledge about digital devices.
3. Introduce the concept of digital devices and discuss their common uses.
4. Show pictures of different digital devices and ask students to name them.
5. Guide students through the first question: “What can a smartphone be used for?”
6. Encourage students to think about the different ways they or their family members use smartphones.
7. Discuss the possible answers and write them on the board (e.g., making calls, sending messages, browsing the internet).
8. Guide students through the second question: “A smartphone can be used for making calls, sending messages, and browsing the internet.”
9. Discuss the meaning of the sentence and emphasize the use of the language structure “It can be used for...”
10. Have students work independently to answer the remaining questions on the worksheet.
11. Walk around the classroom to monitor student progress and provide assistance as needed.
12. Ask students to describe the uses of other digital devices (e.g., tablet, laptop, computer).
13. Encourage students to use the language structures “What can...be used for?” and “It can be used for...” in their answers.
14. Review the key concepts of the lesson, including the different types of digital devices and how they are used for communication.
15. Discuss the importance of using technology responsibly and safely.





## 4 Read and Answer

1. Review vocabulary related to technology (e.g., smartphone, device, features).
2. Ask students to share their experiences with using smartphones.
3. Present the worksheet with the reading passage about the evolution of smartphones.
4. Introduce the topic of how smartphones have changed over time.
5. Show pictures of old and new smartphones to illustrate the differences.
6. Read the passage aloud, emphasizing pronunciation and pausing for students to

follow.

7. Discuss the meaning of each sentence and answer the questions raised in the text.

For example:

“How were smartphones different in the past?”

“What are some of the main features of today’s smartphones?”

“How have smartphones changed the way we communicate?”

8. Guide students through the multiple-choice questions about the passage.
9. Read each question aloud and discuss the possible answers.
10. Help students identify the correct answer and explain their reasoning.
11. Have students work independently to answer the remaining questions on the worksheet.
12. Walk around the classroom to monitor student progress and provide assistance as needed

**Lesson 1**

**4 Read and Answer**

**Smartphones Past and Present**  
Smartphones have come a long way over the years, transforming from simple devices to amazing ones. In the past, phones were big and bulky, and their main purpose was to make calls and send messages. They didn't have colorful touchscreens or high-quality cameras like the smartphones nowadays.



But now, smartphones are like magic in our hands! They have colorful screens that we can touch and play games on. We can take pictures, watch videos, and use special apps to learn new things. We can talk to our friends and family, send messages with cute emojis, and explore the world with just a few taps on the screen. Smartphones have changed a lot and made our lives more fun and connected!

**1 In what way have smartphones changed over the years?**  
**a** They have become bigger and bulkier.  
**b** They can only make calls.  
**c** They now have touchscreens and high-quality cameras.

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13. Collect the worksheets to assess student understanding.
14. Ask students to compare and contrast smartphones from the past and present.
15. Have them describe the main features and functions of today's smartphones.
16. You can also have them discuss how smartphones have changed people's lives.
17. Review the key concepts of the lesson, including the evolution of smartphones and their impact on society.
18. Discuss the responsible use of technology and the importance of digital literacy.

## Answers

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

## 5 Complete the Infographic about Smartphones.

1. Review vocabulary related to technology (e.g., smartphone, device, features).
2. Ask students to share their experiences with using smartphones.
3. Present the worksheet with the "Complete the Infographic about Smartphones" activity.
4. Introduce the topic of how smartphones have changed over time.
5. Show pictures of old and new smartphones to illustrate the differences.
6. Explain that an infographic is a visual representation of information, often using images and text.
7. Guide students through the infographic.
8. Point to the first column, "In the past," and read the sentence: "Smartphones were bulky."

**Lesson 1**

1. What is a main feature of today's smartphones?
  - a They can only send text messages.
  - b They have black and white screens.
  - c They have colorful touchscreens and can take pictures.
2. What can you do with a smartphone?
  - a Only make calls.
  - b Only send text messages.
  - c Play games, take pictures, watch videos, and learn new things.
3. How have smartphones made our lives more fun?
  - a By becoming bigger and bulkier.
  - b By only allowing us to make calls.
  - c By providing colorful screens, games, videos, and different apps.
4. What is a function of apps on smartphones?
  - a To make calls.
  - b To send text messages.
  - c Both a and b

**5 Complete the Infographic about Smartphones**

| In the past                                      | Now                                                |
|--------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Smartphones were bulky. | <input type="checkbox"/> Smartphones are so small. |
| <input type="checkbox"/> _____                   | <input type="checkbox"/> _____                     |
| <input type="checkbox"/> _____                   | <input type="checkbox"/> _____                     |
| <input type="checkbox"/> _____                   | <input type="checkbox"/> _____                     |

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11. Repeat this process for the “Now” column, guiding students to identify characteristics of modern smartphones (e.g., small, lightweight, many features).
12. Have students work independently or in pairs to complete the infographic by filling in the blanks with appropriate descriptions of past and present smartphones.
13. Walk around the classroom to monitor student progress and provide assistance as needed.
14. Have students share their completed infographics with the class.
15. Encourage them to explain the differences between past and present smartphones using their own words.
16. Facilitate a class discussion about the evolution of smartphones and their impact on society.
17. Collect the worksheets to assess student understanding.
18. Ask students to compare and contrast smartphones from the past and present.
19. Have them describe the main features and functions of today’s smartphones.
20. You can also have them create their own simple infographics about other topics.
21. Review the key concepts of the lesson, including the evolution of smartphones and their impact on society.
21. Discuss the responsible use of technology and the importance of digital literacy.

## **Suggested answers**

In the Past: 2-Their main purpose was to make calls and send messages.

3-They didn’t have colorful touchscreens.

4- They didn’t have high quality cameras.

Now: 2- We can take pictures and watch videos.

3-They have special apps to learn new things.

4- People can talk to their friends and families, send messages with

Cute emojis, and explore the world with just a few taps on the

Screen.

# PRACTICE BOOK LESSON 1

## 1 Look and Match

1-f    2-c    3-a    4-e    5- d    6-b

## 2 Read and Answer

1-a    2-a    3-b    4-b    5-a

## 3 Read and Write the Final Sound Whether it is /t/, /d/, or /id/

3- \t\

4-/id/

5-/id/

6-/d/

7-/id/

8- /d/

## 4 Write about your Favorite Digital Device and Why you Prefer it.

The answers are left to the students

## 5 Imagine that you Travel to Space, What will you Need?

The answers are left to the students



## LESSON 2 THE EGYPTIAN KNOWLEDGE BANK (EKB)

SB P. 112-117 WB P. 50-51

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

- listen to a dialogue about The Egyptian Knowledge Bank (EKB) gist.
- respond to requests appropriately.
- read about using technology for specific information.
- identifying apps using pictorial clues.
- recognise some collocations.
- use collocations properly.
- write a description of a favorite app using the internet.

### Vocabulary

Egyptian Knowledge Bank, access, register, national ID, resource

### Language

#### A. Modal Verbs (Can, Should, Must)

Used to express abilities, rules, and advice.

Examples from the lesson:

«You should create a strong password.»

«You must not share your password with anyone.»

«You can use an anti-virus program to protect your computer.»

#### B. Imperatives (Commands and Instructions)

Used to give online safety rules and guidelines.



for

Examples:

«Update your internet browser.»

«Don't share your password.»

«Learn to spot fake emails and websites.»

### **C. Present Simple Tense**

**Used for general truths and habits.**

Examples:

«The internet helps people find information.»

«Strong passwords protect your accounts.»

## **2. Phonics:**

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

Safe (long «a») vs. scam (short «a»)

Use (long «u») vs. must (short «u»)

### **B. Soft and Hard 'C' and 'G' Sounds**

Words like:

Create (soft «c») vs. Scam (hard «c»)

Genuine (soft «g») vs. Game (hard «g»)

### **C. Consonant Blends and Digraphs**

Strong (str-)

Browser (br-)

Scam (sc-)

## **Values**

- Showing respect for EKB

## Materials

- Student's Book
- Practice Book
- Teacher's Guide
- Whiteboard or projector
- Markers or pens
- Worksheet with the "Listen and Say" activity (see image)
- Pictures or images related to internet safety (e.g., strong passwords, avoiding scams, cyberbullying)
- Flashcards – Images of online activities (e.g., browsing, searching, using apps, creating passwords).
- Posters – Visuals of online safety tips (colorful and engaging).
- Real or Printed Webpage Screenshots – Examples of safe and unsafe websites.
- Videos/Animations – Short clips about internet safety and responsible browsing.
- Worksheets – Activities like matching, fill-in-the-blanks, and true/false questions.
- Role-Playing Cards – Scenarios for students to act out safe and unsafe online behaviors.

## Warm up

1. Greet the students and ask them about their favorite online activities. Encourage them to share their experiences.
2. Write scrambled words on the board related to the lesson and ask students to unscramble them.
3. Show pictures of different online activities and ask students to identify them.
4. Play an interactive movement game where students act out different online safety rules.
5. Tell a short and engaging story about a child using the internet and ask students to predict what happens next.
6. Ask students guiding questions to connect their experiences with the lesson topic.
7. Introduce key vocabulary words and have students repeat them with actions or gestures.
8. Transition smoothly into the main lesson content by summarizing the key ideas from the warm-up activities.

## 1 Ask and Answer

1. Greet the students and review vocabulary related to the internet (e.g., website, email, online).
2. Ask students to share their experiences with using the internet.
3. Present the worksheet with the “Listen and Say” activity.
4. Introduce the concept of internet safety and discuss its importance.
5. Explain that there are rules and guidelines to follow to stay safe online.
6. Guide students through the internet safety rules listed in the activity.
7. Read each rule aloud and discuss its meaning with the class.

For example:

“Update your internet browser.” (Explain that updates often include security patches to protect users.)

“Install an anti-virus program.” (Explain that anti-virus programs help protect computers from viruses and malware.)

“Create a strong password.” (Explain what makes a strong password and why it’s important.)

8. Have students listen carefully as you read each internet safety rule aloud.
9. Ask students to repeat each rule after you.
10. You can also use hand gestures or actions to reinforce the message of each rule (e.g., making a “zipping” motion for “keep your password secret”).
11. Have students work independently to review the internet safety rules on the worksheet.
12. Encourage them to read the rules silently and then try to recall them from memory.





13. Walk around the classroom to monitor student progress and provide assistance as needed.
14. Collect the worksheets to assess student understanding.
- 15.. Ask students to name and explain some important internet safety rules.
- 16.. You can also have students create a simple poster or drawing illustrating an internet safety rule.
- 17.. Review the key internet safety rules discussed in the lesson.
18. Emphasize the importance of staying safe online and using the internet responsibly.

## 2 Listen, Act, and Answer

1. Review vocabulary related to libraries (e.g., books, shelves, librarian).
2. Ask students to share their experiences with visiting libraries.
3. Present the worksheet with the dialogue.
4. Explain that the dialogue is about the Egyptian Knowledge Bank (EKB).
5. Introduce the concept of a digital library and how it differs from a physical library.
6. . Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the dialogue.

For example:

“What is the Egyptian Knowledge Bank?”

“How can Egyptians access the EKB?”

“What types of resources are available on the EKB?”

8. Guide students through the multiple-choice questions about the EKB.
9. Read each question aloud and discuss the possible answers.



**Lesson 2**

**2 Listen, Act, and Answer**

**Mona:** Can you help me, Dina? Our teacher asked us to search for information on knowledge resources.

**Dina:** Sure, I can help. The Egyptian Knowledge Bank is a great place to use.

**Mona:** Oh, I think I've heard of that. Can you give me some details about it?

**Dina:** The Egyptian Knowledge Bank (EKB) is a digital library that offers free access to Egyptians of all ages.

**Mona:** Can I access it?

**Dina:** Sure, Any Egyptian can register using their national ID and email.

**Mona:** That's interesting! Can you provide more information about it?

**Dina:** The Egyptian Knowledge Bank offers research, educational, cultural, and scientific content in both English and Arabic, covering all levels of education.

**Mona:** Amazing! I didn't know that.

**Dina:** Just visit the EKB website and register. That will grant you access to all the resources available.

**Mona:** I'll do that. Thank you for your help.

**Egyptian Knowledge Bank**  
بنك المعرفة المصري

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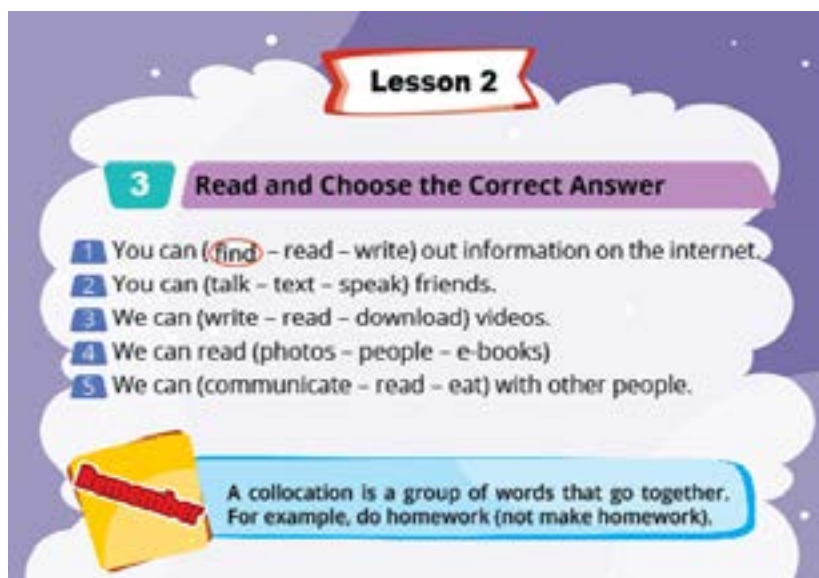
10. Help students identify the correct answer and explain their reasoning.
11. Have students work independently to answer the remaining questions on the worksheet.
12. Walk around the classroom to monitor student progress and provide assistance as needed.
13. Review the key information about the EKB, including its purpose, accessibility, and the types of resources available.
14. Discuss the importance of using digital resources for learning and research.

## Answer

1. c                      2. b
3. b                      4. b                      5. b

## 3 Read and Choose the Correct answer

1. Guide students through the “Read and Choose the Correct Answer” activity.
2. Read each sentence and discuss the possible answers.
3. Help students identify the correct answer and explain their reasoning.
4. Have students work independently to complete the remaining activities on the worksheet.
5. Walk around the classroom to monitor student progress and provide assistance as needed.
6. Review the key concepts of the lesson, including using digital resources, collocations, and asking for help.
7. Discuss the importance of responsible internet use.

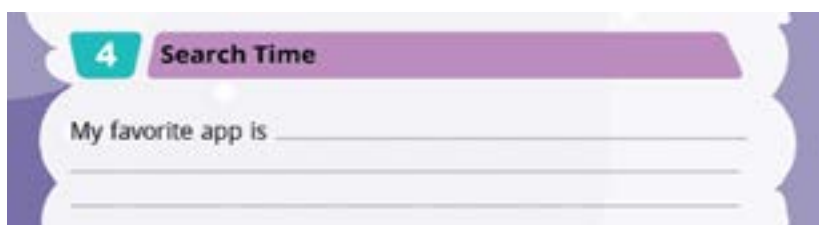


## Answers

1. find                      2. text
3. download    4. e-books                      5. communicate

## 4 Search Time

1. Explain the way students can use to do a search online.
2. Help them to gather information about the topic they are going to write about.
3. Encourage pair work and group work.
4. Ask them to write indpendantly.
5. Tell them that the best writing will be posted on the school Facebook page, this will be a great motivation for them.
6. Ask students to write down three new collocations they learned in the lesson.
7. Encourage students to use these collocations in their own writing or conversatio



## 5 Listen and Repeat

- Introduce the concept of collocations and provide examples (e.g., “do homework,” “play football”).
- Guide students through the “Listen and Repeat” activity.
- Read each collocation aloud and have students repeat after you.
- Emphasize the natural rhythm and flow of the collocations.



## **PRACTICE BOOK LESSON 2**

### **1 Read and Complete from the brackets**

- 1- free
- 2- national
- 3- educational
- 4- both
- 5- project

### **2 Read and Write True or False**

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

### **3 List Some Useful Apps that you Can Use to Get Information**

the answers are left to the students

### **4 Look and Number**

The answers are left to the students

### **5 Do you think that the Egyptian knowledge Bank is important?**

**Why and why not?**

The answers are left for the students



## LESSON 3 LEARNING IS FUN WITH GAMES

SB P. 118-126 WB P. 52-54

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

- listen to a dialogue about online learning for specific information.
- ask for and express opinions.
- read about online games for details.
- identify the /br/ blend.
- write about the /br/ blend with a context in initial, middle, and final position.

### Vocabulary

online learning, graphs, brain, bright, bridge, bracelet

### Language

#### Imperative Sentences

The sentences in the unscrambling activity contain imperative verbs such as «Protect yourself,» «Don't (bully),» and «You can (search).»

**Imperatives are used to give commands, instructions, or advice.**

Example:

Positive imperative: Protect yourself with a strong password.

Negative imperative: Don't bully anyone online.

Activity Suggestion: Ask students to give their own advice using imperatives, such as «Don't share your password.»

#### Common Nouns and Proper Nouns

The passage mentions general nouns (e.g., games, password, email) and proper nouns (e.g., Egyptian Knowledge Bank).



Students can practice distinguishing between them.

Activity Suggestion: Write a list of words on the board and have students sort them into «Common Nouns» and «Proper Nouns.»

### **3. Countable and Uncountable Nouns**

Some words in the text, like «devices» (countable) and «information» (uncountable), can be used to introduce this concept.

Activity Suggestion: Ask students to add «a/an» or «some» to given words (e.g., a device, some information).

## **Phonics**

This lesson introduces the /br/ consonant blend, which appears in words like «protect,» «browse,» and «brilliant.»

### **Identifying the /br/ Blend**

The /br/ blend is a combination of b and r that appear together at the beginning of words.

**Examples: brave, brush, brother, breakfast, bring**

Activity Suggestion: Write words with /br/ and other blends on the board (e.g., br– brush, cr– crash, dr– dress). Have students underline the /br/ words.

### **Pronunciation Practice**

Say /br/ words slowly and have students repeat.

Activity Suggestion: Play a game where students listen to a list of words and clap when they hear one with the /br/ blend.

### **Writing Practice**

Students can complete sentences using words with the /br/ blend.

Example Activity: Provide a word bank (bread, bright, broken, bring), and students fill in the blanks:

«I eat for breakfast.» (bread)

«The sun is very .... today.» (bright)

## **Values**

- Showing respect for online learning

## Materials

- Student's Book
- Practice Book
- Teacher's Guide
- Flashcards – with scrambled and unscrambled words for vocabulary practice.
- Digital Device (Laptop/Tablet/Projector) – to display a short video or interactive word unscrambling activity.
- Whiteboard & Markers – for writing scrambled words and brainstorming ideas.
- Game Cards – with different vocabulary words for a matching or guessing game.
- Interactive Online Games – simple word unscrambling or spelling games related to the lesson.

## Warm up

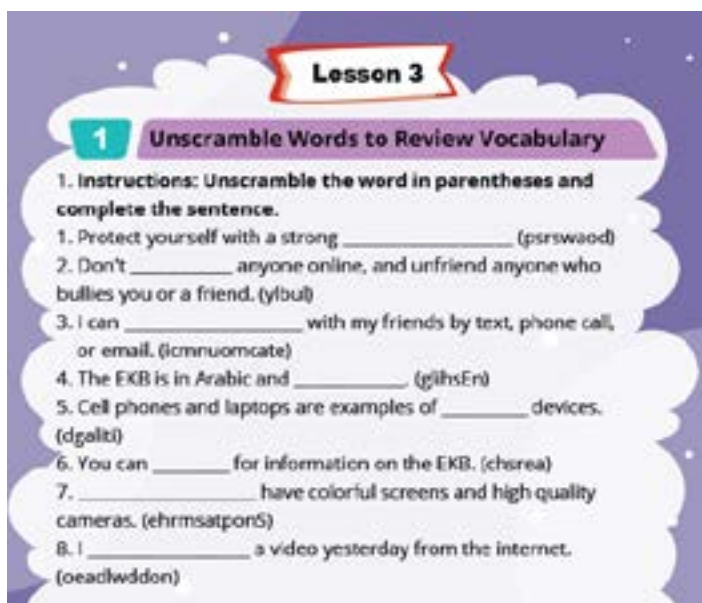
1. Greet the students and ask engaging questions about games, such as their favorite online games and whether they think games can help with learning.
2. Encourage a brief discussion by allowing a few students to share their thoughts.
3. Write a scrambled word related to the lesson on the board and ask students to unscramble it.
4. Divide students into pairs or small groups and give them another scrambled word to solve together.
5. Show an image of kids playing educational online games and ask students what they think the children are learning.
6. If possible, play a short video about learning through games and ask students to share what they noticed.
7. Briefly explain that today's lesson will focus on learning new words, expressing opinions, and discussing online games.
8. Encourage students to predict what activities they might do in the lesson based on the warm-up.
9. Transition smoothly into the main lesson activities.

## 1 Unscramble Words to Review Vocabulary.

1. Begin by asking students about words related to technology, internet safety, and communication.
2. Explain the task by showing an example of an unscrambled word and how it fits into a sentence.
3. Write one scrambled word on the board and ask students to find familiar letters or patterns.
4. Encourage students to rearrange the letters to form a meaningful word.
5. Use context clues from the sentence to help students guess the correct word.
6. Write the correct answer on the board and read the complete sentence aloud.
7. Divide students into pairs and give each pair a sentence with a scrambled word.
8. Have students discuss and unscramble the word together.
9. Ask pairs to share their answers with the class.
10. Have students complete the remaining sentences independently.
11. Walk around and provide assistance as needed.
12. Ask students to choose a word from the unit, scramble it, and write a clue.
13. Have students swap their scrambled words with a partner to solve.
14. Review answers as a class and reinforce the meaning of new words.
15. Praise students for their effort and participation.

### Answer

1. password
2. bully
3. communicate.
- 4 English
5. digital
6. search
7. Smartphones
8. downloaded





## 2 Your Turn

1. Greet the students and review vocabulary related to learning (e.g., teacher, student, lesson, classroom).
2. Ask students to share their experiences with online learning (if any).
3. Present the worksheet with the dialogue.
4. Explain that the dialogue is about online learning and its benefits and drawbacks.
5. Introduce the concept of online learning and how it differs from traditional in-person learning.
6. Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the dialogue.

For example:

“What are Wafaa’s thoughts on online learning?”

“What does Nadia think about in-person classes?”

“What are the benefits of online learning mentioned in the dialogue?”

8. Guide students through the true/false questions.
9. Read each statement aloud and discuss with the class whether it is true or false based on the dialogue.
10. Have students mark each statement as true( ✓) or false (X) on their worksheets.
11. Have students work independently to answer the remaining questions on the worksheet.
12. Walk around the classroom to monitor student progress and provide assistance as needed.
13. Review the key concepts of the lesson, including the benefits and drawbacks of online learning and the importance of both online and in-person learning experiences.
14. Discuss how technology can be used to enhance learning.

### Answers:

1. true    2. false
3. true    5. true          6. true

**2 Your Turn**

Find a new word from this unit. Scramble the letters and challenge a classmate to guess it. Give them a clue like the clues above.

| my word scrambled | my word unscrambled |
|-------------------|---------------------|
|                   |                     |
|                   |                     |
|                   |                     |

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### 3 listen, Act, and Tick (✓) or (X)

1. Greet the students and review vocabulary related to games and technology (e.g., online, game, computer, fun).
2. Ask students to share their favorite games and why they like them.
3. Present the worksheet with the “Ask and Answer” activity.
4. Introduce the topic of online games and ask students to share their initial thoughts.
5. Encourage a brief discussion about their experiences with online games.
6. Guide students through the “Ask and Answer” activity.
7. Ask the question: “What do you think of online classes?”
8. Encourage students to express their opinions and provide reasons for their answers.
9. Facilitate a class discussion about the different perspectives on online classes.

### Answer

1. What do you think of online classes?  
Convenient but can be distracting.
2. What do you think of online shopping?  
Easy but quality can be uncertain.
3. What do you think of face-to-face classes?  
More interactive and engaging.
4. What do you think of online games?  
Fun but should be played in moderation.
5. What do you think of e-dictionaries  
Quick and helpful for learning.

**Lesson 3**

**3 Listen, Act, and Tick (✓) or (X)**

**Wafaa:** Hi, Nadia, it's so nice to hear from you!

**Nadia:** Hey, Wafaa! I hope you're feeling better. I heard you've been sick.

**Wafaa:** Thanks for asking, Nadia. Yeah, I've got flu.

**Nadia:** Oh no, I'm sorry to hear that. Have you been doing any online learning?

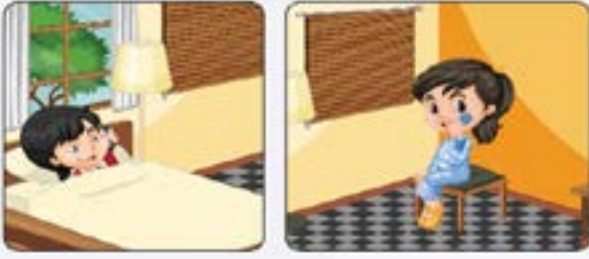
**Wafaa:** Yeah, I've been checking out some lessons on the computer.

**Nadia:** What do you think of them?

**Wafaa:** They're pretty cool! The teacher shows us pictures and graphs during the lesson.

**Nadia:** That's awesome.

**Wafaa:** Yeah, but I still think it's important to have regular classes too.



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**Lesson 3**

**Nadia:** Definitely, it's nice to be able to talk to the teacher and other students in person.

**Wafaa:** Yes, exactly! I think both ways of learning are important.

**Nadia:** Me too!

**Wafaa:** Oh, it's almost time for my next online class. Thanks for calling me, Nadia.



- 1 The two students think that online learning is useful. (✓)
- 2 It isn't important to have in-person classes. ( )
- 3 Online classes can also provide photos and charts. ( )
- 4 Students need in-person classes to be able to interact with the teachers and other students. ( )
- 5 The students think that both online and in-person classes are important. ( )

**Top Tip** When you respond to bad news, you can say I am sorry to hear that.

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## 4 Ask and Answer

1. Present the text about online games in the “Read and Answer” activity.
2. Read the text aloud, emphasizing pronunciation and pausing for students to follow.
3. Discuss the main idea of the text: Online games are not just for fun, they can also be educational.
4. Identify and discuss the supporting details, such as how different types of games can help children learn.
5. Guide students through the multiple-choice questions about the text.
6. Read each question aloud and discuss the possible answers.
7. Help students identify the correct answer and explain their reasoning.
8. Have students work independently to answer the remaining questions on the worksheet.
9. Walk around the classroom to monitor student progress and provide assistance as needed.
10. Review the key concepts of the lesson, including the educational benefits of online games.
11. Discuss the importance of responsible online game playing.

### Answer

1. b children
2. b Animal Crossing
3. d Companies
4. d create funny pictures
5. d practise addition and subtraction





## 6 Listen and Repeat thr /br/ blend

1. Greet the students and review phonics concepts learned previously, such as consonant blends (e.g., /bl/, /cl/).
2. Play a quick game like “Sound Bingo” where students identify words with specific sounds.
3. Present the worksheet with the “Listen and Repeat” activity.
4. Introduce the /br/ blend and explain that it represents the /br/ sound.
5. Write some example words on the board, such as “brain,” “bright,” “breeze,” “brother.”
6. Pronounce each word clearly, emphasizing the /br/ sound.
7. Guide students through the “Listen and Repeat” activity.
8. Point to the first pair of words (brain/branches) and pronounce them clearly.
9. Ask students to listen carefully and repeat the words.
10. Discuss the difference in pronunciation between the two words and how the /br/ blend is used in each.
11. Repeat this process for the remaining word pairs.



## 7 Now write the br- word from the list above next to the coee

1. Start by asking students to think of words that begin with «br-» and write their answers on the board.
2. Say a definition for a word (e.g., «You use this to clean the floor») and have students guess the correct word.
3. Read the list of words (bright, breakfast, brain, bride, broom, bridge) together as a class.
4. Show the images in the exercise and explain the meanings of the words, linking them to the pictures.
5. Display cut-out words and pictures, and let students match them on the board.



1. Provide partially completed sentences and ask students to fill in the correct «br-» word.
2. Have students complete the exercise in their books by writing the correct word next to each image.
3. Ask students to work in pairs to create sentences using the words and share with the class.
4. Point to each image and ask, «What is this?» to reinforce learning.
5. Have students write one new sentence using any «br-» word before leaving class.

### Answer

1. Broom - broom image
2. Brain - brain image
3. Bride - bride image
4. Breakfast - breakfast image
5. Bridge - bridge image
6. Bright – image of arm with bracelet..

## Lesson 3

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Now write the "br" - word from the list below under the right picture

bright
breakfast
brain
bride
broom
bridge









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Look and Complete

- 1 Our brain has left and right sides.
- 2 In Egypt, we have Tahya Maser .....
- 3 The bracelet is very .....
- 4 The ..... wears a white dress at the wedding.
- 5 I always have my ..... early.
- 6 She sweeps the floor with the .....

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## 8. Look and Complete

1. Guide students through the “Look and Complete” activity.
2. Read the first sentence and discuss the meaning.
3. Help students identify the correct word with the /br/ blend to complete the sentence (e.g., “Our brain has left and right sides.”).
4. Repeat this process for the remaining sentences.
5. Have students work independently to complete the remaining activities on the worksheets.
6. Walk around the classroom to monitor student progress and provide assistance as needed.
7. Collect the worksheets to assess student understanding.
8. Ask students to identify and pronounce other words with the /br/ blend.
9. You can also have them write short sentences using words with the /br/ blend.

1. Review the /br/ blend and how it represents the /br/ sound.
2. Discuss the importance of recognizing and pronouncing blends correctly.

### **Answers**

- 1) brain
- 2) bridge
- 3) bright
- 4) bride
- 5) breakfast
- 6) broom

## **PRACTICE BOOK LESSON 3**

### **1 Read and Answer**

**1-c**

**2-a**

**3-b**

**4-b**

**5-a**

### **2 Read and complete**

**2-online games**

**3-online classes**

**4-online shopping**

**5-in person classes**

### **3 Look and write**

**The answers are left to the students**

### **4 Do you like online learning? Why? Why not?**

**The answers are left to the students**

# LESSON 4 STAYING SAFE ONLINE

**SB P. 127-135 WB P. 55-57**

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

listen to a dialogue for details

identify new forms of cyberbullying using contextual clues

ask and answer about the problems of the internet

read a text about cyberbullying for specific information

recognise the /bl/ blend with its written patterns

associate the /bl/ blend with its spelling patterns

explore how to find support and advice on cyberbullying

## Vocabulary

Cyberbullying, spread, rumors, private information, permission, bully, blog, blue, blanket, blew, block, blind, blank, black, virus, do damage, files, hard drive, receive, scammer, spam, Internet addiction, hacking, scared, upset.

## Language

### Present Simple Tense

The lesson explains general facts about cyberbullying using the present simple.

Example: «Cyberbullying is when someone uses technology to hurt others.»

Students learn how to describe behaviors and rules in present simple.

### Modal Verbs: Can & Should

The lesson teaches how to give advice and suggestions using «can» and «should.»





Examples:

«What can we do if we see someone being cyberbullied?»

«We should tell a grown-up.»

### **Imperatives (Commands for safety instructions)**

Imperatives are used to give direct instructions related to staying safe online.

Example: «Be kind online.» / «Tell a grown-up if you see cyberbullying.

### **Phonics**

#### **/bl/ Blend**

Words like «blend,» «bullying,» «blackmail» introduce the /bl/ blend.

#### **Short and Long Vowel Sounds**

Words like «safe» (long a) vs. «sad» (short a) teach vowel variations.

#### **Soft and Hard «C» Sounds**

Words like «cyber» (soft <c> /s/) vs. «class» (hard <c> /k/) show the difference.

#### **Rhyming Words (If used in chants or discussions)**

Words like «kind» and «mind» reinforce phonemic awareness. Phonics

### **Values**

Showing respect for online learning

### **Materials**

Flashcards – Show different online behaviors (e.g., kind vs. mean messages, sharing vs. keeping information private) for discussion.

Posters – Display simple internet safety rules with pictures to reinforce key messages.

Videos/Animations – Use a short animated clip on cyberbullying and online safety to engage students visually.

Story Cards – Present short stories or role-play cards where students discuss how to respond to online situations.

Worksheets – Provide activities like matching safe and unsafe online behaviors or filling in missing words in safety tips.

Songs/Chants – Teach a short, easy-to-remember chant about online kindness and safety.

Interactive Board (if available) – Display and interact with content like digital flashcards, videos, or online quizzes.

## Warm up

1. Greet the students warmly and ask a general question about their internet usage, such as what they do online or their favorite websites.
2. Present different online behaviors (e.g., sending a kind message vs. a mean one) and ask students to identify whether they are good or bad.
3. Describe a simple scenario where someone encounters a negative situation online

## 1 Listen, Act and Tick (✓) or (X)

1. Greet the students and review vocabulary related to online behavior (e.g., kindness, respect, bullying).
2. Ask students to share their experiences with using the internet and interacting with others online.
3. Present the worksheet with the dialogue.
4. Introduce the topic of cyberbullying and explain that it is a serious issue.
5. Emphasize the importance of being kind and respectful to others online.
6. Read the dialogue aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the dialogue.

For example:

“What is cyberbullying?”

“What are some examples of cyberbullying?”

“How can cyberbullying make someone feel?”

“What should you do if you see someone being cyberbullied?”



For example:

“What is cyberbullying?”

“What are some examples of cyberbullying?”

“How can cyberbullying make someone feel?”

“What should you do if you see someone being cyberbullied?”

8. Guide students through the true/false questions.
9. Read each statement aloud and discuss with the class whether it is true or false based on the dialogue and their understanding of cyberbullying.
10. Have students mark each statement as true (✓) or false (X) on their worksheets.
11. Have students work independently to answer the remaining questions on the worksheet.
12. Walk around the classroom to monitor student progress and provide assistance as needed.
13. Review the key concepts of the lesson, including the definition of cyberbullying, its impact, and strategies for prevention.
14. Emphasize the importance of being a responsible digital citizen and treating others with kindness and respect both online and offline.

## 2 Read and Match

1. Greet the students and review phonics concepts learned previously, such as consonant blends (e.g., /bl/, /cl/).
2. Play a quick game like “Sound Bingo” where students identify words with specific sounds.
3. Present the worksheet with the “Listen and Repeat” activity.
4. Introduce the /br/ blend and explain that it represents the /br/ sound.
5. Write some example words on the board, such as “brain,” “bright,” “breeze,” “brother.”
6. Pronounce each word clearly, emphasizing the /br/ sound.

The graphic is a worksheet titled "Lesson 4" with a sub-header "2 Read and Match". It contains four orange boxes with definitions and four green circles with terms. A line connects the first definition to "A virus".

| Definition                                                                                                                                  | Term               |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| When a user spends all his or her time on the internet, and does not do his or her schoolwork or get exercise.                              | A virus            |
| When someone takes over your site or facebook page.                                                                                         | Spam               |
| A program that someone has sent to your computer. It will do damage to your information, files, and even to the hard drive of the computer. | Internet addiction |
| An unwanted email you receive from someone not on your friend list. Many times, it may be a scammer.                                        | Hacking            |

**Scammer**  
A person or a company that attempts to get you to send money for something. Or someone who steals your personal information in order to access your bank account.

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7. Guide students through the “Listen and Repeat” activity.
8. Point to the first pair of words (brain/branches) and pronounce them clearly.
9. Ask students to listen carefully and repeat the words.
10. Discuss the difference in pronunciation between the two words and how the /br/ blend is used in each.
11. Repeat this process for the remaining word pairs

### 3 Ask and Answer

1. Guide students through the “Look and Complete” activity.
2. Read the first sentence and discuss the meaning.
3. Help students identify the correct word with the /br/ blend to complete the sentence (e.g., “Our brain has left and right sides.”).
4. Repeat this process for the remaining sentences.
5. Have students work independently to complete the remaining activities on the worksheets.
6. Walk around the classroom to monitor student progress and provide assistance as needed
7. Collect the worksheets to assess student understanding.
8. Ask students to identify and pronounce other words with the /br/ blend.
9. You can also have them write short sentences using words with the /br/ blend.
10. Review the /br/ blend and how it represents the /br/ sound.
11. Discuss the importance of recognizing and pronouncing blends correctly.





## 5 Read and Answer

1. Greet the students and review vocabulary related to online behavior (e.g., kindness, respect, bullying).
2. Ask students to share their experiences with using the internet and interacting with others online.
3. Present the worksheet with the reading passage about cyberbullying.
4. Introduce the topic of cyberbullying and explain that it is a serious issue.
5. Emphasize the importance of being kind and respectful to others online.
6. Read the passage aloud, emphasizing pronunciation and pausing for students to follow.
7. Discuss the meaning of each sentence and answer the questions raised in the text. For example:

“What is cyberbullying?”

“What are some examples of cyberbullying?”

“How can cyberbullying make someone feel?”

8. Guide students through the multiple-choice questions about cyberbullying.
9. Read each question aloud and discuss the possible answers.
10. Help students identify the correct answer and explain their reasoning.
11. Have students work independently to answer the remaining questions on the worksheet.
12. Walk around the classroom to monitor student progress and provide assistance as needed.
13. Review the key concepts of the lesson, including the definition of cyberbullying, its impact, and strategies for prevention.

Emphasize the importance of being a responsible digital citizen and treating others “What should you do if you see someone being cyberbullied?”

14. with kindness and respect both online and offline.

**Lesson 4**

**5 Read and Answer**

**How does cyberbullying hurt someone's feelings?**

Cyberbullying is when someone uses technology to hurt or bother others. It's important to know how to deal with it and be an anti-cyberbullying hero. Here are some tips to help you stay safe and stand up against cyberbullying. First, always treat others that you don't know online with kindness and respect. Second, keep your personal information private. Don't share your full name, address, phone number, or passwords with anyone online.

Third, never talk to or meet someone you don't know in person. If a stranger sends you a message or friend request, tell a grown-up you trust. Lastly, if you see someone being cyberbullied, be kind, and offer support. Don't ignore it. Tell a grown-up or your teacher right away. They can help stop the bullying and support the person who is being hurt. Let's stand against cyberbullying and be anti-cyberbullying heroes!

**1 Cyberbullying is ...**

- a Using technology to hurt or bother others
- b Playing online games with friends
- c Sending funny messages to classmates

**2 What should you do if someone sends you a mean message online?**

- a Ignore it and delete the message
- b Respond with a mean message back
- c Tell a grown-up you trust

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## PRACTICE BOOK LESSON 4

### 1 Read and complete

Hurt-remors-personal-lonely -paren t -friend -treat-  
offline

### 2 Read and write true or false

2- true    3-false    4- true

### 3 Read and Circle the Words with /bl/ Sound

- blog
- blending
- blue
- black
- blanket
- blank
- block
- blind

### 4 Read and Choose

2- keep

3- creat

4-don t

5-delete

### 5 Read and Sort (The answers are left to the students )

### 6 Write What Can you Do When you Have such the Internet Problems

The answers are left to the students

## Unit 5

# Food around the World





# LESSON 1 MY FAVORITE DESSERT

SB P. 136-142 WB P. 59-61

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

- read a dialogue between a son and his mom for specific information.
- recognize the use of the suffixes «ly» and «ness.»
- use the suffixes «ly» and «ness» appropriately.
- read a text about a famous Egyptian dessert for details.
- identify the ingredients of a dessert.
- write a paragraph about an Egyptian dessert using the internet.

## Vocabulary

ice cream, fruit salad, Omm Ali, kanafeh, dessert, birthday, happiness, treat, kindness, loudly, loneliness, kisses, paghetti, meatballs, green salad, favorite, salad, awesome, oven

## Language

### Question Formation

The dialogue presents wh-questions (e.g., What's for lunch today? and What about dessert?).

### Possessive Pronouns & Adjectives

Examples: My favorite dessert (possessive adjective).

### Use of the Verb "To Have"

Example: We have Kanafeh, fruit salad, and Omm Ali.

Reinforcing the use of «have» to talk about food and possession.





## Present Simple Tense

Used for general facts and preferences (e.g., I really like Omm Ali).

### Suffixes (-ly and -ness)

«-ly» (changes adjectives to adverbs): quick → quickly

«-ness» (changes adjectives to nouns): happy → happiness

## Phonics

### Long and Short Vowel Sounds

Favorite (long «a» sound).

Salad (short «a» sound).

### Silent Letters

Favorite (silent «e»).

Dessert (silent second «s» in pronunciation).

### Double Consonants

Dessert (double «s» changes meaning from «desert» to «sweet dish»).

Happiness (double «p» before «-ness»).

### Blending Sounds

Spaghetti (blending «gh» as /g/ and «tt» as /t/).

Meatballs (blending «ea» as long «e»).

## Values

- Showing respect for healthy food

## Materials

- Flashcards or pictures of different desserts (e.g., Omm Ali, Kanafeh, fruit salad, ice cream, cake).
- Real dessert samples or ingredients (e.g., a bowl of fruit, a piece of Kanafeh)
- for a sensory experience.
- Illustrated word cards for key vocabulary (e.g., «dessert,» «favorite,» «sweet,» «baked»).
- A short video showing how Omm Ali or Kanafeh is made.
- Audio recordings of the dialogue to help students practice pronunciation

- Songs or chants about food or desserts (e.g., «Do you like...?»).
- Interactive whiteboard games (drag and drop desserts into categories).
- Google Forms quiz for a quick review of the lesson.

## Warm up

1. Greet students and ask them, «Do you like dessert?» Encourage them to respond with their favorite desserts.
2. Show pictures of different desserts, including Kanafeh, fruit salad, and Omm Ali. Ask students if they recognize any of them.
3. Describe a dessert without naming it (e.g., «It's sweet, crunchy, and has syrup on top»). Have students guess the name.
4. Write «spaghetti,» «meatballs,» and «green salad» on the board. Ask, «Is this lunch or dessert?» Then, write «Kanafeh,» «fruit salad,» and «Omm Ali,» and ask, «Is this lunch or dessert?»
5. Read the first two lines of the dialogue:

Kareem: «Hi, Mom! What's for lunch today?»

Mom: «Hi, sweetie! We're having spaghetti, meatballs, and green salad.»

Ask students, «What is Kareem asking about?» (Lunch)

6. Continue reading:

Kareem: «Yum! That's my favorite! What about dessert?»

Mom: «We have Kanafeh, fruit salad, and Omm Ali.»

Ask students, «What is Kareem asking about now?» (Dessert)

7. Write «favorite» on the board and ask, «What does this word mean?» Help students understand that Kareem loves Omm Ali.
8. Introduce «quick» and «quickly,» «happy» and «happiness.» Ask, «What do you notice?» Guide them to see the suffixes «-ly» and «-ness.»
9. Ask students to think of an adjective (e.g., «slow») and change it using «-ly» («slowly»). Repeat with other words.
10. Conclude by asking students to tell their partner one dessert they like and use «favorite» in a sentence (e.g., «My favorite dessert is...»). Then transition into the main lesson.

## 1 Listen, Read, and Answer

1. Start by showing the first image (1000227580.jpg) to the pupils and read the conversation between Kareem and his mom aloud.
2. Explain any new words or phrases, such as «Kanafeh» and «Omm Ali,» and discuss what they are.
3. Ask the pupils to listen carefully and then answer simple questions about the conversation, like «What is Kareem's favorite lunch?»
4. Show the second image (1000227586.jpg) and explain that it contains statements about the conversation.
5. Go through each statement one by one and ask the pupils to decide if It is true (✓) or false ( ) based on the conversation.
6. Encourage the pupils to work in pairs or small groups to discuss their answers before sharing them with the class.
7. Review the correct answers together and explain why each statement is true or false.
8. Finally, ask the pupils to practice setting the table at home, just like Kareem did, and share their experience in the next class.

**Answer.**

1. ✓
2. ✗
3. ✗
4. ✗
5. ✓



**Lesson 1**

**1 Listen, Read, and Answer**

**Kareem:** Hi, Mom! What's for lunch today?  
**Mom:** Hi, sweetie! We're having spaghetti, meatballs, and green salad.  
**Kareem:** Yum! That's my favorite! What about dessert?  
**Mom:** We have Kanafeh, fruit salad, and Omm Ali.  
**Kareem:** Awesome! I really like Omm Ali. Can I try it now?  
**Mom:** Not yet. It's still in the oven.

**Kareem:** Okay! I can't wait to have dessert today. Can I help with anything?  
**Mom:** Yes, please! Set the table quickly. Dad will be home in 10 minutes.  
**Kareem:** Okay, Mom! I'll set it right now.

**Top Tip**

- Dessert is sweet food like ice cream, fruit salad and kanafeh.
- You should not eat too much sweet food.

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## 2 Ask and Answer

1. Start by showing the pupils the image of the conversation about desserts.
2. Read the conversation aloud, emphasizing the question and answer about the dessert.
3. Explain that «Omm Ali» is a type of dessert, just like ice cream, fruit salad, and kanafeh.
4. Ask the pupils to identify the desserts listed in the conversation (ice cream, fruit salad, Omm Ali, kanafeh).
5. Have the pupils practice asking and answering the question «What's for dessert?» using the different dessert names.
6. Encourage them to say «Yummy. That's my favorite.» When they hear a dessert they like.
7. Let the pupils take turns role-playing the conversation with a partner, using different desserts each time.
8. Finally, ask the pupils to write their own short conversation about desserts using the format from the image.

### Answer

A: What's for dessert?

B: We have ice cream.

A: Yummy. That's my favorite.

A: What's for dessert?

B: We have fruit salad.

A: Yummy. That's my favorite.

A: What's for dessert?

B: We have kanafeh.

A: Yummy. That's my favorite.





### 3 Listen and Repeat a Poem

1. Start by reading the poem aloud to the class, emphasizing the rhythm and rhyme to make it engaging.
2. Have the students listen carefully as you read each line of the poem again, pausing after each line.
3. Ask the students to repeat each line after you, focusing on pronunciation and expression.
4. Encourage the students to clap or tap along with the rhythm of the poem as they repeat the lines.
5. Discuss the meaning of the poem with the class, explaining words like «happiness,» «kindness,» and «loneliness».
6. Have the students practice the poem in pairs, taking turns to read and repeat each line.
7. Once the students are comfortable, ask them to recite the poem together as a group.
8. Finally, encourage individual students to volunteer to recite the poem in front of the class, praising their efforts and providing gentle corrections if needed.

**Lesson 1**

**3 Listen and Repeat a Poem**

Birthdays are time for happiness  
You're treated with much kindness  
You laugh happily, sing loudly  
There is no place for loneliness  
When your parents nicely give you a kiss

**4 Read the Sentences then Add the Suffix "ly" or "ness"**

- 1 I help mom happily (happy) at home.
- 2 Aly runs \_\_\_\_\_ (quick).
- 3 Children are a source of \_\_\_\_\_ (happy) for their parents.
- 4 She always sits \_\_\_\_\_ (sad) in the classroom.
- 5 \_\_\_\_\_ (Kind) is a good value.

**Top Tip**

- A suffix is a letter or group of letters, for example "ly" or "-ness", which is added to the end of a word to form a different word.
- "ly" to form an adverb: quick / quickly
- Words ending in "y" turn into "i": happy / happily
- "ness" to form a noun: happy / happiness - kind / kindness
- Note that: Lovely is an adjective.

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### 4 Read the Sentences then Add the Suffix «ly» or «ness»

1. Explain to the pupils what a suffix is: a letter or group of letters added to the end of a word to change its meaning or form a new word. Use the examples from the «Top Tip» section.
2. Show them how to add the suffix «ly» to form adverbs. Use the example «happy» becoming «happily» from the first sentence.
3. Demonstrate how to add the suffix «ness» to form nouns. Use the example «happy» becoming «happiness» from the third sentence.

4. Go through each sentence one by one. Ask the pupils to identify the base word and decide whether to add «ly» or «ness» based on the context.
5. For the first sentence, «I help mum happily (happy) at home,» explain that «happily» is correct because it describes how the action is done.
6. For the second sentence, «My runs ..... (quick),» guide them to add «ly» to «quick» to form «quickly,» describing how the runs are done.
7. For the third sentence, «Children are a source of ..... (happy) for their parents,» help them add «ness» to «happy» to form «happiness,» making it a noun.
8. For the fourth sentence, «She always sits ..... (sad) in the classroom,» instruct them to add «ly» to «sad» to form «sadly,» describing how she sits.
9. For the fifth sentence, «..... (Kind) is a good value,» show them how to add «ness» to «kind» to form «kindness,» turning it into a noun.
10. Provide additional examples and practice sentences to reinforce their understanding of adding «ly» and «ness» to words.

Encourage them to create their own sentences using words with the suffixes «ly» and «ness» to ensure they grasp the concept.

### Answer

1. I help mum happily at home.
2. My runs quickly.
3. Children are a source of happiness for their parents.
4. She always sits sadly in the classroom.
5. Kindness is a good value.

## 5 Read and Answer

1. Start by reading the story about Omm Ali aloud to the pupils, ensuring they understand the main points.
2. Explain that they will answer questions based on the story, similar to a reading comprehension exercise.
3. For question 1, ask the pupils to identify who the story is about and choose between the options provided (a woman or a maid).
4. For question 2, help them find the word in the story that means «servant» and choose between the given options (housekeeper or attendant).

### Lesson 1

5 Read and Answer



Have you ever tried the famous Egyptian dessert called "Omm Ali"? Do you know when Egyptians started eating it?

In fact, this delicious dessert was named Omm Ali after the name of a kind woman who lived in Egypt. She decided to make a special dessert for her village. She used milk, sugar, butter, and a special bread or pastry, and sent it with the maids to the people. When people asked "What is this food called?" The maid replied "Omm Ali sent it to you." Since then, this dessert has named Omm Ali, and many people enjoy eating it.



1. This story is about .....  
a. a woman                      b. a maid                      c. a dessert

2. Find a word in the story that means "housekeeper".  
a. dessert                      b. people                      c. maid

3. Omm Ali is a ..... food.  
a. sweet                      b. salty                      c. sour

4. The underlined pronoun "it" refers to .....  
a. Omm Ali                      b. dessert                      c. bread

5. For question 2, help them find the word in the story that means «servant» and choose between the given options (housekeeper or attendant).
6. For question 3, discuss the type of food Omm Ali is and have them choose between sweet, salty, or sour.
7. For question 4, explain that they need to identify what the underlined pronoun «it» refers to in the story and choose the correct option (Omm Ali, dessert, maid, or bread).
8. Encourage the pupils to refer back to the story if they are unsure about any answers.
9. After they complete the task, review the answers together to ensure understanding and provide explanations where needed.

**Answer.**

1. This story is about: a dessert.
2. Word meaning «servant»: maid.
3. Omm Ali is: sweet food.
4. It» refers to dessert.

## 6. Project

1. Start by explaining to the pupils that they will learn about a famous dessert from Egypt by searching for information and writing about it.
2. Show them how to use a simple search engine or a kid-friendly website to look up «famous Egyptian desserts».
3. Guide them to find information about one dessert, such as its name, ingredients, and how it is made.
4. Help them write a short paragraph about the dessert, including its name, what it is made of, and why it is special.
5. Encourage them to use simple sentences and add one or two interesting facts they found.
6. Review their work together, making sure they have included the key details and that their writing is clear.
7. If possible, show them pictures or a short video of the dessert to make the activity more engaging.
8. Finally, let them share what they wrote with the class or in small groups.

### Answer.

### Umm Ali

Umm Ali is a famous Egyptian dessert. It is a sweet bread pudding made with pastry, milk, sugar, and nuts like almonds and pistachios. Sometimes, raisins or coconut are added. It is baked until golden and creamy, and served warm. Umm Ali is popular during celebrations and is loved for its delicious taste. It is a must-try dessert in Egypt!





# PRACTICE BOOK LESSON 1

## 1 Read and Complete

1-bread

2-salad

3-icecream

4-happily

5-honey

## 2 Read and Tick (✓) or (✗)

1- False

2- True

3- True

4- False

5- False

## 3 Read and Complete

Adverb...happily-happily-kindly-sadly-gladly

Noun...happiness-quickness-kindness-sadness-gladness

## 4 Read the Sentences and Add the Correct Suffix (ly/ness)

## 4 Look and Circle

The answers are left to the students

## LESSON 2 A COOKING COMPETITION

SB P. 143-148 WB P. 62-67

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

- read a dialogue between a presenter and some contestants for details.
- ask and answer questions about recipes.
- read a text about the Arabic cuisine for specific information.
- recognize countable and uncountable nouns.
- identify countable and uncountable nouns.
- put the instructions of a recipe in the right order.

### Vocabulary

contestants, take part in, contest, competition, beef, flour, pomegranate, molasses, spices, chili paste, tomato paste, cinnamon, salt, pepper, olive oil, packet, dried milk powder, mixture, cucumbers, onions, parsley, lime, vinegar, butter, meatballs, soup, jam sandwiches, tomato sauce, spaghetti.

### Language

#### 1. Future Intentions with «Going to»

- Used to describe plans or intentions related to cooking.
- Examples from the dialogue:
  - «I'm going to cook the famous Egyptian dish Koshari.»
  - «I'm going to cook Tagine.»

#### 2. Countable and Uncountable Nouns

- Countable nouns (can be counted, have singular and plural forms):
  - «lentils,» «onions,» «chickpeas,» «vegetables,» «spices.»
- Uncountable nouns (cannot be counted, use quantifiers):



- «flour,» «water,» «yeast,» «broth,» «salt,» «oil.»
- Reinforces the correct use of quantifiers such as:
- «a lot of spices,» «some fresh vegetables,» «a little broth.»
- «The ingredients are lentils, rice, pasta, and chickpeas.»

### 3. Present Simple Tense for General Facts

- Used when describing recipes and ingredients.
- Examples:
- «It is a mixture of meat, onions, and parsley.»
- «The ingredients are lentils, rice, pasta, and chickpeas.»

### 4. Imperative Verbs (for Recipe Instructions)

- Though not explicitly in the dialogue, this lesson prepares students for sequencing recipes.
- Examples (used in cooking instructions):
- «Mix the ingredients.»
- «Cook for 20 minutes.»

## Phonics

### 1. Soft and Hard ‘C’ Sounds

- «Cooking» (hard ‘C’ /k/), «cuisine» (soft ‘C’ /s/).

### 2. Short and Long Vowel Sounds

- «Flour» (long /aʊ/ sound) vs. «broth» (short /ɒ/ sound).

### 3. Blending Sounds in Cooking Terms

- «Mixture» (blend of /ks/ and /tʃ/ sounds), «ingredients» (blend of /gr/ and /di/ sounds).

### 4. Word Stress in Cooking Vocabulary

- «Vegetables» (stress on the first syllable: VEG-e-ta-bles).
- «Ingredients» (stress on the second syllable: in-GRE-di-ents).

### 5. Silent Letters

- «Dough» (silent ‘gh’), «knife» (silent ‘k’ in kitchen tools).

## Values

- Showing respect for healthy food

## Materials

- Whiteboard or projector
- Markers or pens
- Worksheets.
- Pictures or images related to different kinds of food.
- Real Objects – Small samples of common ingredients (rice, flour, pasta, chickpeas) to make the lesson interactive.
- Recipe Cards – Simple step-by-step instructions for making different dishes, which students can put in order.
- Cooking Utensils (Props) – Toy or real kitchen tools like a spoon, bowl, or whisk to demonstrate cooking actions.
- Videos or Images – Clips or pictures of cooking competitions to set the context.
- Role-Play Props – Chef hats, aprons, or pretend microphones for students to act as contestants or presenters.

## Warm up

1. Greet the students and ask them what their favorite dish is and if they have ever helped in the kitchen.
2. Show pictures of different dishes from various countries and ask students to name them and guess where they come from.
3. Play a quick game where students describe their favorite meal without saying its name, and others try to guess it.
4. Write the title «A Cooking Competition» on the board and ask students if they have ever watched a cooking show or participated in a food-related activity.
5. Ask students what ingredients are needed to cook a specific dish, guiding them to use words like «flour,» «rice,» «vegetables,» etc.
6. Introduce the concept of countable and uncountable nouns by showing pictures or real objects (e.g., an apple vs. some rice) and asking which can be counted.
7. Transition into the reading activity by telling students they will learn about a cooking competition with contestants preparing famous dishes



# 1 Listen, Read, and Choose

1. Start by showing the students the first image and read the dialogue aloud. Explain that this is a conversation from a cooking competition called «The First Chef».
2. Ask the students to listen carefully as you read the dialogue again. Encourage them to pay attention to the names of the contestants, where they are from, and the dishes they are preparing.
3. Show the students the second image and explain that this is a set of questions related to the dialogue they just heard. Read each question aloud and discuss the possible answers with the students.
4. For question 1, ask the students to recall the name of the program from the dialogue. Guide them to choose the correct answer (c. The First Chef).
5. For question 2, ask the students to remember where Ahmed is from. Help them identify the correct answer (b. Egypt).
6. For question 3, discuss the dish Ibrahim is planning to cook. Guide the students to choose the correct answer (b. Sfeeha).
7. For question 4, review the ingredients Ahmed mentioned for his dish, Koshari. Help the students select the correct answer (b. Lentils, rice, pasta, macaroni, tomato sauce, chickpeas, hot sauce, garlic juice, oil, vinegar, and onions).
8. macaroni, tomato sauce, chickpeas, hot sauce, garlic juice, oil, vinegar, and onions).
9. For question 5, ask the students to recall the dish Hussein is preparing and its ingredients. Guide them to choose the correct answer (b. Sfeeha – spiced vegetables cooked

**Lesson 2**

**1 Listen, Read, and Choose**

**Presenter:** Good evening, everyone, and welcome to our program "The First Chef." Let's welcome our three final contestants: Ahmed, from Egypt, Ibrahim, from Lebanon, and Hussein, from Morocco.

**Presenter:** Hello, Ahmed. Which recipe are you going to cook today and what are the ingredients?

**Ahmed:** I'm going to cook the famous Egyptian dish "Koshari." The ingredients are: lentils, rice, pasta, tomato sauce, chickpeas, hot sauce, garlic juice, oil, vinegar, and onions, in addition to a lot of spices.

**Presenter:** What about you, Ibrahim?

**Ibrahim:** Today, I'm going to cook "Sfeeha" or "meat pie." It is a mixture of meat, onions, and parsley. For the dough, we have flour, water, and yeast.

**Presenter:** The third contestant, Hussein. What are you going to cook?

**Hussein:** I'm going to cook "Tagine." It's made from spiced vegetables cooked with a little broth and chicken.

**Presenter:** Now, let's start cooking. We will be back to you after two hours and we wish you all the best of luck.

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**Lesson 2**



1. What is the name of the program?  
a. The Second Chef      b. The Third Chef  
c. **The First Chef**      d. The Last Chef
2. Where is Ahmed from?  
a. Lebanon      b. Egypt      c. Morocco      d. Syria
3. What dish is Ibrahim planning to cook?  
a. Koshari      b. Sfeeha      c. Tagine      d. Meat Pie
4. What are the main ingredients for Ahmed's dish, Koshari?  
a. Meat, onions, and parsley  
b. Lentils, rice, pasta, macaroni, tomato sauce, chickpeas, hot sauce, garlic juice, oil, vinegar, and onions  
c. Spiced vegetables, broth, and chicken  
d. Flour, water, and yeast

**Top Tip** Contestants are people taking part in a contest or a competition.

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1. with a little broth and chicken).
2. Encourage the students to discuss the answers and explain why they chose them.  
This will help reinforce their understanding of the content.
10. Finally, review all the questions and answers with the students to ensure they have understood the dialogue and the related questions correctly.

## Answer.

1. Program Name: c. The First Chef
2. Ahmed's Origin: b. Egypt
3. Ibrahim's Dish: b. Sfeeha
4. Koshari Ingredients: b. Lentils, rice, pasta, macaroni, tomato sauce, chickpeas, hot sauce, garlic juice, oil, vinegar, and onions
5. Hussein's Dish: b. Tagine – spiced vegetables cooked with a little broth and chicken.

## 2 Ask and Answer

1. Start by showing the pupils the image of the Koshari dish and ask them if they know what it is.
2. Explain that Koshari is a popular Egyptian dish made with different ingredients.
3. Read the list of ingredients from the image aloud: lentils, rice, pasta, macaroni, tomato sauce, chickpeas, hot sauce, garlic, oil, vinegar, onions, and spices.
4. Discuss each ingredient briefly, explaining what it is and why it might be used in cooking.
5. Ask the pupils to repeat the list of ingredients after you to help them remember.
6. Provide a simple activity where pupils match the names of the ingredients to pictures or real items if available.

**Lesson 2**

**5** What dish is Hussein preparing and what does it contain?

- a. Koshari - a mixture of meat, onions, and parsley
- b. Sfeeha - spiced vegetables cooked with a little broth and chicken
- c. Tagine - lentils, rice, pasta, macaroni, tomato sauce, chickpeas, hot sauce, garlic juice, oil, vinegar, and onions
- d. Sfeeha - a mixture of meat, onions, and parsley cooked with flour, water, and yeast

**2 Ask and Answer**

What are the ingredients of Koshari?



The ingredients are lentils, rice, pasta, macaroni, tomato sauce, chickpeas, hot sauce, garlic, oil, vinegar, and onions, in addition to a lot of spices.






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7. Encourage pupils to ask questions about any ingredients they are not familiar with.
8. Finally, ask the pupils to write down the list of ingredients in their notebooks to reinforce their learning.
9. Optionally, you can plan a cooking activity where pupils help prepare a simple version of Koshari, if feasible.

### 3 Look, Listen, and Repeat

1. Start by showing the pupils the recipe for «Sfeeha» and explain that it won a competition called «The First Chef».
2. Point out the two main parts of the recipe: the Sfeeha ingredients and the Dough ingredients.
3. Read each ingredient aloud and have the pupils repeat after you to practice pronunciation.
4. Explain the difference between countable and uncountable nouns using examples from the recipe, like «cucumber» (countable) and «salt» (uncountable).
5. Introduce the abbreviations «tsp» (teaspoon) and «tbsp» (tablespoon) and explain their meanings.
6. Discuss the Salsa Mixture section and highlight the fresh ingredients like tomato, onion, parsley, and garlic.
7. Encourage the pupils to identify which ingredients are countable and which are uncountable in the Salsa Mixture.
8. Finally, ask the pupils to imagine making the recipe and discuss which steps they think would be the most fun or challenging.

## Lesson 2

### 3 Look, Listen, and Repeat

The winner of our competition «The First Chef» is the Lebanese contestant Ibrahim and his recipe «Sfeeha». Let's have a look at the ingredients of this recipe.

| Sfeeha ingredients         | Dough ingredients                            |
|----------------------------|----------------------------------------------|
| 1 kilo of beef             | 5 cups of flour                              |
| 1 tsp pomegranate molasses | 1 tbsp of salt                               |
| 1/2 tbsp seven spices      | 2 tbsp of sugar                              |
| 1 tbsp chili paste         | 1/2 cup of olive oil                         |
| 1 tbsp tomato paste        | 2 cups of warm water                         |
| 1/2 tsp cinnamon           | 1 packet of fast-rising yeast, about 2-3 tsp |
| salt & pepper              | 2 tbsp of dried milk powder                  |

#### Salsa Mixture for the Meat

|                        |
|------------------------|
| 1 tomato               |
| 1 onion                |
| 1 cup of fresh parsley |
| 2 garlic cloves        |

**Top Tip**

• A countable noun is something you can count, e.g. a cucumber/two cucumbers, an onion/three onions, garlic cloves and cloves.

• An uncountable noun is a noun that you cannot count, and it is always singular, e.g. salad, salt, olive oil and garlic.

Tip → the pizza / the pizza → pizzas

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## 4 Read, circle, and underline

1. Explain to the pupils what countable and uncountable nouns are. Countable nouns are things we can count (like tomatoes), and uncountable nouns are things we cannot count (like water).
2. Show them the first sentence: «A bowl of salad is a mixture of tomatoes, cucumbers, peppers, carrots, onions, parsley, lime, salt and vinegar.»
3. Ask them to circle the countable nouns (tomatoes, cucumbers, peppers, carrots, onions) because these are things we can count.
4. Ask them to underline the uncountable nouns (parsley, lime, salt, vinegar) because these are things we cannot count.
5. Move to the second sentence: «To cook rice, you need two cups of rice, some water, butter and salt.»
6. Have them circle the countable noun (cups) and underline the uncountable nouns (rice, water, butter, salt).
7. Continue with the third sentence: «I like to eat pasta and meatballs with some soup for lunch.»
8. Ask them to circle the countable noun (meatballs) and underline the uncountable nouns (pasta, soup).
9. Proceed to the fourth sentence: «For breakfast, I drink a glass of milk with some sugar, and mum makes me cheese and jam sandwiches.»
10. Have them circle the countable nouns (glass, sandwiches) and underline the uncountable nouns (milk, sugar, cheese, jam).





11. Finally, go to the fifth sentence: «Add some oil and some tomato sauce to the spaghetti. Don't add too much salt.»
12. Ask them to underline the uncountable nouns (oil, tomato sauce, spaghetti, salt) as these cannot be counted.
13. Review their work together to ensure they understand the difference between countable and uncountable nouns.

## **Answer**

### **1. Sentence 1**

**Circle:** tomatoes, cucumbers, peppers, carrots, onions

**Underline:** parsley, lime, salt, vinegar

### **2. Sentence 2**

**Circle:** cups

**Underline:** rice, water, butter, salt

### **3. Sentence 3**

**Circle:** meatballs

**Underline:** pasta, soup

### **4. Sentence 4**

**Circle:** glass, sandwiches

**Underline:** milk, sugar, cheese, jam

### **5. Sentence 5**

**Underline:** oil, tomato sauce, spaghetti, salt

## 5 Look, Search, and Write

1. Show the pupils the picture of Hawawshi and explain that it is a popular Egyptian meat sandwich.
2. Discuss the importance of following a recipe to make food, just like following instructions for a school project.
3. Ask the pupils to look at the picture and guess what ingredients might be needed to make Hawawshi.
4. Write down the guessed ingredients on the board and compare them with the actual ingredients: ground beef, onions, tomatoes, green peppers, spices (like cumin, coriander, and chili powder), salt, pepper, and pita bread.
5. Explain each ingredient briefly and why it is used in the recipe.
6. Break down the cooking process into simple steps: preparing the filling, stuffing the pita bread, and baking or grilling.
7. Have the pupils write down the ingredients and steps in their notebooks, using simple sentences.
8. Encourage them to draw a picture of the finished Hawawshi next to their written recipe.
9. Discuss the importance of cleanliness and safety in the kitchen, like washing hands and using kitchen tools properly.
10. If possible, organize a simple cooking demonstration or activity where pupils can participate in making a similar, simple dish to understand the process better.

### Answer.

**Ingredients:** Ground beef, onions, tomatoes, green peppers, spices (cumin, coriander, chili powder), salt, pepper, pita bread.

**Instructions:** Mix beef, veggies, and spices. Stuff into pita bread. Bake or grill until cooked. Serve hot. Enjoy!



## **PRACTICE BOOK LESSON 2**

### **1 Listen, Read, and Complete**

**2- contestants**

**3-chef**

**4-delicious**

**5-sandwiches**

### **2 Read and Sort**

**Garlic - onion - carrot - tomato - vegetables - orange**

**Oil - butter - sauce - meat - rice - lentils - milk - juice**

### **3 Read and Order**

**The answers are left to the students**

### **4 Find the Ingredients of Koshari in the Word Search**

**1-hotsauce      2-lentils**

**3- chickpeas      4-vinger**

**5-spices      6-rice**

**7-oil      8-sauce**

**9-peas      10-garlic**

**11-hot**

## LESSON 3 SPECIAL DISHES FOR CELEBRATIONS

SB P. 149-155 WB P. 68-72

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

- read a dialogue for details.
- express opinions about different types of food.
- recognize when to add “s, es or ies” to the verb in the present simple tense.
- add “s, es or ies” to the verb in the present simple tense correctly.
- read a message from a dad to his children for specific information.
- listen to a dialogue for specific information.
- Write a message to invite a friend to a birthday party.

### Vocabulary

special, dishes, celebrations, fast food, French fries, unhealthy, snack, fresh, mood, veggie pizza, watermelon, full, anniversary, surprise, ring, get ready

### Language

#### 1. Present Simple Tense

Used to express general truths, habits, and opinions.

Examples from the dialogue:

«I love chicken pizza a lot.» (Habit)

«Mum said that fast food is unhealthy.» (General truth)

#### 2. Subject-Verb Agreement (Adding -s, -es, -ies)

The lesson helps students recognize when to add -s, -es, or -ies to verbs in the present simple.





Examples:

«I think fast food is unhealthy.»

«What about eating a snack such as some fresh fruits?»

#### **4. Modals: Suggestions with ‘What about...?’**

Used to make polite suggestions.

Example:

«What about eating a snack such as some fresh fruits?»

#### **5. Conjunctions: ‘But’ and ‘Besides’**

Used to connect ideas and give reasons.

Examples:

«Okay. But, there is a problem.» (Contrasting ideas)

«Besides, Mum said that fast food is unhealthy.» (Adding more information)

### **Phonics**

#### **1. Final -s Sound in Present Simple Verbs**

Makes, loves, orders – helps students distinguish between /s/ and /z/ sounds.

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

Pizza (long /i:/ sound) vs. fries (long /ai/ sound).

#### **3. Blending Sounds in Food Words**

Fast, food, snack, fresh – reinforcing consonant blends like fr, sn, and st.

#### **4. Soft and Hard ‘C’ Sound**

Pizza (soft ‘c’ /ts/) vs. chicken (hard ‘c’ /k/).

#### **5. Silent Letters**

Fast food (silent t in fast).

#### **6. Word Stress in Food-Related Words**

Restaurant (stress on the first syllable)

Delicious (stress on the second syllable).

## Values

- Showing respect for healthy food

## Materials

- Whiteboard or projector
- Markers
- Flashcards – Pictures of different foods (fast food, healthy food, homemade meals, and celebration dishes).
- Real Objects – Snacks like biscuits, fruits, or food packaging to make the lesson more interactive.
- Audio Recording – A recorded version of the dialogue for listening practice.
- Charts or Posters – A comparison chart of healthy vs. unhealthy food.
- Dialogue Strips – Sentences from the conversation cut into strips for students to arrange in order.
- Mini Whiteboards – For students to write their opinions about fast food.
- Video Clip – A short video about healthy eating or food choices.

## Warm up

1. Greet the students and ask them simple questions about their favorite foods and what they eat during special occasions.
2. Show pictures of different types of food, including fast food and homemade meals, and ask students to name them and say which ones they like.
3. Describe different foods without naming them and let students guess what they are.
4. Write the lesson title on the board and ask students what special dishes they eat on birthdays or holidays.
5. Ask students if they think fast food is good or bad and why.
6. Connect their answers to the lesson by introducing the characters and their conversation.
7. Transition into the reading activity by telling students they will learn about a discussion between two brothers about food choices

## 1 Listen, Read, and Answer

1. Start by reading the dialogue between Kareem and his brother aloud to the class. Encourage the students to listen carefully to understand why they are considering ordering fast food.
2. After reading, ask the students why Kareem and his brother are thinking of ordering fast food. Refer to the first question in the second file to guide the discussion.
3. Discuss the type of fast food Kareem's brother suggests. Use the second question from the second file to help students identify the correct answer.
4. Ask the students what Kareem suggests ordering from the pizza restaurant. Use the third question from the second file to guide their response.
5. Explain why Kareem and his brother decide not to order fast food. Refer to the fourth question in the second file to help students understand the reason.
6. Finally, discuss what Kareem and his brother decide to eat at the end. Use the fifth question from the second file to guide the students' answers.
7. Encourage students to think critically about whether fast food is healthy or unhealthy, as mentioned in the «Critical Thinking» section of the first file.
8. Highlight the importance of sharing with siblings, as suggested in the «Top Tip» section of the first file, and relate it to the story where Kareem and his brother share biscuits.
9. Conclude by summarizing the key points of the lesson and reinforcing the values of healthy eating and sharing.

### Answer.

1. b. They are hungry, and their mum isn't home yet.
2. c. Pizza and French fries.
3. a. Chicken pizza.
4. c. Their mum told them it's unhealthy.

**Lesson 3**

**1 Listen, Read, and Answer**

**Kareem:** I'm so hungry and Mom isn't home yet.  
**Khaled:** Me, too. Let's order some fast food.  
**Kareem:** What fast food shall we order?  
**Khaled:** I'm in the mood for pizza and some French fries.  
**Kareem:** I love chicken pizza a lot. Shall I call the pizza restaurant.  
**Khaled:** Okay. But, Mom said that fast food is unhealthy and makes us gain weight.  
**Kareem:** Oh, yes! That's why Mom usually makes delicious pizzas for us at home.  
**Khaled:** What about some fresh fruits?  
**Kareem:** Good idea. I have a packet of biscuits, too. We can share it together.  
**Khaled:** Thanks a lot.

**Critical Thinking** Do you think fast food is healthy or unhealthy? Why?

**Top Tip** Sharing things with your brothers and sisters is a good thing to do.

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## 2 Talk in Pairs

1. Start by showing the pupils the image of the pizza and ask them what they see. This will help them connect with the topic.
2. Read the dialogue aloud: «I'm in the mood for pizza. I like veggie pizza. Me, too. But, I love chicken pizza.» Explain any new words like «veggie» and «mood».
3. Explain the phrase «in the mood for» using the «Top Tip» provided. Give examples like «I'm In the mood for ice cream» to help them understand.
4. Divide the class into pairs and have them practice the dialogue. Encourage them to substitute «pizza» with other foods they like.
5. After practicing, ask some pairs to perform their dialogues in front of the class. This will build their confidence and speaking skills.
6. If time allows, introduce a simple song related to food or preferences to make the lesson more engaging and fun.

**Lesson 3**

**2 Talk in Pairs**

I'm in the mood for pizza.

I like veggie pizza.

Me too. But I love chicken pizza.

**Top Tip** "In the mood for" means having a desire for something.

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## 3 Song Time.

1. Start by reading the song aloud to the class, emphasizing the rhythm and repetition.
2. Have the students repeat each line after you to practice pronunciation and intonation.
3. Teach the vocabulary (hungry, banana, apple, grapes, watermelon) using visuals or real objects.
4. Encourage students to act out the actions (e.g., pretending to eat) while singing to make it interactive.
5. Divide the class into groups and assign each group a fruit to sing about.

**Lesson 3**

**3 Song Time**

|                 |                          |                                                                                       |
|-----------------|--------------------------|---------------------------------------------------------------------------------------|
| Are you hungry? | Yes, I am.               |  |
| Yes, I am.      | Mmmmmmm, a banana!       |                                                                                       |
| Are you hungry? | Yum, yum, yum, yum, yum. |                                                                                       |
| Are you hungry? | Yes, I am.               |  |
| Yes, I am.      | Mmmmmmm, an apple!       |                                                                                       |
| Are you hungry? | Yum, yum, yum, yum, yum. |                                                                                       |
| Are you hungry? | Yes, I am.               |  |
| Yes, I am.      | Mmmmmmm, grapes!         |                                                                                       |
| Are you hungry? | Yum, yum, yum, yum, yum. |                                                                                       |
| Are you hungry? | Yes, I am.               |  |
| Yes, I am.      | Mmmmmmm, watermelon!     |                                                                                       |
| Are you hungry? | Yum, yum, yum, yum, yum. |                                                                                       |

Now I'm full

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1. Practice the song multiple times, gradually increasing speed for fun.
2. Discuss the meaning of «Now I'm full» and relate it to the concept of being satisfied after eating.
3. Allow students to create their own verses with different foods and share them with the class.
4. End with a group performance of the song, incorporating all the fruits and new.

#### 4 Read and Add (s, es, or ies) to the Verbs between Brackets

1. Start by explaining that verbs can change their form depending on the subject and the tense. For example, «like» can become «likes» when the subject is «he,» «she,» or «it».
2. Show the first sentence: «My sister likes (like) fish a lot.» Explain that «like» needs to be changed to «likes» because the subject is «My sister,» which is like «she».
3. Move to the second sentence: «Mum always ..... (wash) the dishes after lunch.» Ask the pupils to think about what «Mum» is like (she) and decide if «wash» should change to «washes».
4. Continue with the third sentence: «Omar ..... (do) his homework in the afternoon.» Explain that «Omar» is like «he,» so «do» should change to «does».
5. Discuss the fourth sentence: «My brother never ..... (study) on Friday.» Point out that «My brother» is like «he,» so «study» should change to «studies».
6. Finally, look at the fifth sentence: «Grandma ..... (cook) delicious food for us.» Explain that «Grandma» is like «she,» so «cook» should change to «cooks».
7. Encourage the pupils to practice by writing the correct form of the verb in each sentence and then checking their answers together.

#### Answer.

1. likes
2. washes
3. does

### Lesson 3

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#### Read and Add "s", "es", or "ies" to the Verbs between Parentheses

- 1 My sister likes (like) fish a lot.
- 2 Mom always \_\_\_\_\_ (wash) the dishes after lunch.
- 3 Omar \_\_\_\_\_ (do) his homework in the afternoon.
- 4 My brother never \_\_\_\_\_ (study) on Friday.

## 5 Read the Message, then Tick (✓) or (X)

1. Start by showing the pupils the message and reading it aloud together. Explain that it is a note from a father to his children.
2. Discuss the date mentioned in the message (3<sup>rd</sup> April, 2024) and explain that it is important to pay attention to dates in texts.
3. Ask the pupils to identify who wrote the message and who it is for. This helps them understand the sender and receiver in written communication.
4. Go through each statement in the «Lesson 3» section one by one. For each statement, ask the pupils to refer back to the message to decide if it is true (✓) or false.(X)
5. For the first statement, «Today is the third of April,» confirm with the pupils that the date in the message matches this statement.
6. For the second statement, «The father wrote the message in the morning,» discuss the time mentioned in the message (9:00 AM) to verify this.
7. For the third statement, «Mom comes home before the children,» point out the part of the message where the father mentions that the children come home from school before their mom arrives.
8. For the fourth statement, «The family are going to celebrate their mother's birthday,» clarify that the message is about the parents' wedding anniversary, not the mother's birthday.
9. For the fifth statement, «The father bought a present for the mother,» highlight the part of the message where the father mentions buying a ring for the mother.
10. Finally, encourage the pupils to discuss why it is important to read carefully and check details when answering questions about a text.



## Answer

- ✓
- ✓
- X
- X
- ✓

### 6 Look and Write

1. Start by showing the pupils the image of the worksheet and explain that they will be writing a message to invite a friend to a birthday party.
2. Ask the pupils to think about what they would like to eat and drink at their own birthday party. Encourage them to share their ideas with the class.
3. Explain that they need to write a message to a friend, just like the example on the worksheet. Point out the parts of the message: the date (3<sup>rd</sup>), the greeting (Dear), the message itself, and the signature (AM).
4. Guide the pupils to write the date at the top of their message. You can use the example «3<sup>rd</sup>» from the worksheet as a reference.
5. Have the pupils write «Dear» followed by their friend's name. Explain that this is how they start a friendly letter.
6. Instruct the pupils to write a short message inviting their friend to the birthday party. They should mention what food and drinks will be available, using the ideas they shared earlier.
7. Finally, tell the pupils to sign their message with their initials, just like «AM» in the example.
8. Review the completed messages with the pupils, checking for correct spelling, grammar, and punctuation. Encourage them to read their messages aloud to practice their speaking skills.
9. If possible, allow the pupils to exchange their messages with a classmate to simulate sending an invitation to a friend.

1 Today is the third of April. ( ✓ )  
2 The father wrote the message in the morning. ( )  
3 Mom comes home before the children. ( )  
4 The family are going to celebrate their mother's birthday. ( )  
5 The father bought a present for the mother. ( )

**6 Look and Write**

Write a message to your friend and invite him/her to your birthday party at your house telling him/her about what you will eat and drink at the party.

**MESSAGE**

3<sup>rd</sup> \_\_\_\_\_ AM  
Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### Suggested Answer

## PRACTICE BOOK LESSON 3

### 1 Read and Complete

breakfast – milk – sandwiches – fruits – bottle

### 2 Listen and Complete

The answers are left to the students.

### 3 Read and Tick (✓) or (✗)

1- True

2- False

3- False

4- True

5- False

### 4 Read and Choose

- likes
- works
- watch
- studies
- does



## LESSON 4 MOMS ARE THE BEST CHEFS

SB P. 156-161 WB P. 73-75

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

read a text about the school food festival for details.

- ask and answer questions about what food mum is good at cooking.
- listen to a text for specific information.
- differentiate between /e/, /i/ and /i:/ sounds.
- sort words according to the vowel sounds /e/, /I/ and /i:/
- read a story for specific information.
- identify the moral of a story.
- classify food into sweet or sour.

### Vocabulary

sweet, sour, bread, dish, school food festival, chef, delicious, pickles, share, compare, caring, meatball, spaghetti, cooking competition

### Language

#### Superlative Adjectives («the best»)

The phrase «Mom is the best chef.» is repeated in different forms.

**Explanation:** Superlatives are used to compare one person or thing with all others in a group.

- Examples from the lesson:
- Mom makes the best pizzas.
- She makes the best cakes and sweet food.
- She makes the best crepes with salads and pickles.

#### Teaching Strategy:



- Give more examples: The Nile is the longest river. This is the biggest cake.
- Ask students to describe the best thing they have tried (food, game, place).

### **Present Simple Tense (for general facts and habits)**

- The students describe what their moms do regularly using Present Simple verbs.
- Examples from the lesson:
- She makes delicious crepes.
- Mom is good at cooking meat dishes.

### **Teaching Strategy:**

- Emphasize the verb forms: I eat / She eats (3rd person -s).
- Have students complete sentences: My mom \_ (cook) the best \_.

### **Possessive Pronouns («My, Your, Her»)**

Examples:

- My mom is the best chef.
- Your moms are good chefs.

### **Teaching Strategy:**

- Make a chart with possessive pronouns and examples.

### **Phonics**

- Differentiating between /e/, /i/ and /i:/ sounds.
- Sorting words according to the vowel sounds /e/, /I/ and /i:/

### **Vowel Sounds: /e/, /I/, and /i:/**

Examples from the lesson:

- /e/ → best, chef, festival
- /I/ → pizza, pickles, dishes
- /i:/ → cheese, sweet, crepes

### **Teaching Strategy:**

- Say pairs of words and ask students to identify the vowel sound.
- Sorting activity: Have students classify words into /e/, /I/, and /i:/ categories.

## **2. Blending and Segmenting Words**

- Focus on breaking down words into syllables, e.g., fes-ti-val, che-fs, pi-zza.

## Values

- Appreciating the role of moms in life

## Materials

- Food Flashcards: Pictures of different foods (pizza, cake, crepes, salads, pickles, meat dishes).
- Real Objects: Bring simple food items (like a lemon, candy, or a small cake) to discuss sweet and sour tastes.
- A Chart of Sweet vs. Sour Foods: A poster where students can help classify foods.
- A Mini Whiteboard or Magnetic Board: To sort words based on the vowel sounds /e/, /i/, and /i:/.
- Short Animated Videos: A simple story about a school food festival.
- Phonics Sorting Worksheet: A list of words for students to classify based on vowel sounds.
- Chef Hats & Aprons: Let students role-play as chefs describing their best dish.

## Warm up

1. Greet the students and introduce the topic by asking, “Who loves food?” Encourage responses and excitement.
2. Bring a small box with different food items or pictures. Describe one item without naming it and ask students to guess what it is. Repeat with a few more items.
3. Give students two minutes to draw their favorite food. After they finish, ask a few students to describe their drawings.
4. Ask students to think about what their mom is best at cooking. Let them share their answers one by one.
5. Write different food names on the board. Ask students to help sort them into two groups based on taste.
6. Reinforce key words from the lesson by repeating them together as a class.
7. Conclude by telling students they will learn more about food and sharing in today’s lesson

## 1 Listen, Read, and Answer

1. Start by greeting the class and introducing the topic: «Today, we will talk about different types of food and a special school festival».

2. Read the dialogue aloud with expression, assigning roles to different students:

One student reads the teacher's part.

Other students take turns reading the characters like Hind, Amal, Akram, Kareem, and Omar.

3. After reading the dialogue, ask the class simple questions to check understanding:

»What is happening tomorrow at school?»  
(Answer: School food festival)

»What food does Hind's mom make best?»  
(Answer: Pizzas)

»What does Amal's mom cook best?» (Answer: Cakes and sweet food)

»What does Akram's mom specialize in?»  
(Answer: Crepes with salads and pickles)

»What food does Omar's mom make best?» (Answer: Meat dishes)

4. Explain that the focus of the festival is about sharing food, not comparing whose mom is better. Ask: «Why do you think sharing is important?»

5. Guide the students through the multiple-choice questions on the next page by:

Reading each question aloud.

Asking them to recall the dialogue to find the correct answer.

Encouraging them to explain their answers to reinforce understanding.

6. Wrap up the lesson with a fun activity: Ask students to describe their favorite food at home and why they love it. Encourage sharing without comparing.

7. Conclude by reminding the class that tomorrow's school festival is about sharing and enjoying different foods together.

### Lesson 4

#### 1 Listen, Read, and Answer

**Teacher:** Good morning, children. Are you ready for the school food festival. You will enjoy trying each other's food.

**Hind:** Mom is the best chef. She makes the best pizzas in the world.

**Amal:** My mom is the best chef. She makes the best cakes and sweet food.

**Akram:** My mother is the best chef. She makes delicious crepes with salads and pickles.

**Teacher:** Calm down, children. All your moms are good chefs. Tomorrow is a day of sharing, not comparing moms' foods.

**Kareem:** Yes, teacher. You're right. You told us before that sharing is caring.

**Teacher:** That's true. What about you, Omar? What food is your mom good at cooking?

**Omar:** Mom is good at cooking different types of meat dishes.

**Teacher:** Good. See you all tomorrow with your favorite foods.



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## Answer.

1. b      2. c
3. a      4. d
5. c

## 2 Ask and Answer.

1. Start by showing the pupils the image of the lesson and ask them to look at the text carefully.
  2. Read the question «What food is your mom good at cooking?» aloud and explain that it is asking about someone's cooking skills.
  3. Read the answer «My mom is good at cooking meatballs and spaghetti. She makes the best pizzas, too.» And explain how it responds to the question.
  4. Ask the pupils to think about what their own moms or family members are good at cooking.
  5. Have each pupil write down or say out loud a similar sentence about their family member's cooking, using the example as a guide.
  6. Encourage them to share their sentences with the class or a partner.
  7. Discuss how different families might have different favorite foods or cooking styles.
  8. If time allows, ask the pupils to draw a picture of the food they mentioned and write their sentence underneath it.
- Point to a card on a student's desk and ask a question.
  - Elicit a student to answer.

## Answer

- What food is your mom good at cooking?
- My mom is good at cooking fried rice and chicken curry. She also makes delicious pancakes for breakfast.



### 3 Listen, Read and Sort the Underlined Words

1. Start by showing the pupils the list of sentences and ask them to read each sentence aloud. This will help them become familiar with the words and their pronunciation.
2. Explain that they need to focus on the underlined words in each sentence. These words are the ones they will be sorting.
3. Introduce the table with the three columns labeled /e/, /I/, and /i:/. Explain that these represent different vowel sounds.
4. Demonstrate how to sort the first underlined word, «breakfast,» into the /e/ column. Explain that the sound in «breakfast» matches the /e/ sound.

**Lesson 4**

**3 Listen, Read, and Sort the Underlined Words**

- 1 I drink tea with milk for breakfast.
- 2 I like pizza a lot. I don't like beans.
- 3 Mom makes delicious sweets and sandwiches for my birthday.
- 4 We have eggs, bread and cheese for dinner.
- 5 Green salad is a main dish in our family.

| /e/       | /I/  | /i:/ |
|-----------|------|------|
| breakfast | with | tea  |
|           |      |      |
|           |      |      |
|           |      |      |
|           |      |      |

5. Guide the pupils to sort the next underlined word, «with,» into the /I/ column. Discuss how the sound in «with» matches the /I/ sound.
6. Continue with the word «tea,» showing how it fits into the /i:/ column because of the long «ee» sound.
7. Encourage the pupils to work in pairs or small groups to sort the remaining underlined words from the sentences into the correct columns based on their vowel sounds.
8. Once they have sorted all the words, review their work together. Discuss any words that were challenging and reinforce the correct vowel sounds.
9. Finally, have the pupils practice reading the sorted words aloud, focusing on pronouncing the vowel sounds correctly. This will reinforce their understanding and help with their pronunciation skills.

#### Answer.

/» -e/»: breakfast, bread, eggs, salad

/» -I/»: with, milk, pizza, beans, dinner

/» -i:/»: tea, sweets, cheese

## 4 Ask and Answer

1. Start by showing the pupils the image and explain that they will be matching different parts of food together.
2. Point out the two baskets labeled «Sweet» and «Sour» and explain that they will need to decide which basket each food belongs to.
3. Go through each food item one by one, asking the pupils to identify if it tastes sweet or sour.
4. Encourage the pupils to discuss their choices with a partner to reinforce their understanding.
5. Once they have matched the food parts, guide them to place each completed food item into the correct basket.
6. Review the choices together as a class, discussing why each food belongs in the sweet or sour basket.
7. Provide positive feedback and correct any mistakes gently, ensuring all pupils understand the task.

### Answer

Match food items to form complete names, then sort them into «Sweet» or «Sour» baskets. Simple and fun!



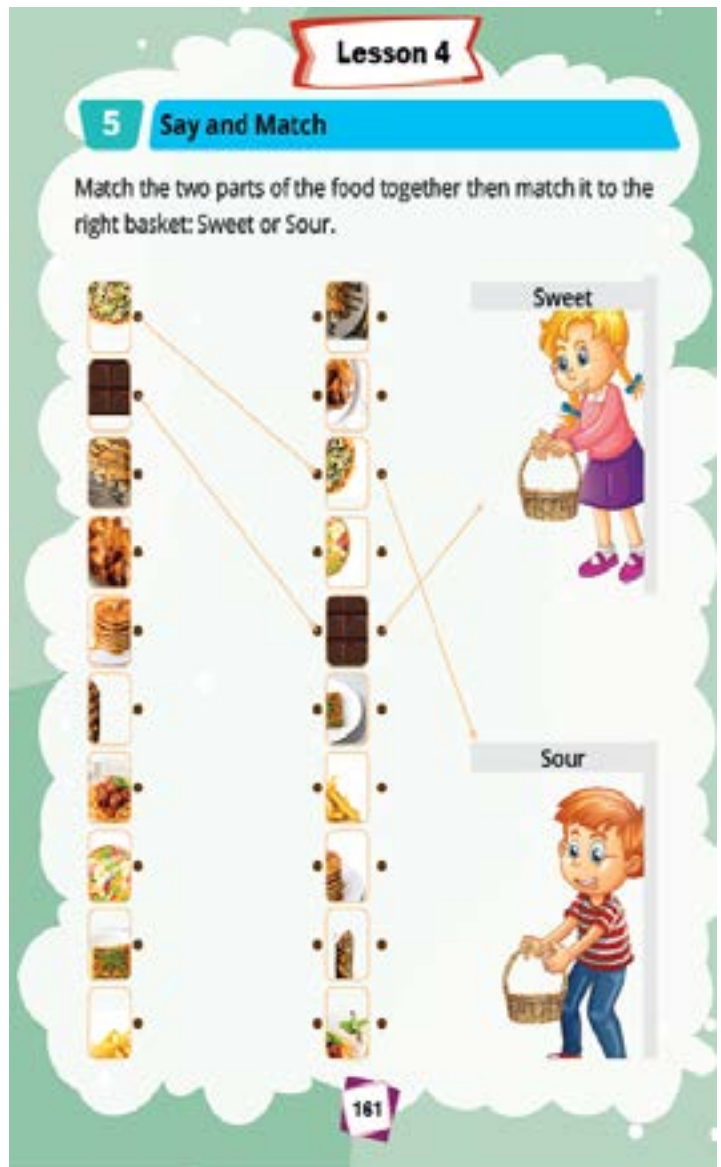
## 5 Say and Match

1. Start by showing the pupils the image of the worksheet titled «ASK AND ANSWER» to introduce the task.
2. Explain that they will practice asking and answering questions about favorite dishes.
3. Read the example dialogue aloud:  
«A: What's your favourite dish? B: My favourite dish is«.....
4. Discuss what a favorite dish means and give examples of different dishes.
5. Have the pupils pair up and take turns asking each other, «What's your favourite dish«?
6. Encourage them to answer using the format, «My favourite dish is.....» and to fill in the blank with their own favorite dish.
7. Walk around the classroom to assist and ensure they are using the correct format.
8. After practice, ask a few pairs to share their dialogues with the class.
9. Provide positive feedback and correct any mistakes gently.
10. Conclude by reinforcing the importance of listening and responding clearly in conversations.

## Answer

A: What's your favourite dish?

B: My favourite dish is pizza.





## **PRACTICE BOOK LESSON 4**

### **1 Read and Complete**

present – cooking – delicious – pizzas – dishes

### **2 Listen and Write**

The answers are left to the students.

### **3 Read the Story, then Answer the Questions**

1. They eat grains
2. Because Koko didn't want to eat grains
3. No, they can't
4. At night
5. Cats
6. Moms

### **4 Read and Match**

- 1• the best sandwiches
- 2• at the School Food Festival
- 3• making pizzas
- 4• favourite food
- 5• the School Food Festival

### **4 Complete the Crossword**

The answers are left to the students

## Unit 6

# Clothes and Fashion



## LESSON 1 AT THE CLOTHING SHOP

SB P. 162-170 WB P. 77-79

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

- identify the purpose of a reading text.
- write a story to describe friends.
- design a poster about a friend's good qualities.
  - reflect on the qualities and experiences that make best friend special.
- use question marks, exclamation marks, and commas.
- learn new vocabulary for different types of fabric.

### Vocabulary

wool, sweater, warm, wool, textile, factory, weaves, fibers, soft, clothes, silk, scarf, smooth, fabric, dress, skin, linen, cotton, cook, foot, took, hook

### Language

#### 1. Adjective-Noun Order

- The lesson introduces adjectives describing fabric qualities before nouns (e.g., soft fabric, warm wool, smooth silk).

#### 2. Simple Present Tense

- The sweater is made of warm wool.
- The scarf is made of smooth silk.

#### 3. Definite and Indefinite Articles (a/an/the)

- Examples in the lesson include:
- A shirt is made of linen. (General reference)



- The dress is made of soft fabric. (Specific reference)
- Reinforces correct article usage with singular nouns.

#### **4. Prepositions of Material/Composition**

- Made of is introduced to describe what something consists of.
- The T-shirt is made of soft cotton.
- Helps students understand how to describe clothing using materials.

#### **5. Present Simple for General Facts**

- The factory weaves fibers into textiles.
- The dress feels good on the skin.

### **Phonics**

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

- Wool (short /ʊ/ sound) vs. smooth (long /u:/ sound)
- Cotton (short /ɒ/ sound) vs. silk (short /ɪ/ sound)

#### **2. Consonant Blends and Digraphs**

- Textile (xt blend)
- Fabric (br blend)
- Shirt (sh digraph)

#### **3. Soft and Hard «C» Sounds**

- Cotton (hard /k/ sound)
- Fabric (soft /s/ sound)

#### **4. Silent Letters**

- Linen (silent 'e' changes vowel sound)

Wool (double 'o' makes long /ʊ/ sound)

### **Values**

- Showing respect for helping each other
- Appreciating the value of sports
- Value the Egyptian traditions and its clothes



## Materials

- Fabric Samples – Small pieces of wool, silk, cotton, linen, and other textiles for students to touch and describe.
- Flashcards – Pictures of different fabrics and clothing items with labels to help students learn vocabulary.
- Posters/Charts – Visual aids showing different fabrics and their uses in clothing.
- Audio Clips – Recordings of clothing-related vocabulary and fabric descriptions for listening practice.
- Interactive Games – Online or board games focused on clothing and fabric vocabulary.

## Warm up

1. Prepare small fabric samples (wool, silk, cotton, linen, etc.) and place them in a bag.
2. Allow students to take turns feeling a fabric sample without looking.
3. Ask them to describe how it feels and guess the type of fabric.
4. Discuss what clothing items are made from each fabric.
5. Write different clothing items on slips of paper.
6. Have students pick a slip and act out the clothing item without speaking.
7. Let the rest of the class guess what the item is.
8. After each round, discuss what fabric the clothing is usually made from.
9. Cut pictures of different clothing items into pieces.
10. Divide students into pairs and give them a set of puzzle pieces.
11. Have them put the pictures together and name the clothing item.
12. Ask students what type of fabric they think the clothing is made of.
13. Ask warm-up questions about clothing, such as favorite items or seasonal outfits.
14. Encourage students to share their answers with the class.
15. Introduce the lesson by connecting their answers to the topic

## 1 Listen, Point and Read

1. Start by showing the pupils the image or file named «1000227397.jpg» grab their attention.
2. Explain that they will learn about different materials used to make clothes.
3. Read each word (wool, silk, textile, fabric, linen, cotton) aloud and have the pupils repeat after you.
4. Point to each word while reading the example sentence next to it (e.g., «The sweater is made of warm wool»).
5. Ask the pupils to listen carefully you read the sentences again, emphasizing the material in each sentence.
6. Have the pupils point to the words the image or file as you say them aloud.
7. Encourage the pupils read the sentences on their own or in pairs, focusing on pronunciation.
8. Discuss the feel and use of each material (e.g., wool is warm, silk is smooth) to help them understand the differences.
9. Ask simple questions like, «What is the scarf made of?» to check their understanding.
10. End by having the pupils draw or name an item of clothing and say what material it is made of.



## 2 Read and Answer

1. Start by reading the story about Mona and her family going to the big sale together. Make sure the pupils understand the main events and details.
2. After reading, ask the pupils to look at the multiple-choice questions related to the story. Explain that they need to choose the correct answer based on what they read.
3. For question 1, ask the pupils to identify what Mona bought at the sale. Refer back to the story where it mentions Mona buying a cotton T-shirt.

4. For question 2, discuss why Mona likes cotton clothes. Highlight the part of the story where Mona says cotton clothes are comfortable.
5. For question 3, have the pupils find out what Mona's sister bought. Point out the sentence where it says her sister got a linen blouse.
6. For question 4, ask the pupils to identify who the wool trousers were for. Refer to the part of the story where Mona's mom bought wool trousers for her brother.
7. For question 5, discuss why Mona wants to go back to the store. Emphasize the part where Mona mentions that the mall has a lot of good things.
8. After going through each question, allow the pupils to answer them individually or in pairs.
9. Provide feedback and discuss the correct answers to ensure understanding.
10. Encourage the pupils to re-read the story if they are unsure about any answers, reinforcing the importance of referring back to the text for information.
11. Finally, review all the answers together as a class to reinforce learning and address any remaining questions or confusion.

### Answer.

1. b. cotton T-shirt
2. c. they are comfortable in summer
3. b. linen blouse
4. d. brother
5. d. because the mall had a lot of good things

**Lesson 1**

**2 Read and Answer**

My name is Mona. I went with my mother, brother, and sister to a big sale at the city center. I got some pretty clothes and colorful fabric for a very good price. I bought a cotton T-shirt. Cotton clothes are comfortable. My sister got a linen blouse. She likes linen clothes. My mom got wool trousers for my brother. I really enjoy sales like this one. I had a fun time looking at shops in the mall. The mall has a lot of good things. I will go back again.



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### 3 Listen and Circle True or False

1. Start by reading the dialogue aloud to the pupils, ensuring they understand the conversation between Mona, her mom, and the sales lady.
2. Explain the task: Pupils need to listen carefully and decide if each statement is true or false based on the dialogue.
3. Go through each statement one by one. For example, for statement 1, ask: «Did the sales lady tell Mona to find the dresses in aisle 5?» and guide them to find the correct answer in the text.
4. Encourage pupils to circle «True» or «False» for each statement after discussing it.
5. After completing all statements, review the answers together to ensure understanding.
6. Provide additional support by asking pupils to point out the parts of the text that helped them decide if a statement was true or false.
7. If time allows, have pupils practice similar dialogues in pairs to reinforce their listening and comprehension skills.

**Lesson 1**

**3 Listen and Circle True or False**

**Sales lady:** Can I help you?  
**Mona:** I'd like to buy a new dress.  
**Sales lady:** Dresses are in aisle 2.  
**Mona:** This dress is so nice. I want it for my birthday party, Mom.  
**Mom:** It looks amazing. Please try it on in the dressing room.  
**Mona:** Ok.  
**Mom:** Oh! That looks very nice, dear.  
**Mona:** How much is it?  
**Sales lady:** It's 320 pounds.  
**Mom:** Oh! That is very expensive.  
**Mona:** Oh Mom!  
**Mom:** Well, we will buy it.



1 The sales lady tells Mona to find the dresses in aisle 5. (True/False)  
2 Mona wants to buy the dress for a special occasion. (True/False)  
3 Mona's mother tells Mona to try on the dress in the dressing room. (True/False)

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### Answer

1. False (Aisle 2, not 5.)
2. True (For her birthday party.)
3. True (Mother suggests trying it on.)
4. False (320 pounds, not 330.)
5. True (Mother agrees to buy it.)

### 4 Ask and Answer

1. Start by showing the pupils the image of the dress and shorts to grab their attention.
2. Read the questions and answers about the prices aloud, emphasizing the use of «How much Is it?» and «How much are they?»
3. Explain that «How much Is it?» is used for singular items (like the dress) and «How much are they?» for plural items (like the shorts).



4. Have the pupils practice asking and answering the price questions in pairs, using the examples provided.

5. Introduce the «Top Tip» section and discuss the importance of using the correct question form when asking about prices.

6. Move on to the «Write the Past Tense» table. Explain that past tense is used to talk about actions that have already happened.

7. Go through each verb in the table and ask the pupils to think about its past tense form.

8. Fill in the past tense forms together as a class, using the example «go – went» as a guide.

9. Encourage the pupils to create sentences using the past tense verbs to reinforce their understanding.

10. Finally, have the pupils write their own sentences using the past tense verbs and share them with the class.

### Answer.

1. How much is the dress?

It's 150 L.E.

2. How much are the shorts?

They are 80 L.E

**Lesson 1**

4 The dress costs 330 pounds. (True/False)  
5 Mona's mother agrees to buy the dress. (True/False)

**Top Tip**  
• Try on : to try on something means to wear clothes to see how they look.

**4 Ask and Answer**

1 How much is the dress?  
It's 150 L.E.  
2 How much are the shorts?  
They are .....

**Top Tip**  
When we ask about the price, we use these questions:  
- How much is it? It is .....  
- How much are they? They are .....

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## 5 Write the Past Tense

1. Start by explaining to the pupils that they will be learning how to change verbs from their present form to their past form. Use the table in the content as a reference.
2. Show the first example in the table: «go» becomes «went.» Explain that this is how we change the verb to talk about something that already happened.

1. Ask the pupils to look at the second verb, «buy.» Encourage them to think about what the past tense of «buy» might be. Give them a moment to guess before revealing the correct answer, «bought».
2. Move to the third verb, «get.» Repeat the process, allowing the pupils to guess the past tense before telling them it is «got».
3. Continue with the fourth verb, «is.» Explain that «is» changes to «was» in the past tense.
4. Proceed to the fifth verb, «have.» Help the pupils understand that «have» becomes «had» in the past tense.
5. Finally, address the sixth verb, «spend.» Explain that «spend» changes to «spent» in the past tense.
6. After going through all the verbs, ask the pupils to write down the past tense forms in their notebooks using the table as a guide.
7. To reinforce learning, create simple sentences using the verbs in their past tense forms and have the pupils repeat them aloud.
8. End the lesson by encouraging the pupils to practice using these past tense verbs in their own sentences at home.

### Answer.

1. go → went
2. buy → bought
3. get → got
4. is → was
5. have → had
6. spend → spent

**Lesson 1**

**5 Write the Past Tense**

| Verb    | Past Tense |
|---------|------------|
| 1 go    | a) went    |
| 2 buy   | b) _____   |
| 3 get   | c) _____   |
| 4 is    | d) _____   |
| 5 have  | e) _____   |
| 6 spend | f) _____   |

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## 6 Read and Complete

1. Start by showing the pupils the image and reading the sentences aloud to them.
2. Explain that they need to choose the correct word from the table to complete each sentence.
3. Point to the first sentence: «He can catch a fish with a \_\_\_\_\_.» Ask the pupils which word from the table fits best (hook).
4. Move to the next sentence: «I \_\_\_\_\_ the medicine for my fever.» Help them identify the correct word (took).
5. Continue with the sentence: «He goes to school on \_\_\_\_\_.» Guide them to choose the right word (foot).
6. Finally, address the sentence: «She can \_\_\_\_\_ food.» Assist them in selecting the appropriate word (cook).
7. Encourage the pupils to write the correct words in the blanks and check their answers together.
8. Reinforce learning by asking them to create their own sentences using the words from the table.

### Answer.

1. He is reading a book. (Complete)
2. He can catch a fish with a hook.
3. I took the medicine for my fever.
4. He goes to school on foot.
5. She can cook food.

**Lesson 1**

**6 Read and Complete**

Use these words to complete the sentences:

|      |      |      |      |      |
|------|------|------|------|------|
| book | cook | foot | took | hook |
|------|------|------|------|------|



He is reading a book.



He can catch a fish with a hook.



I took the medicine for fever.



He goes to school on foot.



She can cook food.

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# PRACTICE BOOK LESSON 1

## 1 Read and Complete

birthday – try – clothes – long – repair – shorten

## 2 Look and Say

The answers are left to the students

## 3 Rewrite the following sentences using the past tense of the verb.

1. We don't buy new clothes every year.
2. He isn't at school now.
3. They don't have a new car.
4. He doesn't spend much money every week

## 4 Read and Choose

1. • made of
2. • made of
3. • made from
4. • made of
5. • made from



## LESSON 2 GIVE YOUR OLD CLOTHES A NEW LIFE

SB P. 171-175 WB P. 80-83

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

- listen to a dialogue about old clothes for specific information.
- ask for and make suggestions appropriately.
- read a text about old clothes for details.
- use the prefix «re» appropriately.
- find out vocabulary related to clothes using pictorial clues.
- classify words according to the parts of speech.

### Vocabulary

charity, count over, replay, rewrite, fill, re-cycle, rugs, repair, attractive, cushions, beautiful, reuse, handbag, poor, good, attractive, clean, dress, decide, clothes

### Language

#### Prefix «re-» and Making Suggestions

##### 1. Using the Prefix «re-»

- The lesson introduces the prefix «re-», meaning «again».
- Examples:
- Reuse (use again)
- Recycle (process again)
- Redesign (design again)
- Activity: Give students base words (use, cycle, design) and ask them to add «re-» and guess the meaning.

##### . Making Suggestions (Using «Let's» and «We can...»)

- The dialogue in the book includes ways to make suggestions:
- «We can give them to a charity.»
- «Let's help the children in need.»
- Activity: Give students different situations (e.g., old books, extra food) and let them suggest what to do using «Let's...» or «We can...».



## Phonics

- Phonics Focus: Long «o» Sound (/oo/)
- Words in the lesson: clothes, throw, donate, old
- Activity: Say a list of words, some with the long «o» sound and some without. Students clap when they hear the long «o».

## Values

- Showing respect for helping each other
- Appreciating the value of sports
- Value the Egyptian traditions and its clothes

## Materials

- Food Flashcards: Pictures of different foods (pizza, cake, crepes, salads, pickles, meat dishes).
- Pictures of clothing donation (e.g., people giving clothes to charity, donation boxes)
- Old clothes (optional) to show in class and discuss their possible new uses
- Flashcards with words: charity, donate, reuse, recycle, help
- Dialogue script (from the book) for role-playing
- A donation box or bag as a prop to demonstrate the concept

## Warm up

1. Greet students warmly and ask, «What do you do with clothes that don't fit you anymore?»
2. Show a picture of a family donating clothes to charity.
3. Ask students to describe what they see in the picture.
4. Write the word «charity» on the board and ask if they know what it means.
5. Discuss different ways to reuse clothes instead of throwing them away (e.g., giving to younger siblings, donating, making new things from them).
6. Ask, «Why do some people need help with clothing?» and encourage responses.
7. Show them the dialogue in the book and ask, «What do you think Mona will do with her old clothes?»
8. Tell students they will learn about how old clothes can have a new life.

## 1 Listen, Read, and Circle True or False

1. Start by reading the dialogue between Mona, her mom, and her grandma aloud to the class. Make sure to use different voices for each character to keep the students engaged.
2. After reading, explain the main idea of the conversation: Mona wants to throw away her old clothes, but her mom suggests donating them to a charity to help children in need.
3. Go through each of the five statements one by one. Read each statement aloud and ask the students to listen carefully.
4. For each statement, ask the students to decide if it is «True» or «False» based on the dialogue. Encourage them to circle their answers.
5. Discuss the correct answers as a class. For example, for the first statement, confirm that it is «True» because Mona initially plans to throw away her old clothes.
6. Reinforce the lesson by discussing the importance of helping others and how donating clothes can make a difference.
7. Finally, encourage students to think about other ways they can help people in need, linking back to the idea of charity and kindness from the dialogue.

### Answer.

1. True – Mona plans to throw away her old clothes.
2. False – Mom suggests donating, not throwing away.
3. True – Grandma says she is proud of Mona.
4. True – Mona likes the idea of helping others.
5. False – They plan to go tomorrow, not today.

**Lesson 2**

**1 Listen, Read, and Circle True or False**



**Mona:** Mom, I will throw my old clothes away.  
**Mom:** No, Mona. We can help others with these old clothes.  
**Mona:** How, Mom?  
**Mom:** We can give them to a charity to help the children who are in need.  
**Mona:** That is an amazing idea. It is good to help others in need.  
**Grandma:** Oh, Mona, I am very proud of you.  
**Mona:** When can we do that?  
**Mom:** Okay, we can do that tomorrow.  
**Grandma:** I will go with you.

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## 2 Ask and Answer

1. Start by showing the pupils the image of the document and explain that they will learn about reusing old items.
2. Read the first question and answer together: «What can we do with old clothes? You can give them to the charity».
3. Ask the pupils to think of other things they can do with old clothes and discuss their ideas.
4. Move to the next question: «What can we do with old shoes?» Encourage pupils to suggest answers, like donating or recycling.
5. Repeat the process for old handbags and old toys, prompting pupils to think creatively about reusing or donating these items.
6. After discussing all items, have pupils write their own answers in a similar format to the document.
7. Finally, organize a small group activity where pupils share their ideas and create a poster about reusing old items.



## Answer

1. What can we do with old clothes?  
You can give them to charity.
2. What can we do with old shoes?  
You can donate them, repurpose them for cleaning or in, or recycle them.
3. What can we do with old handbags?  
You can donate them, sell them, repurpose them for storage, or recycle them.
4. What can we do with old toys?  
You can donate them, give them to younger children, sell them, or recycle them.



### 3 Add «re- «r to Form aNew Word

1. Start by explaining to the pupils that the prefix «re-» means «again.» Use the example provided: «reheat means to heat again«.
2. Show them the list of words: do, cycle, play, read, write, born, fill, count. Write these words on the board or display them clearly.
3. Ask the pupils to add «re-» to each word to form new words. For example, «do» becomes «redo,» «cycle» becomes «re-cycle,» and so on.
4. Once they have formed the new words, guide them to match each new word to the correct meaning provided in the exercise. For example, «reread» matches with «to read again«.
5. Go through each word and meaning together as a class to ensure understanding. For example, «recount» means «to count over,» «replay» means «to play again,» etc.
6. Encourage the pupils to write the new words next to the correct meanings in their notebooks or on the worksheet.
7. Reinforce the concept by asking the pupils to create their own sentences using the new words. For example, «I will reread my favorite book«.
8. Finally, review the activity by having a few pupils share their sentences or by asking them to explain what «re-» means and give examples.

#### Lesson 2

? What can we do with old toys?



**3 Add "re-" to Form a New Word.**

Add the prefix "re-" to each word to form a new word. Then write each word next to the correct meaning.

|       |       |      |       |
|-------|-------|------|-------|
| do    | cycle | play | read  |
| write | born  | fill | count |

- 1 Reread to read again.
- 2 ..... to count over.
- 3 ..... to play again.
- 4 ..... to write again.
- 5 ..... to fill again.

Top Tip

The prefix "re-" means "again." Ex: reheat means to heat again. Reread means to read again.

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### Answers

1. Reread – to read again.
2. Recount – to count over.
3. Replay – to play again.
4. Rewrite – to write again.
5. Refill – to fill again.

## 4 Read and Sort

1. Start by explaining the difference between adjectives, verbs, and nouns using simple examples. For instance, «happy» is an adjective, «run» is a verb, and «dog» is a noun.
2. Show the pupils the table with codes like «recycle,» «attractive,» and «beautiful.» Ask them to identify which words are adjectives, verbs, or nouns.
3. Use the «Adjectives» section to practice. Write down words like «attractive,» «recycle,» and «clothes» on the board and have the pupils categorize them.
4. Encourage the pupils to fill in the blank table under «Adjectives» by sorting the words from the first table into the correct categories.

**Lesson 2**

**4 Read and Sort**

|         |            |           |
|---------|------------|-----------|
| clothes | attractive | beautiful |
| recycle | cushions   | reuse     |
| rugs    | handbags   | poor      |
| repair  | good       | dress     |
| old     | clean      | decide    |

| Adjectives | Verbs   | Nouns   |
|------------|---------|---------|
| attractive | recycle | clothes |
|            |         |         |
|            |         |         |
|            |         |         |
|            |         |         |
|            |         |         |

**Top Tip**

Adjectives: words that describe nouns  
 Verbs: words that show action  
 Nouns: words for people, places, and things

**5 Search and Write**

Write what you do with your old clothes (Using first – person singular).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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5. Discuss the «Top Tip» section to reinforce their understanding. Emphasize that adjectives describe, verbs show action, and nouns name people, places, or things.
6. Give the pupils a small exercise where they create their own sentences using words from the table, ensuring they use at least one adjective, one verb, and one noun in each sentence.
7. Review their work together, providing feedback and corrections as needed to help them understand the concepts better.

## Answer

### Adjectives:

attractive   beautiful   good   clean   poor

### Verbs:

recycle   reuse   repair   decide

### Nouns:

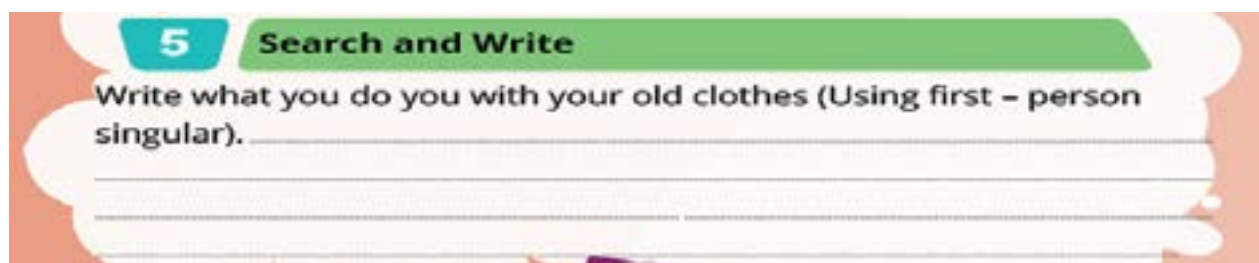
cushions   rugs   handbags   dress   clothes

## 5 Search and Write

1. Begin by explaining to the pupils that their task is to write about what they do with their old clothes.
2. Tell them they need to use the first-person singular form in their writing. This means they will write from their own perspective, starting with «I».
3. Provide a clear example, such as: «I like to donate my old clothes to charity».
4. Ask the pupils to take a moment to think about what they personally do with their old clothes and to share their ideas aloud.
5. Guide them to form their sentences by starting with «I» and ensuring the sentences make sense.
6. Allow the pupils to write their sentences on paper. Encourage them to be specific, for example: «I give my old clothes to my little brother» or «I use my old clothes for cleaning».
7. Walk around the classroom, offering help if they need support with grammar or expressing their ideas.
8. Once they finish, ask volunteers to read their sentences aloud, fostering confidence and class participation.
9. Reinforce the use of the first-person singular form by repeating a few examples from the pupils' work.

### Suggested answer

I like to donate my old clothes to charity. Sometimes, I give them to my younger sibling or reuse them for cleaning rags. If the clothes are still in good condition, I sell them online or swap them with friends. This way, I can help others and reduce waste



**5 Search and Write**

Write what you do you with your old clothes (Using first - person singular).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PRACTICE BOOK LESSON 2

### 1 Read and Answer

1-a    2-c    3-a    4-a    5-b

### 2 Add the Prefix (re) to Make a New Word

Reread -recycle-recount-refill-replay

### 3 Read and Match

2-d

3-c

4-a

### 4 Read and Choose

- ball → a noun
- baked → c verb
- cat → a noun
- milk → a noun
- walk → c verb



## LESSON 3 SPORTS CLOTHES

SB P. 176-183 WB P. 84-86

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

- listen to a dialogue about sports clothes for details.
- make and respond to suggestions appropriately.
- read a text about sports clothes for specific information.
- identify different sports clothes using pictorial clues.
- identify words with the vowel /ei/ within a context.

### Vocabulary

tray, say, May, play, stay, pay, away, tracksuits, shorts, T-shirts, polo shirts, laps, track, cleats, grass, sneakers, park, swimsuits, pool, wear, goggles, underwater.

### Language

#### 1. Descriptive Sentences with Adjectives

- The lesson uses adjectives to describe sports clothes:
- «He wore a warm tracksuit before running.»
- «She wore strong cleats to her football game.»
- Activity: Show students different sports clothes and ask them to describe them using adjectives.

#### 2. Using «can» for Abilities

- The text includes «can» to talk about abilities:
- «She can run fast in her sneakers.»
- «He can swim well with his goggles.»
- Activity: Give students different sports scenarios and let them form sentences using «can».



## Phonics

- The /ei/ Sound (as in «play»)
- Words in the lesson: play, game, trainers, make
- Activity: Provide a list of words with /ei/ and have students identify the sound.

## Values

- Showing respect for helping each other
- Appreciating the value of sports
- Value the Egyptian traditions and its clothes

## Materials

- Pictures of different sports (football, swimming, running, tennis, etc.)
- Real sports clothes items (jersey, sneakers, cleats, swimsuit, goggles) or printed images
- Flashcards with words: tracksuit, sneakers, cleats, swimsuit, goggles
- Short video or GIFs of athletes in action (if possible)
- Small whiteboard or poster to list different sports and their clothes

## Warm up

1. Start by asking, «Who likes playing sports?» and have students name their favorite sports.
2. Show images of different sports (e.g., football, swimming, running) and ask, «What do players wear?»
3. Act out playing a sport and ask students to guess which sport it is.
4. Write «sports clothes» on the board and ask them to name some examples.
5. Display a football jersey, running shoes, or a swimming cap and ask, «Which sport do we wear this for?»
6. Ask students to think about why different sports need special clothes.
7. Let students take turns miming different sports while their classmates guess and describe the clothing needed.
8. Introduce the lesson by saying, «Today, we will learn about sports clothes and why they are important!»

## 1 Look, Listen, and Say

1. Start by showing the pupils the image and reading the sentences aloud, emphasizing the key words like «tracksuit,» «cleats,» «sneakers,» «swimsuits,» and «goggles.»
2. Explain the purpose of each item mentioned in the sentences, such as how a tracksuit is worn for running, cleats for football, sneakers for playing in the park, swimsuits for swimming, and goggles for seeing underwater.
3. Have the pupils repeat the sentences after you to practice pronunciation and reinforce vocabulary.
4. Ask the pupils to identify and point to the items in the image as you mention them, helping them connect the words to the visuals.
5. Encourage the pupils to create their own sentences using the new vocabulary, describing what they wear for different activities.
6. Organize a simple matching activity where pupils match the items (tracksuit, cleats, sneakers, swimsuits, goggles) with the corresponding activities (running, football, playing in the park, swimming, seeing underwater).
7. Conclude with a quick review by asking random pupils to say what they would wear for a specific activity, reinforcing their understanding and usage of the new words.



## 2 Look, Read and Complete

1. Start by showing the pupils the Images and reading the content aloud to them. This will help them understand the different sports and the required clothing.
2. Explain the importance of wearing the right clothes for each sport. For example, mention how strong shoes are important for basketball because it is an active sport.
3. Ask the pupils to look at the first image and identify the clothing items mentioned for track meets, such as tracksuits, shorts, T-shirts, and polo shirts.
4. Move to the second image and discuss the clothing needed for swimming, like swimsuits and goggles. Emphasize why these items are necessary for swimming.

5. special shoes. Explain how loose shorts provide flexibility.

6. Talk about football uniforms, mentioning the T-shirt, shorts, and sneakers. Explain why bright uniforms are important for team visibility.

7. Provide the pupils with the incomplete sentences from the second image and ask them to fill in the blanks based on what they have learned.

1. Encourage the pupils to share their own experiences or knowledge about sports and the clothes they wear while playing.
2. 9. Finally, review the answers together to ensure they have understood the material correctly.

## Answer

1. When we have a track and field meet, we need tracksuits, shorts, T-shirts, and polo shirts.
2. When we swim, we need swimsuits and goggles.
3. When we play basketball, we need shorts and a T-shirt.
4. For football, we need a uniform T-shirt, shorts, and sneakers.

## 3 Ask and Answer

1. Start by showing the pupils the first image and read the dialogue aloud: «Shall we go to the club today? That's a good idea».
2. Explain that this is a way to make suggestions and respond positively. Emphasize the phrase «That's a good idea» as a positive response.
3. Show the second image and point out the phrases «Let's play \_\_\_\_\_» and «Let's go \_\_\_\_\_.» Explain that these are also ways to make suggestions.
4. Discuss the «Top Tip» section from the second image, highlighting the phrases «Shall we go to \_\_\_\_\_?» and possible responses like «Yes, of course,» «Certainly,» and «That's a good idea».
5. Practice making suggestions with the pupils. Use the phrases from both images and encourage them to respond using the positive responses discussed.
6. Role-play different scenarios where pupils take turns making suggestions and responding, such as suggesting to go to the club or play a game.





7. Reinforce the learning by having pupils write their own dialogues using the phrases they have learned.

8. Review the key phrases and responses at the end of the lesson to ensure understanding.

## Answer

1. Shall we go to the club today?

That's a good idea.

2. Let's play football.

3. Let's go to the park.

4. Yes, of course. / That's a good idea.

5. No, I can't. I am busy.

## 4 Listen and Repeat

1. Start by explaining what a long vowel sound is, focusing on the /ei/ sound as in «tray».

2. Write the word «tray» on the board and circle the «ay» part to show where the long vowel sound is.

3. Have the students repeat the word «tray» after you, emphasizing the /ei/ sound.

4. Repeat steps 2 and 3 with the words «May,» «pay,» «say,» «play,» «away,» «stay,» and «Okay».

5. Give each student a worksheet with the words listed and ask them to circle the part of each word that has the /ei/ sound.

6. Walk around the classroom to check their work and provide help if needed.

7. Once everyone has finished, go over each word together as a class, having students take turns saying the words and pointing out the circled parts.

8. End the lesson by singing a simple song that includes some of the words with the /ei/ sound, reinforcing the lesson in a fun way.



## 5 Song Time

1. Start by reading the poem aloud to the class, emphasizing the rhythm and rhyme to make it engaging.
2. Explain that the poem is about enjoying a holiday week and having fun.
3. Break the poem into sections and have the class repeat each line after you to practice pronunciation and rhythm.
4. Discuss the meaning of each line with the students, asking them what activities they enjoy during holidays.
5. Encourage students to create simple hand gestures or movements for each line to make the poem interactive.
6. Divide the class into small groups and have each group practice reciting the poem with the gestures.
7. Ask each group to perform the poem for the class, focusing on expression and rhythm.
8. Finally, have a class discussion about what makes holidays special and how they can enjoy every day, linking back to the poem's message.



## PRACTICE BOOK LESSON 3

### 1 Listen and Complete

- soccer • clothes
- T-shirt • shorts
- shoes • fun

### 2 Read and Tick (✓) or (✗)

1-False 2-False

3-True 4-False 5-true

### 3 look and write

The answers are left to the students

### 4 Read and Sort

Swimming •swimsuits •goggles

A track and field meet •tracksuits •shoes with spikes •socks

Skiing •ski boots •a heavy sweater•coat

### 5 Look and Complete

The answers are left to the students

## LESSON 4 EGYPTIAN CLOTHING

SB P. 184-190 WB P. 87-90

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

- read a text about Egyptian clothes for specific information.
- listen to a dialogue about fashion for details.
- form gerunds from verbs with different endings.
- figure out the name of different clothes using definitions.
- identify some vocabulary related to Egyptian clothes using pictorial clues.
- recognize the homophones of some words.

### Vocabulary

beaded necklace, colorful, sparkle, veil, wear, cover, hair, cap, keep, garment, item, clothing, costume, fancy, festival, dress, gold, jewelry, silver, recycle, paint, dance, cook, wash, cut, lie

### Language

#### Defining Clothes Using «A» and «An»

##### 1. Using «a» and «an» before nouns

- The lesson includes definitions of clothes using «a» and «an»:
- «A cap is a small hat.»
- «An abaya is a long dress.»
- Rule: «a» before consonant sounds (a cap, a dress), «an» before vowel sounds (an abaya, an outfit).
- Activity: Write clothing items on the board and have students decide whether to use «a» or «an».

##### 2. Homophones (Words That Sound the Same but Have Different Meanings)

The lesson introduces homophones, such as:

- «wear» (to have clothes on) vs. «where» (a question word)
- Activity: Write sentences with missing words and let students fill in the correct homophone.





## Phonics

- The /ɪə/ Sound (as in «ear»)
- Words in the lesson: wear, hear, clear
- Activity: Read a mix of words with /ɪə/ and other vowel sounds, and have students identify

## Values

- Showing respect for helping each other
- Appreciating the value of sports
- Value the Egyptian traditions and its clothes

## Materials

- Pictures of traditional Egyptian clothing (galabeya, veil, tunic, tarboosh, abaya)
- Real fabric samples or clothing items (if available)
- Flashcards with words: veil, garment, cap, necklace, traditional, modern
- Drawing sheet and colored pencils for students to design their own traditional or modern outfit
- Role-play cards with different occasions (e.g., wedding, school, sports, holiday) for students to match with the right clothing.

## Warm up

1. Start by asking, «What do people wear in Egypt?» and let students share their ideas.
2. Show pictures of traditional Egyptian clothing, such as a galabeya or veil, and ask, «Have you seen these before?»
3. Write the words «traditional» and «modern» on the board and ask students if they know the difference.
4. Show them a mix of traditional and modern clothes and ask them to categorize them.
5. Ask, «Why do people wear different clothes for different occasions?»
6. Have students describe what they are wearing today and compare it with the pictures.
7. Tell them they will learn more about Egyptian clothing and its different types.
8. Play a quick game where you describe an item of clothing, and students guess what it is.

## 1 Listen, Read, and Point

1. Start by showing the pupils the images and reading the words aloud, such as «beaded necklace,» «veil,» «cap,» and «garment.» Encourage them to repeat after you.
2. Explain the meaning of each word using simple examples. For instance, «A beaded necklace is a necklace made with small, colorful beads that sparkle».
3. Point to the images and ask the pupils to identify each item. For example, «Can you point to the veil in the picture?»
4. Discuss the sentences provided, such as «She wore a colorful beaded necklace that sparkled.» Ask the pupils to make their own sentences using the new words.
5. Introduce the concept of costumes and different types of clothing. Show the images of the costume and dress, and explain their uses.
6. Talk about jewelry, distinguishing between gold and silver jewelry. Show examples if possible.
7. Engage the pupils in a matching game where they match the word to the correct image or description.
8. Encourage the pupils to draw or describe their own favorite piece of clothing or jewelry, using the new vocabulary they have learned.
9. Review the words and their meanings at the end of the lesson, and ask the pupils to use them in sentences to reinforce their understanding.



## 2 Read and Answer

1. Begin by showing the pupils the image of the two characters wearing traditional Egyptian clothes and reading the text aloud.
2. Explain to the pupils that the galabeya is a traditional outfit for men, often made of cotton or wool, and highlight the colors mentioned, especially white.

3. Point to the image of the woman and explain her loose dress, veil, and accessories like gold or silver jewelry.

4. Discuss the cultural importance of these outfits, especially how they connect to special occasions and religious customs.

5. Ask pupils to name the materials and accessories seen in the image and described in the text (cotton, wool, gold, silver, etc.).

6. Have pupils describe the characters' outfits to their classmates, using the words in the text like «galabeya» and «veil.»

7. Give pupils drawing materials and ask them to sketch traditional Egyptian outfits.

8. Encourage pupils to color their drawings to reflect the traditional aspects discussed, like white for the galabeya.

9. Ask them to share their work with the class and describe the clothing and its cultural meaning.

10. Recap the lesson by reviewing the key points about the clothing, the materials used, and their cultural significance.

## Answer.

1. What kind of clothing is worn for special occasions in Egypt?

Traditional clothes are worn for special occasions in Egypt.

2. What is clothing most men wear?

Most men wear a galabeya.

3. What is a galabeya made of?

A galabeya is often made of cotton or wool.

4. What do women usually wear?

Women usually wear loose dresses, veils, and sometimes gold or silver jewelry.

5. Name three items of clothing that are called accessories.

Accessories include gold jewelry, silver jewelry, and veils.

### Lesson 4

Egyptian people wear traditional clothes for special occasions. Most men wear a galabeya. It is made of cotton or wool. The traditional color of the galabeya is white. Egyptian women wear loose dresses and a veil covering their hair and neck. They wear it in public places following Islamic culture. They wear. Many Egyptian women wear accessories like a cap, jewelry, or a beaded necklace. **Jewelry** is made of gold and silver.

1 What kind of clothes is worn for special occasions in Egypt?  
Traditional clothes are worn for special occasions in Egypt.

2 What clothes do most men wear?

3 What is a galabeya made of?

4 What do women usually wear?

5 Name three items of clothing that are called accessories.

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### 3 Match the Words with their Homophones

1. Start by explaining what homophones are: words that sound the same but have different meanings and spellings. Use the examples provided in the content, such as «there/their» and «wear/where.»
2. Write the list of words from the first column on the board: I, wear, there, son, bye, high.
3. Write the list of homophones from the second column on the board: buy, sun, Hi, eye, where, their.
4. Read each word aloud and have the pupils repeat after you to ensure they understand the pronunciation.
5. Ask the pupils to match each word from the first column with its homophone from the second column. For example, «I» matches with «eye.»
6. Discuss each pair of homophones after matching, explaining their different meanings. For instance, «I» refers to oneself, while «eye» is a body part.
7. Provide sentences using each homophone to show how they are used in context. For example, «I see with my eye» and «I will buy a new toy.»
8. Encourage pupils to create their own sentences using the homophones to reinforce their understanding.
9. Review the matches and meanings as a class to ensure everyone understands the concept.
10. Finally, have the pupils practice writing the homophones and their meanings in their notebooks for further reinforcement.

**Lesson 4**

**3 Match the Words with their Homophones**

|       |   |   |       |
|-------|---|---|-------|
| I     | • | • | buy   |
| wear  | • | • | sun   |
| there | • | • | Hi    |
| son   | • | • | eye   |
| bye   | • | • | where |
| high  | • | • | their |

**Top Tip** A homophone is a word that sounds the same as another word but has a different meaning and spelling. Examples: there/they're, and wear/where

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### Answer

1. I – eye

I see with my eye.

2. wear - where

I wear a hat. Where is it?



3. there - their

There is a cat. Their cat is playful.

4. son – sun

My son plays. The sun is bright.

5. bye – buy

She said bye. I will buy a toy.

6. high - Hi

The kite is high. Hi, how are you?

#### 4 Listen and Circle True or False

1. Start by reading the conversation between Mai and Mona aloud to the pupils, ensuring they understand the context.
2. Explain the meaning of «True» and «False» and how to circle the correct answer based on the conversation.
3. Read the first statement: «Mona saw the latest fashion online.» Ask the pupils to listen carefully and circle «True» because Mona mentioned seeing it online.
4. Move to the second statement: «Mai likes informal clothes because they are colorful.» Clarify that Mai actually likes tight clothes made of cotton, not informal clothes, so the answer is «False».
5. Proceed to the third statement: «Mona liked the latest fashion.» Confirm with the pupils that Mona said she liked it very much, so they should circle «True».
6. Discuss the fourth statement: «Mona prefers tight clothes made of cotton.» Explain that Mona likes informal and colorful clothes for celebrations, not tight cotton clothes, so the answer is «False».

**Lesson 4**

**4 Listen and Circle True or False**

**Mai:** Did you see the latest fashion yesterday?  
**Mona:** Oh yes. I liked it very much. I saw it online.  
**Mai:** Which clothes do you like the most?  
**Mona:** I like informal clothes. They seem more comfortable and relaxing.  
**Mai:** Interesting, but I like tight clothes made of cotton.  
**Mona:** I also like clothes that are for celebrations. They are colorful.

1. Mona saw the latest fashion online. (True/False)  
2. Mai likes informal clothes because they are colorful. (True/False)  
3. Mona liked the latest fashion. (True/False)  
4. Mona prefers tight clothes made of cotton. (True/False)  
5. Mai likes clothes that are for celebrations. (True/False)

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- Finally, address the fifth statement: «Mai likes clothes that are for celebrations.» Point out that Mai prefers tight cotton clothes, not celebratory clothes, so the answer is «False».
- Review all answers with the pupils to ensure they understand why each answer is correct.

## Answer

- Mona saw the latest fashion online. (True)
- Mai likes informal clothes because they are colorful. (False)
- Mona liked the latest fashion. (True)
- Mona prefers tight clothes made of cotton. (False)
- Mai likes clothes that are for celebrations. (False)

## 5 Change these Verbs into Nouns

- Start by explaining that we can change verbs into nouns by adding «-ing» to the verb. This new word is called a gerund.
- Show the example in the table: «re-cycle» becomes «recycling».
- Explain that if a verb ends with an «e,» we remove the «e» before adding «-ing,» like «close» becoming «closing».
- Tell the pupils that if a verb has one syllable and ends with a vowel followed by a consonant, we double the final consonant before adding «-ing,» like «hit» becoming «hitting».
- Explain that if a verb ends with «ee,» we simply add «-ing» after the «ee,» like «free» becoming «freeing».
- Mention that if a verb ends with «-ie,» we drop the «-ie» and add «-ying,» like «die» becoming «dying».
- Ask the pupils to fill in the table by changing each verb into a gerund using the rules you explained.
- Go through each verb together as a class to check the answers and ensure everyone understands the rules.

### Lesson 4

#### 5 Change these Verbs into Nouns

Complete the following table:

| Verb    | Gerund    |
|---------|-----------|
| recycle | recycling |
| paint   | _____     |
| dance   | _____     |
| cook    | _____     |
| wash    | _____     |
| cut     | _____     |
| lie     | _____     |
| dress   | _____     |
| read    | _____     |
| write   | _____     |

**Top Tip** You can get the noun from the verb by adding -ing.

- When a verb ends with "e", we delete "e" then add "ing" to the verb, e.g. close - closing.
- When a verb with one syllable ends in a vowel and a consonant, double the final consonant, e.g. hit - hitting.
- When a verb ends with "ee", add ing after the "ee", e.g. free - freeing.
- When a verb ends with "-ie", drop the "-ie" and add -ying, e.g. die - dying.

## **PRACTICE BOOK LESSON 4**

### **1 Read and Answer**

1. Yes, it was.
2. Linen made from the flax plant.
3. Because linen helped them stay cool in the hot desert.
4. a Cotton
5. d Because the roads are rocky

### **2 read and answer**

- One style is very rich and all in gold, the other style is white, very long, and elegant.
- Linen – natural linen.
- Because it makes the bride look beautiful and matches the traditional style.
- b gold
- a dark

### **3 Look and Write the Description**

The students are left to the students

### **4 Match the Words with their Homophones**

- sun – son
- pear – pair
- flower – flour
- blew – blue
- eight – ate

### **5 Read and Sort**

The answers are left to the students



## Unit 7

# Inventions for the Future





# LESSON 1 CELLPHONES TO SMARTPHONES

SB P. 191-199 WB P. 92-95

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

- read a text about robots for specific information.
- identify new vocabulary using a dictionary and definitions.
- use newly learnt vocabulary in sentences.
- summarize a text referring to characters using third person pronouns.
- locate information in non-fiction listening texts.
- take turns in discussion, building on what others have said.
- apply the rules of adding «-ing».

## Vocabulary

cellphones, smartphones, search, calendar, screen, keyboard, information, tablets, company, invent, messages, share, personal information, expensive, inventors, discover, invention

## Language

### 1. Past Simple vs. Present Simple – Comparing old and modern mobile phones.

Examples:

- «Old phones had buttons, but modern phones have touchscreens.»
- «People used mobile phones only for calling, but now they use them for many things.»

### 2. Comparatives and Superlatives – Describing differences.

Examples:

- «New phones are smaller and lighter than old phones.»
- «The newest phones are the most advanced.»



### 3. Used to + Verb – Talking about past habits.

Examples:

- «People used to text with keypads, but now they use touchscreens.»
- «So» is an adverb that means «very.» Use so+adjective to intensify the degree.
- Ex: You are so kind. It is so hot. These phones are so smart.

### Values

- Appreciating the role of technology in our life.
- Appreciating the role of robots in our life.

### Materials

1. Pictures of Old and New Phones – Printouts or a digital slideshow.
  2. Real or Toy Mobile Phones – To compare sizes and features.
  3. Short Video Clip – Showing the evolution of mobile phones.
  4. Worksheet – A timeline of phone development with missing labels for students to complete.
  5. Flashcards – Vocabulary words like «touchscreen,» «buttons,» «apps,» etc.
- 
1. Show students pictures of old mobile phones and modern smartphones.
  2. Ask them to guess which one is older and explain their reasoning.
  3. Display a smartphone without naming it and describe its functions.
  4. Have students guess what the object is based on the description.
  5. Invite students to share what they use their phones for.
  6. Encourage students to compare how phones have changed over time.
  7. Discuss new smartphone features and how they help in daily life.

## 1 Listen, Read, and Match

- Show the page with the sentences and images to your pupils. Explain that they will connect sentences to the correct pictures.
- Read the sentences aloud one by one. Use gestures and examples to clarify words like «expensive,» «cheap,» «heavy,» «light,» «inventor,» and «so».
- Point to the images as you read to help pupils understand the meaning of the sentences through visuals.
- Ask the pupils to repeat the sentences after you for pronunciation and familiarity.
- Explain how to draw lines from each sentence to its matching image, providing one example for guidance.
- Highlight key adjectives, like «big,» «small,» «smart,» and «important.» Discuss their meanings with simple examples.
- Teach the use of «so» with adjectives by reading the «Top Tip» section aloud and sharing your own examples (e.g., «This cake is so delicious»).
- Ask pupils to make their own sentences using «so» and adjectives, encouraging creativity.
- Let them complete the matching activity. Offer assistance if they struggle to pair a sentence with its image.
- Review the answers as a class, praising correct matches and discussing mistakes to reinforce learning.

**Lesson 1**

**1 Listen, Read, and Match**

**1** This car is expensive because it costs a lot of money. But the bike is cheap and doesn't cost much.

**2** The big rock is too heavy to lift, but the small feather is light and easy to carry.

**3** The telephone was an important invention that changed the world, and Alexander Graham Bell was one of its famous inventors.

**4** Inventors work hard to discover new things, like ways to make cellphones smarter.

**5** This tree is so big, it touches the sky! But that little plant is so small you can hold it in your hand.







**Top Tip**

• "So" is an adverb that means "very." Use so+adjective to intensify the degree.  
 Ex: You are so kind. It is so hot. These phones are so smart.

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## Answer

1. «This car is expensive because it costs a lot of money. But the bike is cheap and doesn't cost much.»

Match: Image of a car and a bike.

2. «The big rock is too heavy to lift, but the small feather is light and easy to carry.»

Match: Image of a rock and a feather.

3. «The telephone was an important invention that changed the world, and Alexander Graham Bell was one of its famous inventors».

Match: Image of Alexander Graham Bell and an old telephone.

4. «Inventors work hard to discover new things, like ways to make cellphones smarter.»

Match: Image of a modern smartphone.

5. «This tree is so big it touches the sky! But that little plant is so small you can hold it in your hand.»

Match: Image of a large tree and a small plant

## 2 Listen, Read, and Answer

1. Start with a warm-up: Ask students what time they usually go to bed and what they like to do before sleeping. This will engage them and prepare them for the topic.
2. Read the dialogue together: Read the conversation aloud with expression. Assign roles — one student can read for Dad, another for Amir, and another for Nada. Encourage them to use expressive voices.
3. Discuss the story: Ask simple comprehension questions like «What game were Amir and Nada playing?» or «Why was Dad surprised?» to ensure they understand the plot.

**Lesson 1**

**2 Listen, Read, and Answer**

**Dad:** Why didn't you go to bed? It's 10:30 p.m.  
**Amir:** We are playing a game and Nada is about to win this round.  
**Nada:** Yes I am!  
**Dad:** But it's bedtime.  
**Nada:** Dad, how did they invent this smartphone? It's amazing.  
**Dad:** Smartphones can do many things like taking pictures, playing games, and helping us learn. But did you know that the first cell phone was very expensive and heavy? It cost 195,000 Egyptian pounds and was so big that you had to hold it with two hands!  
**Amir:** Wow! I wonder how the inventors discovered how to make smartphones so smart?  
**Nada:** Maybe we can become inventors when we grow up!  
**Dad:** Goodnight sweet children.  
**Amir and Nada:** Good night, Dad. Sweet dreams!



4. Ask the comprehension questions: Go through the questions one by one, guiding students to find the answers in the text. Encourage them to point to the part of the text that supports their answers.
5. Model how to answer: For the first question, show students how to find the correct answer by reading the text carefully. For example, «Why is Amir not asleep?» — read the sentence where Amir says they are playing a game.
  1. Pair or group work: Allow students to discuss the remaining questions in pairs or small groups to encourage teamwork and peer learning.
  2. Review answers together: Go through the answers as a class, discussing any mistakes or uncertainties.
  3. Extra activity: Ask students what they know about old phones or how technology has changed. This encourages deeper thinking and connects the lesson to real life.
  4. Wrap up with reflection: Ask students what they learned from the text, such as the size of old cell phones or how inventions improve over time.
  5. Assign a fun task: As homework, ask students to draw an old-fashioned phone and a modern smartphone to compare their features.

## Answers

1. Why is Amir not asleep at 10:30 p.m?  
**b. He is playing a game with Nada.**
2. Who is about to win the game according to Amir?  
**c. Nada**
3. What did Amir ask his dad about?  
**b. The invention of the smartphone**
4. According to Dad, how big was the world's first cellphone?  
**c. About the size of a car**
5. What was the world's first cellphone like, according to Dad? Select all that apply.  
**A. Expensive**  
**b. Large**

### 3 Look and Write Sentences

1. Begin by showing the image to the pupils and explaining that they will be creating sentences using the list of words provided.
2. Read aloud the example sentence: «I play games on my smartphone,» and point out how the word «smartphone» is used.
3. Write the first word from the list, «email,» on the board, and ask pupils to think of a sentence. Provide guidance, such as «I send an email to my friend».
4. Repeat step 3 for the other words: «calendar,» «information,» «search for,» «screen,» and «keyboard,» encouraging pupils to suggest sentences.
5. Ask the pupils to individually write their own sentences using the words on the numbered lines provided, starting with number 2.
6. Monitor their progress and assist pupils who need help constructing their sentences.
7. Once all sentences are written, review a few examples as a class, discussing correct usage and offering suggestions if necessary.
8. Encourage creativity and ensure each pupil has used all the words correctly in a sentence.
9. Recap the activity by asking pupils to share one sentence they wrote aloud to reinforce learning.

#### Answers

1. I play games on my smartphone.
2. I send an email to my friend.
3. I check my calendar for important dates.
4. I search for information on the internet.
5. I look at the screen to read messages.
6. I type on the keyboard to write a document



## 4 Read the text and Answer the questions

1. Begin by reading the text about the history and evolution of cell phones aloud to the pupils. Ensure they grasp the main idea of the text, particularly how cell phones have evolved since 1983.
2. Highlight key points from the text: the creation of the first cell phone, its initial features, and how modern devices like smartphones have developed over time. Use examples from the text to emphasize these changes.
3. Discuss the text's mentions of smartphone and tablet uses, such as making calls, sending texts, playing games, and learning. Relate these uses to the pupils' daily experiences.
4. Ask pupils to think about and share how they personally use smartphones or tablets. Encourage open discussion and connect their answers to the uses listed in the text.
5. Guide pupils to answer the questions:

- For «How do you use your smartphone and tablet?» ask them to list

similar activities as mentioned in the text, like calls, games, or learning tools.

-For «What is 1 way cellphones changed since they were invented?» help them recognize improvements such as smaller sizes, lower costs, and added features like internet access.

-For «Why do you think we should take care of sharing any personal information?» introduce the idea of privacy and safety, explaining risks associated with sharing personal information online.

6. Review the pupils' answers collectively, provide constructive feedback, and clarify any misunderstandings to solidify their understanding of the task.

**Lesson 1**

**4 Read the Text and Answer the Questions**

In 1983, an American company invented the first cellphone. These phones were huge and needed to be plugged into a car to work. They could only make calls in certain places, and they were very expensive.

Over time, cellphones became smaller and cheaper. By the 1990s, cellphones could send messages and connect to the internet. Today, maybe 7 billion people use cell phones, and the cellphones are very smart. We call them "smartphones" because they can do so much more than just make calls. They help us stay connected, play games, and even learn new things. We also should use them safely and not share personal information.



**1** How do you use your smartphone and tablet?  
We can make a phone call, send and receive a text message, and play games.

**2** What is 1 way cellphones have changed since they were invented?

**3** Why do you think we should take care of sharing any personal information?

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## Answers

1. How do you use your smartphone and tablet?

-Example from text: Make phone calls, send and receive text messages, play games.

2. What is one way cellphones have changed since they were invented?

-Example: They became smaller, cheaper, and gained the ability to send messages and connect to the internet.

3. Why do you think we should take care of sharing any personal information?

-Example: To stay safe and protect our privacy, as the text advises against sharing personal information

### 5 Correct the Subject- Verb Mistakes

1. Begin by explaining that the subject and verb in a sentence must agree in number (singular or plural) to make sense.

2. Write a sentence from the provided list, such as «There is thousands of apps on smartphones,» on the board. Ask pupils to identify the subject and the verb.

3. Discuss if the subject is singular or plural (e.g., «thousands of apps» is plural). Highlight that the verb must match this number.

4. Explain that «is» is incorrect because it is singular, and the correct verb is «are.» Rewrite the sentence as «There are thousands of apps on smartphones».

5. Move on to the next sentences from the image, such as «I takes

photos and send emails with my tablet.» Guide pupils to find and correct the incorrect verbs together.

6. Introduce visual aids or gestures to emphasize the concept of agreement, like showing one object for singular or multiple objects for plural.

**Lesson 1**

**Top Tip** Information is uncountable noun. Uncountable nouns are treated the same as singular nouns.

**5 Correct the Subject-Verb Mistakes**

|                                                                                |       |
|--------------------------------------------------------------------------------|-------|
| 1. There <del>is</del> thousands of apps on smartphones.                       | (are) |
| 2. I <del>takes</del> photos and send emails with my tablet.                   | ( )   |
| 3. Smartphones <del>gives</del> information about the weather and temperature. | ( )   |
| 4. A lot of people <del>likes</del> to play video games on the internet.       | ( )   |
| 5. Be careful when you <del>shares</del> your photos on internet.              | ( )   |

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7. Encourage pupils to practice correcting the remaining sentences in pairs or small groups. Provide guidance as needed.
8. Review each corrected sentence as a class to ensure everyone understands the changes.
9. Wrap up with a recap, summarizing that the subject and verb must always match in number.

## Answer

1. There is thousands of apps on smartphones.

Corrected: There are thousands of apps on smartphones.

2. I takes photos and send emails with my tablet.

Corrected: I take photos and send emails with my tablet.

3. Smartphones gives information about the weather and temperature.

Corrected: Smartphones give information about the weather and temperature.

4. A lot of people likes to play video games on the internet.

Corrected: A lot of people like to play video games on the internet.

5. Be careful when you shares your photos on internet.

Corrected: Be careful when you share your photos on the internet.

## 6 Sing and Circle the Rhyming Words

1. Begin by displaying the page to the pupils and reading the title, «Sing and Circle the Rhyming Words,» to introduce the task.
2. Explain that the task is to sing the song together and then identify and circle the rhyming words in the lyrics.
3. Read the first verse aloud:

Tablets, mobiles are everywhere.

Tablets, mobiles, everywhere.

Searching here, searching there.

Search for things and share with care,

Use them safely here and there.

4. Point to the words «everywhere,» «there,» and «care» in the first verse. Explain that these are rhyming words similar ending sounds.

5. Write these rhyming words on the board and have the pupils repeat them aloud to reinforce the concept.

6. Continue reading each verse of the song, pausing after each one to ask the pupils to find and circle the rhyming words.

7. If needed, give hints or examples for other verses, such as highlighting «fun» and «again» or «explore» and «more».

8. Encourage the pupils to sing the verses together as they work to make the activity more engaging and memorable.

9. Walk around the room to provide support and guidance, ensuring every pupil understands and participates.

10. End the session by reviewing the circled words as a class and celebrating their discoveries, reinforcing their understanding of rhyming words.

## Answer

1. everywhere - there - care - there
2. everywhere - there - fun - again
3. everywhere - there - explore - more
4. everywhere - there



# PRACTICE BOOK LESSON 1

## 1 Read and Answer

- 1• d All of the above
- 2• a They can be distracting, addictive, and harmful
- 3• a No more than one hour
- 4• b Educational or creative purposes
- 5• d All of the above

## 2 Re-arrange the Following Sentences

- 2. We search for information on our laptops.
- 3.  Smartphones can send and receive emails.
- 4.  My tablet has a camera, a calendar, a screen, and a keyboard.
- 5.  You can play games and take photos.

## 3 Punctuate the Following Sentences

The students are left to the students

## 4 Write Each Word under its Picture

Calender-addressbook- search- smartphone

## LESSON2 HELPFUL ROBOTS

SB P. 200-206 WB P. 96-99

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

- read a text about robots for specific information.
- identify new vocabulary using a dictionary and definitions.
  - use newly learnt vocabulary in sentences.
- summarize a text referring to characters using third person pronouns.
- locate information in non-fiction listening texts.
- take turns in discussion, building on what others have said.
- apply the rules of adding «-ing».

### Vocabulary

humanoid, mission, Famous, beverage, dangerous, backward, movement, arm, leg, extend, well known, harm, act, human being, human, task, backflips, drink, famous

### Language

- **Present Simple – Describing what robots do.**

Examples:

- «This robot cleans the floor.»
- «Robots help in hospitals.»

- **Can / Cannot for Ability – Talking about robot capabilities.**

Examples:

- «This robot can talk.»
- «Robots cannot think like humans.»

- **Imperatives – Giving commands or instructions.**





Examples:

- «Press the button.»
- «Move forward.

## **Phonics**

- Blends with 'r' and 'l' – (robot, clean, floor).
- Soft and Hard 'c' – (clean vs. city).

## **Values**

- Appreciating the role of technology in our life.
- Appreciating the role of robots in our life.

## **Materials**

1. Robot Toy or Model – A simple moving toy robot.
2. Picture Cards – Different types of robots (humanoid, cleaning, medical, industrial).
3. Short Animated Video – Demonstrating how robots help in different tasks.
4. Worksheets – Matching robots to their functions.
5. Playdough or LEGO – For students to create their own robot designs.

## **Warm up**

1. Act out different robot functions (e.g., cleaning, dancing) without speaking.
2. Have students guess what type of robot is being mimicked.
3. Show images of robots and ask students if they recognize their functions.
4. Ask students to name any robots they have seen or heard of.
5. Invite students to imagine and describe a robot they would like to invent.
6. Discuss how robots help in daily life and different jobs.
7. Show a short video or picture of a helpful robot and talk about its uses.

## 1 Look, Read, and Match

1. Begin by explaining that the pupils will be matching words to their correct definitions to learn new vocabulary.

2. Show the list of words to the pupils: Humanoid, Mission, Famous, Beverage, Dangerous, Backflips.

3. Display the definitions clearly:

-T. Backward movement with arms and legs extended.

-B. Well known.

-C. Something that can harm you.

-D. Something that acts like a human being, although it is not human.

-E. Important work or task that people have to do.

-F. A drink of any type.

4. Provide an example by matching the word «Humanoid» to «D. Something that acts like a human being, although it is not human».

5. Encourage the pupils to individually match the remaining words with their definitions by drawing lines between them.

6. Walk around to observe and offer hints or guidance to pupils who may need assistance.

7. After all the pupils have completed the task, go through the answers as a class to ensure everyone understands:

-Humanoid – D

-Mission – E

-Famous – B

-Beverage – F

-Dangerous – C

-Backflips – T

**Lesson 2**

**1 Look, Read, and Match**

|             |                                                                  |
|-------------|------------------------------------------------------------------|
| 1 Humanoid  | • A. rotating one's body 360 degrees in the backward direction   |
| 2 Mission   | • B. Well known                                                  |
| 3 Famous    | • C. Something that can harm you                                 |
| 4 Beverage  | • D. Something acts like a human being, although it is not human |
| 5 Dangerous | • E. Important work or task that people have to do               |
| 6 Backflips | • F. A drink of any type                                         |

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8. Reinforce the learning by asking pupils to use each word in a sentence of their own.
9. Conclude by reviewing any challenging words and encouraging pupils to share their sentences aloud for feedback.

## Answer

1. Humanoid - Something that acts like a human being, although it is not human.
2. Mission - Important work or task that people have to do.
3. Famous - Well known.
4. Beverage - A drink of any type.
5. Dangerous - Something that can harm you.
6. Backflips - Backward movement with arms and legs extended

## 2 Listen, Read, and Answer

1. Start by greeting the students warmly and introducing the lesson. Explain that today they will learn about three robots: Kime, Atlas, and Little Sophia.
2. Read the text about Kime aloud, emphasizing that Kime is a robot designed to serve food and beverages. Ask the students: «What is Kime designed to do?» Then guide them to choose the correct answer (a: Serve food and beverages).
3. Explain that Kime can serve a glass of juice in 23 seconds. Ask: «How long does it take Kime to serve a glass of juice?» Guide them to select the correct answer (b: 23 seconds).
4. Next, read the text about Atlas. Explain that Atlas is a robot designed to do dangerous tasks like search and rescue missions. Ask: «Which robot can do jobs in dangerous places?» Guide them to choose the correct answer (b: Atlas).

### Lesson 2

#### 2 Listen, Read, and Answer

#### Kime

Hello, dear friends. I am Kime. I am a humanoid robot designed to serve food and beverages. I can serve a glass of juice in 23 seconds. First, I must hold the glass at the right angle to carefully pour the juice. I can serve approximately 300 glasses per hour.



#### Atlas

Hi, kids! I am a dynamic humanoid robot. I can assist humans with dangerous tasks such as search and rescue missions. Thanks to Boston Dynamics, who developed me and the U.S. I was developed by Defense Advanced Research Projects Agency (DARPA) which funded me. I am 6 feet tall and I can perform impressive jumps and backflips.



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5. Emphasize that Atlas can perform search and rescue missions. Ask: «What dangerous tasks can Atlas perform?» The correct answer is (b: Search and rescue missions).

6. Finally, read the text about Little Sophia. Explain that Little Sophia is designed to help children with education and learning. Ask: «What is the main purpose of Little Sophia?» Guide them to choose the correct answer(c: Education and Learning).

1. To reinforce learning, review each robot's key feature:

Kime = Food and beverages

Atlas = Search and rescue

Little Sophia = Education and learning

2. Conclude the lesson by asking some fun questions like: «Which robot would you like to have at home and why?» to encourage engagement and discussion

### **Answer**

1. What is Kime designed to do?

A: Serve food and beverages

2. How long does it take Kime to serve a glass of juice?

B: 23 seconds

3. Which robot can do jobs in dangerous places?

B: Atlas

4. What dangerous tasks can Atlas perform?

B: Search and rescue missions

5. What is the main purpose of Little Sophia?

C: Education and Learning



### 3 Look and Write Sentences

1. Begin by explaining what a summary is: a short version of a longer text that includes the main ideas.

2. Read the text in Exercise 2 aloud to the pupils. Make sure they understand each sentence by asking them simple questions about the text.

3. Highlight the use of third-person pronouns (e.g., he, she, it, they) within the text and explain their purpose.

4. Write a sentence from the text on the board, such as «Atlas is a Humanoid robot,» and ask the pupils to replace «Atlas» with «It».

5. Guide the pupils to identify and underline all third-person pronouns in the text on their own.

6. Divide the pupils into small groups and ask them to list the main points of the text together.

7. Provide an example of how to combine these points into one sentence using third-person pronouns: «It is a Humanoid robot designed for amazing backflips».

8. Encourage each group to write their own summary of the text using third-person pronouns and ensuring the ideas flow logically.

9. Monitor and support the pupils as they work, offering suggestions or corrections where needed.

10. Ask each group to read their summaries aloud and give them constructive feedback to help them improve.

### Answer

1. Atlas is a Humanoid robot.

2. Its mission is to assist In disaster response.

**Lesson 2**

5 What is the main purpose of Little Sophia?

- a Search and rescue missions
- b Doing backflips
- c Education and Learning
- d Serving food and beverages

**3 Look and Write Sentences**

|          |         |        |          |           |           |
|----------|---------|--------|----------|-----------|-----------|
| humanoid | mission | famous | beverage | dangerous | backflips |
|----------|---------|--------|----------|-----------|-----------|

1 Atlas is a Humanoid robot.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**4 Summarize the Text in Ex. 2**

Use third person pronouns (i.e. he, she, it, or they) and make any required changes. Leave your opinion at the end.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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4. Robots can help serve a beverage efficiently in restaurants.
5. Some robots can perform dangerous tasks like handling explosives.
6. Atlas can even do impressive backflips

#### 4 Summarize the text in EX.2

1. Explain to the pupils the meaning of summarizing a text and introduce the use of third-person pronouns like he, she, it, or they.
2. Show an example of a short text and demonstrate how to identify the main points and rewrite them using third-person pronouns.
3. Ask the pupils to read the text provided in Exercise 2 thoroughly and carefully.
4. Guide the pupils to pick out the main points or key ideas from the text.
5. Assist the pupils in rewriting these main points, ensuring they use the correct third-person pronouns (he, she, it, they) for clarity.
6. Encourage the pupils to check their sentences for coherence and make adjustments if needed.
7. Motivate the pupils to write their personal opinion about the text at the end of their summary.
8. Review their work together as a class, offering constructive feedback and reinforcing the correct use of pronouns and summary techniques.

#### **Answer.**

Kime is a robot that serves food and drinks. Atlas is a robot that helps in rescue missions. Little Sophia is designed to support learning. These robots showcase impressive technological advancements.

## 5 Turn and Talk

1. Start by explaining that robots are machines made to help humans in different areas like work, play, and solving problems.
2. Show pictures or videos of robots doing tasks like cleaning, building, or exploring, to make the concept easy and fun.
3. Discuss with pupils why robots are helpful, focusing on how they save time, do difficult jobs, and sometimes even help humans stay safe.
4. Ask pupils to share their thoughts on how robots are used today and write their answers on the board.
5. Explain that some people worry robots might take jobs, but also explain that robots can create new jobs, like designing and fixing them.
6. Encourage pupils to imagine a robot they would like to create and what job it would do. Let them draw and name their robots.
7. Pair pupils up to «Turn and Talk» about their favorite robot ideas and why they think their robots are important.
8. Guide a class discussion where pupils share their ideas and learn from one another.
9. Summarize the activity by explaining that robots can help us, but humans are needed to guide and create them.
10. End the lesson with a short video or game about robots to reinforce the learning in an engaging way.

**Lesson 2**

5
**Turn and Talk**

**1** Why are robots important in our life?

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**2** Do you think robots will take our jobs in the future? Explain.

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**Top Tip**

**ING SPELLING**

We add -ing to continuous verb forms and gerunds.

| General Rule                                                                                                                                                                                                                                                  | Verbs ending in "w", "x", or "y" |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------|------|---------|-------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------|----------|------------|------------|------------|---------|-------------|-------------|
| <p>In general we just add "-ing" to the end of a verb.</p> <table style="width: 100%;"> <tr><td>eat</td><td>eating</td></tr> <tr><td>go</td><td>going</td></tr> <tr><td>read</td><td>reading</td></tr> </table>                                               | eat                              | eating      | go   | going   | read  | reading  | <p>Do NOT double the final letter at the end of the verb when it is W, X, or Y.</p> <table style="width: 100%;"> <tr><td>snow</td><td>snowing</td></tr> <tr><td>fix</td><td>fixing</td></tr> <tr><td>play</td><td>playing</td></tr> </table>                                                                              | snow  | snowing   | fix      | fixing     | play       | playing    |         |             |             |
| eat                                                                                                                                                                                                                                                           | eating                           |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| go                                                                                                                                                                                                                                                            | going                            |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| read                                                                                                                                                                                                                                                          | reading                          |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| snow                                                                                                                                                                                                                                                          | snowing                          |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| fix                                                                                                                                                                                                                                                           | fixing                           |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| play                                                                                                                                                                                                                                                          | playing                          |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| Verbs ending in Consonant + "e"                                                                                                                                                                                                                               | Verbs ending in "ie"             |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| <p>Remove the "e" from the end of the verb and add "-ing".</p> <table style="width: 100%;"> <tr><td>dance</td><td>dancing</td></tr> <tr><td>ride</td><td>riding</td></tr> <tr><td>write</td><td>writing</td></tr> </table>                                    | dance                            | dancing     | ride | riding  | write | writing  | <p>Remove the "ie" from the end of the verb and add "-ying".</p> <table style="width: 100%;"> <tr><td>die</td><td>dying</td></tr> <tr><td>lie</td><td>lying</td></tr> <tr><td>tie</td><td>tying</td></tr> </table>                                                                                                        | die   | dying     | lie      | lying      | tie        | tying      |         |             |             |
| dance                                                                                                                                                                                                                                                         | dancing                          |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| ride                                                                                                                                                                                                                                                          | riding                           |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| write                                                                                                                                                                                                                                                         | writing                          |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| die                                                                                                                                                                                                                                                           | dying                            |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| lie                                                                                                                                                                                                                                                           | lying                            |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| tie                                                                                                                                                                                                                                                           | tying                            |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| Consonant + Vowel + Consonant                                                                                                                                                                                                                                 | Consonant + Vowel + Letter "t"   |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| <p>When a verb with one syllable ends in a CVC we double the final consonant.</p> <table style="width: 100%;"> <tr><td>cut</td><td>cutting</td></tr> <tr><td>run</td><td>running</td></tr> <tr><td>stop</td><td>stopping</td></tr> </table>                   | cut                              | cutting     | run  | running | stop  | stopping | <p>Double the final t.</p> <p>Do NOT double the final t unless stressed.</p> <table style="width: 100%;"> <tr> <td>equal</td> <td>equaling</td> <td>equaling</td> </tr> <tr> <td>travel</td> <td>travelling</td> <td>travelling</td> </tr> <tr> <td>control</td> <td>controlling</td> <td>controlling</td> </tr> </table> | equal | equaling  | equaling | travel     | travelling | travelling | control | controlling | controlling |
| cut                                                                                                                                                                                                                                                           | cutting                          |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| run                                                                                                                                                                                                                                                           | running                          |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| stop                                                                                                                                                                                                                                                          | stopping                         |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| equal                                                                                                                                                                                                                                                         | equaling                         | equaling    |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| travel                                                                                                                                                                                                                                                        | travelling                       | travelling  |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| control                                                                                                                                                                                                                                                       | controlling                      | controlling |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| Last syllable is NOT stressed                                                                                                                                                                                                                                 | Last syllable IS stressed        |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| <p>Two or more syllables and final syllable is NOT stressed; do NOT double final letter.</p> <table style="width: 100%;"> <tr><td>happen</td><td>happening</td></tr> <tr><td>open</td><td>opening</td></tr> <tr><td>visit</td><td>visiting</td></tr> </table> | happen                           | happening   | open | opening | visit | visiting | <p>Verb with two or more syllables and final syllable IS stressed; double the final letter.</p> <table style="width: 100%;"> <tr><td>begin</td><td>beginning</td></tr> <tr><td>forget</td><td>forgetting</td></tr> <tr><td>submit</td><td>submitting</td></tr> </table>                                                   | begin | beginning | forget   | forgetting | submit     | submitting |         |             |             |
| happen                                                                                                                                                                                                                                                        | happening                        |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| open                                                                                                                                                                                                                                                          | opening                          |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| visit                                                                                                                                                                                                                                                         | visiting                         |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| begin                                                                                                                                                                                                                                                         | beginning                        |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| forget                                                                                                                                                                                                                                                        | forgetting                       |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |
| submit                                                                                                                                                                                                                                                        | submitting                       |             |      |         |       |          |                                                                                                                                                                                                                                                                                                                           |       |           |          |            |            |            |         |             |             |

## Answer

1. Why are robots important in our life?  
They make tasks more efficient, safer, and assist in areas like healthcare, manufacturing, and exploration.
2. Do you think robots will take our jobs in the future? Explain.  
Robots might replace some jobs but also create opportunities in technology and innovation, depending on societal adaptation.

## 6 Complete the Sentences with the Correct Form

1. Explain that the pupils will practice completing sentences with the correct form of the verb In parentheses.
2. Show the example sentence: «I am writing a letter to my sister.» Highlight that «writing» is the correct form of «write».
3. Read each sentence aloud and emphasize the verb in parentheses.
4. Ask pupils to think about which verb form fits the blank.
5. Encourage pupils to say the complete sentence with their answers aloud.
6. After they answer, write the correct verb form on the board for each sentence.
7. Repeat the process for all eight sentences, offering corrections and support when needed.
8. Review all the sentences together, ensuring the pupils understand why each verb form is correct.

### Answer

1. am writing a letter to my sister.
2. You are watching a video on YouTube.
3. Do you mind running together in the morning?
4. Jena likes playing with her dog.
5. My brother prefers sleeping on the sofa.
6. Jody enjoys taking pictures at the museum.
7. Laila kept talking during the movie.
8. Sameh is asking for help. He is swimming in the pool and he wants to get out

**Lesson 2**

**6 Complete the Sentences with the Correct Form**

- 1 I am writing a letter to my sister. (write)
- 2 You are \_\_\_\_\_ a video on YouTube. (watch)
- 3 Do you mind \_\_\_\_\_ together in the morning? (run)
- 4 Jena likes \_\_\_\_\_ with her dog. (play)
- 5 My brother prefers \_\_\_\_\_ on the sofa. (sleep)
- 6 Jody enjoys \_\_\_\_\_ pictures at the museum. (take)
- 7 Laila kept \_\_\_\_\_ during the movie. (talk)
- 8 Sameh is \_\_\_\_\_ for help. He is \_\_\_\_\_ in the pool and he wants to get out. (ask-swim)

**7 Search and Write**

Search the internet for new robotic inventions and write a paragraph about your favorite one. Draw it if you can.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## 7 Search and Writm

1. Begin by telling the pupils that they will explore fascinating robotic inventions.
2. Show how to search for new robotic inventions on the internet, using a computer or tablet. Use keywords like «new robotic inventions» as an example.
3. Assist the pupils in selecting a robot that catches their interest from the search results.
4. Guide them to write a short paragraph about their chosen robot, including details such as its name, what it does, how it works, and why they find it interesting.
5. Provide paper and drawing tools, encouraging them to create a drawing of the robot they researched.
6. Once they finish, have the pupils take turns presenting their paragraphs and drawings to the class, sharing what they learned.

### Answer

#### Example

«SpotMini» robot. It is a robotic dog created by Boston Dynamics. SpotMini can climb stairs, open doors, and carry objects. It is small and quiet, which makes it useful for working in offices or helping in homes. I find SpotMini interesting because it moves like a real animal and can perform so many tasks.

## PRACTICE BOOK LESSON 2

### 1 Read and Answer

- 1• b Nadine
- 2• c Kokoro
- 3• d Nadia Thalmann
- 4• a 3D depth cameras, microphone, and webcam
- 5• d AIA

### 2 Read and Match

The answers are left to the students

### 3 Write Five Sentences

The answers are left to the students

### 4 Rearrange the Following Words to Make Meaningful Sentences

- He likes reading his newspaper in the morning.
- Driving too fast is dangerous.
- Walking is good for you.
- Do you mind using your pencil?

### 5 Read and Answer

Am- playing-is

## LESSON 3 CITIES OF THE FUTURE

SB P. 207- 213 WB P. 100-101

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

- read a text about cities around the world for specific information.
- read a text about cities for gist.
- identify new vocabulary using definitions.
- use newly learnt vocabulary in context correctly.
- ask and answer about future cities.
- read and write words with the /cr/ blend.
- write sentences using new vocabulary.

### Vocabulary

Shelter, ability, physical movement, ease, transportation, coastal, mobility, energy, university, institution, higher education, undergraduate, postgraduate, degree, various, field, research, along, coast, land, ocean, protection, cover, dwelling, refuge, capacity, produce, heat, derive, various, source, fuel, electricity, processes, ice cream, crowd, crocodile, crayons, crown, crane, crab, crash, crack

### Language

**Future Simple (Will + Verb) – Talking about future cities.**

Examples:

- «Cities will have flying cars.»
- «People will live in smart homes.»

**There will be + Noun – Describing future predictions.**



Examples:

- «There will be more green spaces.»
- «There won't be as much pollution.»

### **Conditional Sentences (If + Present, Future) – Predicting consequences.**

Examples:

- «If cities use clean energy, the air will be fresher.»
- «If we build more parks, people will be happier.»

### **Phonics**

- 'ure' Sound – Found in future, nature, structure.
- Soft 'c' vs. Hard 'c' – (city vs. car).
- words with the /cr/ blend.

### **Values**

- Appreciating the role of technology in our life.
- Appreciating the role of robots in our life.

### **Materials**

1. Posters or Pictures – Futuristic city designs.
2. Building Blocks or Recycled Materials – For constructing model cities.
3. Video Clip – A short animation showing life in a future city.
4. Word Cards – «Technology,» «Smart City,» «Solar Energy,» «Flying Cars,» etc.
5. Drawing Sheets and Colors – For students to illustrate their future city ideas.

### **Warm up**

1. Ask students what they think cities will look like in the future.
2. Show pictures of futuristic buildings and transportation.
3. Have students describe what they see and what the places might be used for.
4. Give students words like «technology» and «future» and let them share related ideas.
5. Encourage students to imagine and draw their own future city.
6. Discuss possible future inventions that could make cities better.
7. Let students present their ideas on what they would change in today's cities.



## 1 Read and Match

1. Begin by showing the pupils the matching exercise with the five words and their definitions.

2. Read the words aloud: «shelter,» «coastal,» «mobility,» «energy,» and «university,» and ask pupils to repeat after you.

3. Read each definition on the right side of the exercise, explaining any unfamiliar words.

4. Encourage pupils to match the first word, «shelter,» with the correct definition.

5. Confirm that «shelter» matches with «A place that provides protection or cover, often used as a dwelling or refuge».

6. Guide pupils to find the correct match for «coastal» and confirm its «Relating to or located along a coast, where land meets the sea».

7. Repeat this process for «mobility,» matching it to «The ability to move or be moved easily, referring to physical movement or transportation».

8. Continue with «energy,» matching it to «The capacity to do work or produce heat, from sources like fuel or electricity».

9. Finish with «university,» matched to «An institution of higher education offering undergraduate and postgraduate degrees».

10. Review all matches together, allowing pupils to ask questions or share their thoughts.

11. Reinforce learning by asking each pupil to read one word and its definition aloud.

### Answer

1. D      2. C

3. A      4. E

5. B

The graphic is titled 'Lesson 3' in a red banner. Below it, a purple banner says '1 Read and Match'. On the left, five words are listed with numbered circles: 1 shelter, 2 coastal, 3 mobility, 4 energy, and 5 university. On the right, five definitions are listed with lettered circles: A The ability to move or be moved easily, often referring to physical movement or the ease of transportation. B An institution of higher education that offers undergraduate and postgraduate degrees in various fields of study and research. C Relating to, or located along, a coast, which is the area where land meets the sea or ocean. D A place that provides protection or cover, often used as a dwelling or refuge from the elements. E Usable power, often derived from various sources such as fuel, electricity, or natural processes. A red line connects the word 'shelter' (1) to definition D.

**Lesson 3**

**1 Read and Match**

1 shelter

2 coastal

3 mobility

4 energy

5 university

A The ability to move or be moved easily, often referring to physical movement or the ease of transportation.

B An institution of higher education that offers undergraduate and postgraduate degrees in various fields of study and research.

C Relating to, or located along, a coast, which is the area where land meets the sea or ocean.

D A place that provides protection or cover, often used as a dwelling or refuge from the elements.

E Usable power, often derived from various sources such as fuel, electricity, or natural processes.

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## 2 Listen, Read, and Answer

1. Begin by explaining that the class will learn about exciting future city plans around the world.
2. Show the pupils the image and point out the title, «Listen, Read and Answer,» at the top.
3. Introduce the three cities: Chengdu Future Science and Technology City in China, Oceanix Buson in South Korea, and The Line in Saudi Arabia.
4. Read the descriptions of the cities aloud to the class:

-Chengdu will be a city for universities, where people can study and earn degrees.

-Oceanix Buson will be a floating city that uses eco-friendly technology and recycles everything.

-The Line will be a long, narrow city using renewable energy, without cars, and with high-speed trains.

5. Ask the pupils questions like, «Why do you think these cities are special?» and «What makes them different from cities today?»
6. Discuss as a class the unique features of each city, linking them to concepts like education, sustainability, and energy.
7. Prompt pupils to think critically by asking, «Why do you think The Line is named that?»
8. Summarize the lesson by explaining the importance of designing innovative and eco-friendly cities for the future.
8. Finish by encouraging the pupils to imagine their own ideas for future cities and share them with the class.

**Lesson 3**

**2 Listen, Read, and Answer**

Here are some of the best future cities:

**1** Welcome to Chengdu Future Science and Technology City in China. This will be a city of universities. Many people can come and study and earn degrees.

**2** The future city of Oceanix Buson in South Korea will be a floating city! People who get to live there will use eco-friendly technologies and recycle all food, water, and waste. This will be great for the planet.

**3** Welcome to the future city of the Line in Saudi Arabia. This city will be 170 kilometers long, 500 meters tall, and only 200 meters wide! The Line will use only renewable energy and will have no cars. People who live there will walk or use high-speed trains to get around. Why do you think they named this city "The Line"?

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## Answer.

- A. Chengdu Future City is in 3. China.
- B. All the cities will depend on 2. Technology.
- C. The Line Saudi Arabian City will welcome 3. 9,000,000.
- D. Oceanix Busan will be a 1. Floating city.
- E. There will be no cars or roads in 3. The Line city.

### 3 Look, Read, and Match

1. Begin by showing the pupils the pictures of the three cities: The Line, Oceanix Busan, and Chengdu. Clearly label each picture as A, B, and C.

2. Read each sentence aloud one by one:

- It will be the home of educational facilities.
- All waste will be recycled.
- This city will be near coastal towns.
- There will be high-speed transportation by trains.
- You could go and study there.

3. Pause after each sentence and ask the pupils to think about which city (A, B, or C) the sentence might describe.

4. Provide hints or ask guiding questions to help them connect the sentence to the characteristics of each city. For example, ask, «Which city do you think is near coastal towns? Look at the pictures closely».

5. Encourage the pupils to write their chosen city (A, B, or C) next to each sentence in the blanks provided.

6. Discuss the correct answers together as a class, explaining why each sentence matches a specific city.

7. Reinforce the learning by having pupils share their reasoning or by asking follow-

**Lesson 3**

A Chengdu Future City is in .....  
a France      b Italy      c China

B All the cities will depend on .....  
a Petrol      b Technology      c Spaceships

C The Line Saudi Arabia City will welcome ..... people.  
a 7,000,000      b 3,000,000      c 9,000,000

D Oceanix Busan will be a ..... city.  
a floating      b underground      c desert

E There will be no cars or roads in ..... city.  
a Oceanix Busan      b Chengdu      c the Line

**3 Look, Read, and Match**

Some answers will be used more than once.

1 It will be the home of educational facilities. ( )

2 All waste will be recycled. ( )

3 This city will be near coastal towns. ( )

4 There will be high-speed transportation by trains. ( )

5 You could go and study there. ( )

The Line      Oceanix Busan      Chengdu

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up questions about the cities.

### Answer

1. It will be the home of educational facilities. (C – Chengdu)
2. All waste will be recycled. (A – The Line)
3. This city will be near coastal towns. (B – Oceanix Busan)
4. There will be high-speed transportation by trains. (A - The Line)
5. You could go and study there. (C – Chengdu)

## 4 Complete the Sentences with the Correct Word

1. Start by explaining to the pupils that they will complete sentences by filling in the blanks with the correct words from a provided list.

2. Write or display the list of words for the pupils: shelter, coastal, mobility, energy, university.

3. Read each sentence aloud to the pupils slowly, pausing at the blank spaces.

4. Guide the pupils to identify context clues within each sentence that hint at the correct word.

5. Encourage the pupils to suggest which word from the list matches each blank based on the context clues.

6. Ask pupils to write their chosen word in the blank space of each sentence.

7. Go through the completed sentences together as a class to confirm the answers and discuss why the chosen words fit.

### Answer

1. During the storm, many people sought ›shelter‹ in emergency shelters.
2. We love taking long walks along the ›coastal‹ areas, enjoying the sound of the

**Lesson 3**

**4 Complete the Sentences with the Correct Word**

|         |         |          |        |            |
|---------|---------|----------|--------|------------|
| shelter | coastal | mobility | energy | university |
|---------|---------|----------|--------|------------|

- 1 During the storm, many people sought shelter in emergency shelters.
- 2 We love taking long walks along ..... areas and enjoying the sound of the waves.
- 3 The new electric scooter is good for urban ..... because it is an easy and eco-friendly way to travel short distances.
- 4 Solar panels are an excellent way to harness renewable ..... from the sun to power homes.
- 5 Students go to the ..... library to study for their exams.

**5 Reread Ex. 2 and Answer**

- 1 What is the main idea of the text?  
The importance of future cities.
- 2 How will the new cities keep nature clean?  
.....
- 3 Will these cities be good for the future? How?  
.....
- 4 Why do you think many people prefer to live in these cities?  
.....

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waves.

3. The new electric scooter is good for urban <mobility> because it is an easy and eco-friendly way to travel short distances.
4. Solar panels are an excellent way to harness renewable <energy> from the sun to power homes.
5. Students go to the <university> library to study for their exams.

## 5 Read EX .2 and Answer

1. Start by reading the text in Exercise 2 aloud to the class. Encourage students to follow along in their books.
2. Ask students what they understood from the text. Encourage them to share key points.
3. Read Question 1 from Exercise 5 and ask the class to answer together. Guide them to understand that the text talks about future cities and their importance.
4. For Question 2, explain that new cities will use eco-friendly technologies and recycling systems. Ask students to recall details about the floating city in Busan to support their answers.
5. For Question 3, discuss how using renewable energy, having no cars, and using high-speed trains will benefit the future. Write their ideas on the board and help them form a complete answer.
6. For Question 4, ask students why they would enjoy living in these cities. Guide them to mention features like better education, clean environments, and advanced technology.
7. Allow students to write their answers independently or in pairs. Walk around to support them as needed.
8. Review the answers together as a class, praising good ideas and encouraging participation.

### Answer

1. The text is about the importance of future cities
2. The cities will stay clean by using eco-friendly technologies and recycling.
3. These cities will be good for the future because they use renewable energy and have no cars.
4. People may prefer these cities for their education, clean environment, and modern technology.

## 6 Point and Say

1. Show the pupils the pictures and explain that they will learn about words starting with «cr».
2. Point to each picture, say the word aloud (e.g., crown, crab), and emphasize the «cr» sound.
3. Ask the pupils to repeat each word after you to practice the pronunciation.
4. Write the «cr» blend on the board and explain that it combines the letters «c» and «r».
5. Guide the pupils to practice writing «cr» in their notebooks.
6. Have the pupils identify and say the «cr» words in the pictures, such as «crane» or «cry».
7. Give the pupils three blank lines to find and write three more «cr» words, as suggested in the task.
8. Encourage them to work in pairs or groups to brainstorm additional «cr» words together.
9. Discuss their new «cr» words as a class, and let each group share what they found.
10. Conclude by having the pupils draw one of the «cr» words and write its name underneath.



## 7 Fill in the Gaps with cr words

1. Begin by introducing the task to the pupils, explaining that they will complete sentences with words starting with «cr» using picture clues.
2. Show them the worksheet and read each sentence aloud to ensure they understand the context.
3. Point to the pictures beside the sentences as hints for the missing words.
4. Guide them by providing the first example: Sentence 1 – Explain that the words are «crow» and «crane».
5. For Sentence 2, discuss how the word «crab» fits the picture of a crab eating food.
6. For Sentence 3, act out or explain the word «cry» as the emotion of losing a mobile.
7. For Sentence 4, use gestures or sound effects to explain the word «crash» (like cars colliding).
8. For Sentence 5, demonstrate cracking an egg into a bowl to clarify «crack».
9. For Sentence 6, describe a queen wearing a «crown» and use gestures to reinforce understanding.
10. For Sentence 7, show or describe «crayons» as items in a box used for coloring.
11. Allow the pupils to work independently, filling in the blanks using the clues and pictures.
12. Review the answers as a group, reading each sentence again and celebrating correct answers to build confidence.

### Answer

1. There is a crow on the crane. (This is already complete.)
2. The crab eats some crumbs.
3. She is going to cry. She lost her mobile.
4. The two cars made a big crash.
5. First, crack the egg into the bowl.
6. The queen wears a beautiful crown.



## **PRACTICE BOOK LESSON 4**

### **1 Read and Answer**

1. true

2- false

### **2 Discuss and Answer**

- The smart garbage cans in Barcelona minimize odors and reduce garbage truck trips by using vacuum cleaners that drain garbage to the bottom subway.
- The bike-sharing model in Barcelona is important for reducing the use of motor vehicles because it encourages people to use bikes instead of cars, especially in the city center.

### **3 Read and Match**

The students are left to the students

### **4 Guessing Game**

crown

crocodile

crayons

crow

crash

cry

cracker

cream



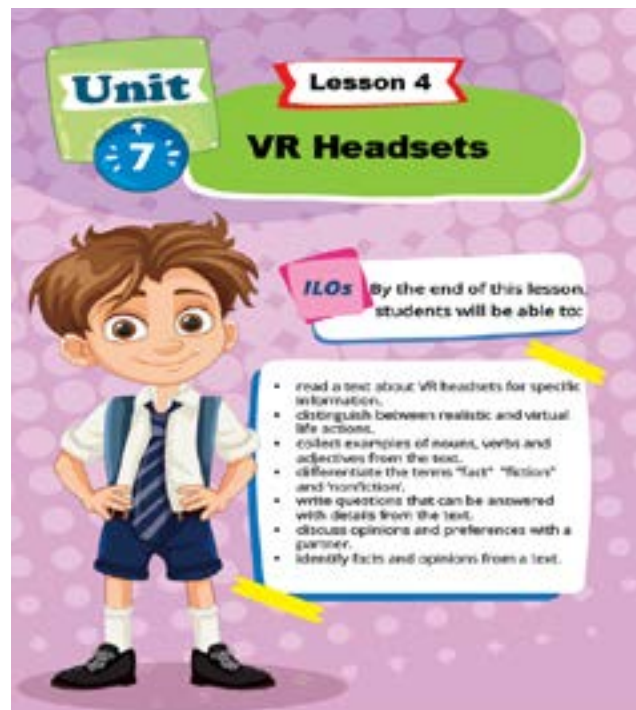
## LESSON4 VR HEADSETS

**SB P. 214-219 WB P. 102-105**

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

read a text about VR headsets for specific information.

- distinguish between realistic and virtual life actions.
- collect examples of nouns, verbs and adjectives from the text.
- differentiate the terms 'fact', 'fiction' and 'nonfiction'.
- write questions that can be answered with details from the text • discuss opinions and preferences with a partner
- identify facts and opinions from a text.



### Vocabulary

Online, chat, put, on, special, a pair of, goggles, interact, characters, dream, virtual reality, headset, simulated environment, physical world, VR headsets, apps, cell-phone, controller, gestures, application

### Language

#### Present Continuous – Talking about what is happening in VR.

Examples:

- «She is exploring a virtual museum.»
- «They are playing a VR game.»

#### Prepositions of Place – Describing virtual environments.

Examples:

- «In this game, you are inside a castle.»
- «The dragon is flying above you.»

#### Modals for Speculation (Might/May) – Guessing about VR's future.

Examples:

- «In the future, people might work in VR offices.»

- «We may travel virtually instead of flying.»

## **Phonics**

- ‘al’ and ‘ar’ Sounds – (virtual, reality, avatar).
- Diphthongs (oi, ai, ea) – Found in words like voice,

## **Values**

- Appreciating the role of technology in our life.
- Appreciating the role of robots in our life.

## **Materials**

1. VR Headset or 3D Glasses – If available, for a demonstration.
2. Blindfolds – For an activity where students imagine a virtual world.
3. Picture Cards – Different VR experiences (underwater, space, historical places).
4. Short Video – Showing how VR works.
5. Storytelling Props – To help students describe imaginary virtual worlds.

## **Warm up**

1. Show students a VR headset or a picture of one.
2. Ask them to guess what it is and what it is used for.
3. Have one student wear a blindfold and describe an imaginary place.
4. Ask the blindfolded student to guess where they are based on the description.
5. Discuss how VR headsets create a virtual experience.
6. Ask students if they have ever used VR or would like to try it.
7. Let students imagine and describe a place they would love to visit using VR

## 1 Read and Answer

1. Begin by explaining what virtual reality (VR) is in simple terms, using examples they might know, like video games or animated movies.
2. Show them a picture of a VR headset and describe it as special goggles that let people experience another world.
3. Read the text from the lesson to them in an engaging way, emphasizing key phrases like «inside a story all about you» or «a simulated environment».
4. Ask them to imagine putting on these goggles and stepping into a story or game. Encourage them to share what they think it would feel like.
5. Use simple language to explain how the headsets work, mentioning the need for a computer or cellphone connection and hand controllers for interaction.
6. Show a short video or visual demonstration of someone using a VR headset to help them understand.
7. Start a discussion by asking questions like «If you could try a VR headset, where would you travel?» or «What would you do in that world?»
8. Give them paper and colored pencils, asking them to draw a picture of where they'd go or what they'd do with a VR headset.
9. Let them describe their drawings to the class to build confidence in expressing their ideas.
10. Collect and display their work to celebrate their creativity and understanding of VR. Reinforce what they learned by briefly reviewing how the headset works.

### Answer

1. VR goggles run on apps on...  
c. a & b (computers and cellphones)
2. VR stands for...  
a. Virtual Reality

**Lesson 4**

**1 Read and Answer**

Imagine putting on a special pair of **goggles** and suddenly you find yourself inside a story all about you. You can **interact** and talk to the characters as if you are in a real **dream**. What do you think about that?

A virtual reality **headset** lets users interact with a **simulated** environment. It allows them to turn and look around, just as in the real **physical** world.

Nowadays, mobile VR headsets, which are basically goggles, have lots of VR apps. These headsets need to be connected to a computer or a cellphone to run the apps and games. You may also need hand controllers to translate your real-world gestures into whatever game or application you're using. If you could try a VR Headset, where would you travel? What would you do?



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3. VR headsets replace the...environment by a virtual one.

b. real

4. You...interact with the virtual world by hand controllers.

a. can

5. The virtual content can be a...

c. a & b (movie and game)

## 2 Compare the Real World with the Visual World. Work in Pairs

1. Start by introducing the concept of comparing the real world and the virtual world to the pupils. Use simple language to explain that they will discuss their own preferences and compare them with a partner.

2. Show the table in the image to the pupils and explain that it has three columns: «Opinions», «Me», and «My friend».

3. Read aloud the opinions in the «Opinions» column one by one, such as «I prefer to chat with a friend online, rather than in person.» Make sure the pupils understand each statement by asking clarifying questions if needed.

4. Guide the pupils to think about their own preferences for each opinion and write their answers in the «Me» column. For example, if they prefer to chat with a friend online, they should write «A» in the corresponding row.

5. Pair up the pupils and ask them to share their answers with their partners. Encourage them to talk about their choices and explain why they made them.

6. Instruct the pupils to listen carefully to their partner's preferences and write their partner's answers in the «My friend» column.

7. Once everyone has completed the table, lead a class discussion. Ask the pupils to share their findings, such as how their preferences are similar or different from their friend's, and discuss reasons for the differences.

8. Conclude by summarizing the activity and emphasizing the importance of understanding and respecting different preferences.

**Lesson 4**

**2** Compare the Real World to the Virtual World, Work in Pairs

|   | Opinions                                                            | Me | My friend |
|---|---------------------------------------------------------------------|----|-----------|
| A | I prefer to chat with a friend online, rather than in person.       |    |           |
| B | I prefer to talk to my real friends.                                |    |           |
| A | I like to play online games.                                        |    |           |
| B | I like to meet with my friends and play together.                   |    |           |
| A | I learn easily online.                                              |    |           |
| B | I prefer to go to school and interact with my friends and teachers. |    |           |
| A | I like to order food online.                                        |    |           |
| B | I like to go to a restaurant and order my favorite meal.            |    |           |
| A | I like to watch videos to exercise at home.                         |    |           |
| B | I like to go to the gym or club to exercise.                        |    |           |

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### 3 Read again and Find the Following Parts of Speech

1. Introduce the pupils to the table shown in the activity and explain its purpose: identifying adjectives, subject pronouns, plural nouns, singular nouns, and verbs from the text about virtual reality.
2. Read the text aloud together as a class, encouraging pupils to follow along and note any words they think might fit the table categories.
3. Provide examples from the text to clarify each category:

**Adjectives:** «Real» is already in the table. Discuss other words like «virtual» or «amazing».

**Subject Pronouns:** «You» is given. Talk about others such as «it» or «they».

**Plural Nouns:** Mention examples like «headsets» or «controllers».

**Singular Nouns:** Highlight «experience» or «technology».

**Verbs:** Point out words like «travel,» «explore,» and «use».

4. Allow pupils to work individually or in pairs to find more words for each category in the table and write them down.
5. Circulate the classroom to provide support, answer questions, and ensure pupils are on the right track.
6. Once the pupils complete the task, go through the table together as a class, asking pupils to share their answers and explaining why each word fits its category.
7. Reinforce learning by having pupils create a sentence for each word they identified, linking it back to the theme of virtual reality.

**Lesson 4**

**Top Tip**

An opinion is a statement that expresses a feeling, judgement, or belief. It is neither true nor false, even though it may feel true to some.

**3 Read again and Find the Following Parts of Speech**

|                    |             |
|--------------------|-------------|
| 4 adjectives       | Real, _____ |
| 3 Subject Pronouns | You, _____  |
| 3 Plural nouns     | _____       |
| 2 singular nouns   | _____       |
| 5 verbs            | _____       |

**4 Write Questions for the Following Answers**

1

\_\_\_\_\_?

It lets users interact with a simulated environment and allows them to turn and look around, just as in the real world.

2

\_\_\_\_\_?

We need a computer or a smartphone and we may need controllers.

3

\_\_\_\_\_?

Yes, I like VR headsets. They help me interact with a simulated environment as if it is real.

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## **Answer.**

### **Adjectives**

1. Real (already given)
2. Virtual
3. New
4. Amazing

### **Subject Pronouns**

- 1.You (already given)
2. It
- 3.They

### **Plural Nouns**

1. Headsets
2. Controllers
3. Tools

### **Singular Nouns**

1. Experience
2. Technology

### **Verbs**

1. Travel
2. Explore
3. Find
4. Wear
5. Use

## 4 Write Questions for the following answers

1. Begin by explaining that the task is to write questions for given answers, and highlight how this helps in understanding the link between questions and answers.
2. Display the three answers from the image on the board or a chart:
  - » -It lets users interact with a simulated environment and allows them to turn and look around, just as in the real physical world«.
  - » -We need a computer or a smartphone and we may need hand controllers«.
  - » -Yes, I like VR headsets. They help me interact with a simulated environment as if it is real«.
1. Read each answer aloud, emphasizing key details like «VR headset,» «simulated environment,» and «hand controllers».
2. Provide an example question for one answer to guide them, such as «What is a VR headset?» for the first answer.
3. Ask the pupils to think of appropriate questions for the remaining two answers. Encourage brainstorming by letting them share ideas with a partner.
4. Distribute paper and ask the pupils to write down their questions clearly.
5. Walk around and monitor their work, offering assistance to those who need help forming their questions.
6. Once everyone has finished, review the questions together as a class. Have a discussion about how well the questions fit the answers, highlighting strong examples.
7. Summarize the task by explaining how forming questions helps in understanding the importance of clarity in communication.
8. Once everyone has finished, review the questions together as a class. Have a discussion about how well the questions fit the answers, highlighting strong examples.
9. Summarize the task by explaining how forming questions helps in understanding the importance of clarity in communication

### Answer

1. What does a VR headset do? It lets users interact with a simulated environment, allowing them to turn and look around like in real life.
2. What do we need to use a VR headset? A computer or smartphone, and possibly hand controllers.
3. Do you like VR headsets? Why? Yes, because they make interacting with simulated environments feel real.
- 4.

## 5 Read and Identify Facts and Opinions

1. Begin by explaining to the pupils that facts are things that can be proven true or false, while opinions express someone's feelings, thoughts, or beliefs. Use simple language and examples they can relate to.
2. Show them the text: «Ali, Kareem and Sameh are cousins. They meet every weekend to play. Last week, they played a virtual game called Escape from the Castle. They said, «That castle is horrible and scary!» They wanted to escape from the castle. Next week, they plan to play a game about spaceships. They will act like astronauts on a journey to the moon. It will be so much fun».

**Lesson 4**

**5 Read and Identify Facts and Opinions**

Ali, Kareem, and Sameh are cousins. They meet every weekend to play. Last week, they played a virtual game called "Escape from the Castle". They said, "That castle is horrible and scary!" They wanted to escape from the castle. Next week, they plan to play a game about spaceships. They will act like astronauts on a journey to the moon. It will be so much fun.



Find at least one fact and one opinion from this text. Write them on the lines below.

|         |       |
|---------|-------|
| Fact    | _____ |
| Opinion | _____ |

**Top Tip**

- Fact is something that is known to exist or happened, especially something for which proof exists, or about which there is information.
- Fiction is a type of book or story that is written about imaginary characters and events and not based on real people or facts.
- Non-fiction is writing that is about real events and facts, rather than stories that have been invented.

1. Read the text out loud to the pupils while they follow along. Point to the sentences as you read to engage their attention.
2. Ask them to listen carefully and identify one fact. Guide them by providing an example like, «Ali, Kareem and Sameh are cousins».
3. Next, ask them to identify one opinion. Provide an example, «That castle is horrible and scary»!
4. Distribute the worksheet with the task: Write one fact and one opinion from the text in the spaces provided.
5. Explain the «Top Tip» section from the page if they need extra guidance: Facts are proven truths, while opinions are personal beliefs or feelings.
6. Encourage them to complete the task independently but walk around to assist anyone who is unsure.
7. Once everyone has finished, discuss their answers together as a class to reinforce understanding.

### Answer

**Fact:** Ali, Kareem, and Sameh are cousins.

**Opinion:** «That castle is horrible and scary»!



## PRACTICE BOOK LESSON 4

### 1 Listen, Read, and Present

the answers are left to the students

### 2 Listen, Read, and Present

One advantage of flying cars is that they can reduce traffic jams and make travel faster.

 Some challenges and risks with flying cars are high costs, accidents, and difficulties in controlling air traffic.

 It is important to consider safety when developing flying cars to protect people's lives and avoid dangerous accidents.

 Some potential benefits of flying cars are saving time, reducing road congestion, and improving transportation.

### 3 Read again and Choose the Correct Answer

- 1• b Flying cars can avoid traffic jams.
- 2• a Flying cars are expensive.
- 3• d Flying cars have advantages and challenges.
- 4• a To prevent cars from crashing into each other.
- 5• c A flying car

### 4 Distinguish Fact, Fiction and Non-Fiction

The answers are left to the students

### 5 Read the text again and find

Adjectives: amazing, all-purpose, heavy

Subject pronouns: You, he, she

Plural nouns: advancements, engines, terms, vehicles, innovations

Singular nouns: DeLorean, power

Verbs: can fly, travel, are used, describe, have helped

## Unit 8

## Places to Go



# LESSON 1 CAIRO'S NEW ADMINISTRATIVE CAPITAL

SB P. 220-229 WB P. 107-110

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

- read a dialogue about the New Administrative Capital for gist.
- make a polite request and respond positively.
- read a text about a teacher's message for specific information.
- identify words with the same spelling but different meanings (homonyms) using a dictionary.
- use the dictionary to find the meaning of some homonyms.
- listen to a podcast about Al-Fattah Al-Aleem Mosque for specific information.
- write a paragraph about the new airport at the New Capital maintaining correct capitalization and full stops.



## Vocabulary

nails, wave, ring, shape, tricky, new, administrative, city, vision, population, government, departments, mosque, airport, facilities, crowdedness, stadium, capital, proud of, project

## Language

### Present Simple for Facts

Example: «The New Administrative Capital is a large project.»

Explanation: The present simple is used to describe facts and general truths.

### Prepositions of Place (in, near, between)

Example: «The New Administrative Capital is between Cairo and Suez.»

Explanation: These prepositions help describe location.

### **Adjectives for Description**

Example: «It is a modern and beautiful city.»

Explanation: Adjectives modify nouns to describe characteristics.

### **Phonics**

- **Homonyms** are words that have the same spelling, but different meaning. e.g., form (v) means make/ form (n) means shape, spring (n) a season of the year/ spring (n) a place where water comes up naturally from the ground.

- **Soft ‘c’ sound (/s/)**

Example: city, capital, center

- Explanation: The letter ‘c’ is pronounced as /s/ before ‘e’, ‘i’, or ‘y’.

- **Short and long vowel sounds**

Example: big – city (short ‘i’), new – capital (long ‘i’ in ‘capital’)

### **Values**

- Appreciating traveling abroad to get more experiences.
- Showing respect for historical places.

### **Materials**

1. Large picture of the New Administrative Capital (printout or digital).
2. A map of Egypt showing Cairo and the new capital.
3. Flashcards with key vocabulary: capital, mosque, project, government.
4. A short video or slideshow about the New Administrative Capital.
5. Whiteboard and markers for brainstorming ideas.

### **Warm up**

1. Show a picture of a modern city with skyscrapers and landmarks. Ask students where they think this place is.
2. Write «New Administrative Capital» on the board. Ask if anyone has heard of it and what they know.
3. Give hints about the city. «It has the biggest mosque and church in the Middle



East.» Let students guess.

4. Play a short guessing game. Describe a famous place in the city (e.g., «This place is where important decisions are made»). Let students guess.

5. Use a map of Egypt. Point to Cairo and then the new capital. Ask, “Why do you think they built a new city?”

6. Introduce key vocabulary. Write «capital,» «mosque,» «project,» and «government» on the board and ask students what they mean.

7. Have students predict the lesson. Ask, “What do you think we will learn today?”

## 1 Listen, Read and Answer

1. Begin by reading the dialogue between Magid and Dad aloud to the pupils, ensuring they follow along and understand the context.

2. Explain to the pupils that Magid needs to write a paragraph about the New Administrative Capital and that they will help him do so.

3. Introduce the structure of a paragraph: an introduction, body, and conclusion, and explain these parts using simple language.

4. Ask pupils to identify the main topic of the paragraph, emphasizing that it is about the New Administrative Capital.

5. Highlight key points from the dialogue, such as the biggest mosque in Egypt and the biggest church in the Middle East.

6. Encourage pupils to share any additional ideas or facts they might know about the New Administrative Capital to include in the paragraph.

7. Guide pupils to brainstorm and write their ideas down, reminding them to keep their sentences clear and relevant.

**Lesson 1**

**1 Listen, Read, and Answer**

**Magid:** Good evening, dad. I have some difficult homework. Do you mind helping me?

**Dad:** No, not at all. What's your homework about?

**Magid:** Our teacher wants us to write a paragraph about the New Administrative Capital.

**Dad:** Oh! That's where my company designed many projects.

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8. Help pupils organize their ideas into a logical sequence in a paragraph.
9. Support pupils in writing a draft, starting with a simple introduction, including the main ideas in the body, and ending with a conclusion.
10. Review the drafts with the pupils, offering constructive feedback to improve their sentences and structure.
11. Allow pupils to revise their paragraphs, encouraging them to make their ideas clearer and more cohesive.
12. Have pupils share their paragraphs with the class, fostering confidence and group learning.

## **Answer**

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

## **2 Ask and Answer**

1. Begin by introducing the phrase «Do you mind...?» as a way to make polite requests, and explain how to respond positively with «No, not at all».
2. Show the pupils the image and draw attention to the questions and answers inside the speech bubbles.
3. Read the first question aloud, «Do you mind helping with my homework?» and its answer, «No, not at all».
4. Have the pupils repeat the question and answer after you to practice pronunciation.
5. Move to the second question, «Do you ..... opening the door?» Explain that the missing word is «mind.» The complete question is «Do you mind opening the door?» and the answer is «No, not at all».
6. Ask the pupils to fill in the blank and repeat the corrected question and answer with confidence.
7. For the next sentence, «..... giving me a pen?» guide the pupils to identify the missing words, «Do you mind.» The complete sentence is «Do you mind giving me a pen?» and the answer is «No, not at all».

8. Let the pupils complete the blanks independently, then practice saying the question and answer together as a class.

9. For the final question, encourage pupils to create their own polite request using «Do you mind...?» and provide a positive response with «No, not at all».

10. Pair up the pupils to role-play making polite requests and responding positively, using the examples from the image and their own creativity.

11. Reinforce the activity by praising correct usage and providing gentle corrections for improvement.

12. End by asking pupils to share their favorite polite requests with the class

### Answer.

1. Do you mind helping with my homework?

-No, not at all.

2. Do you mind opening the door?

-No, not at all.

3. Do you mind giving me a pen?

-No, not at all.

4. Do you mind passing me the book?

Answer: No, not at all.



### 3 Read and Answer

1. Explain to pupils that they will learn to identify and correct mistakes in writing to improve their skills.
2. Share Magid's paragraph and the teacher's feedback from the image.
3. Read Magid's paragraph aloud: «The New Administrative city...» (continue reading until the end).
4. Read the teacher's feedback aloud: «Dear Magid, Thank you...» (continue reading).
5. Ask pupils what the teacher liked about Magid's paragraph. Guide them to mention points like clear ideas, correct form, introduction, and conclusion.
6. Discuss the mistakes pointed out in the teacher's feedback: missing capital letters, missing full stops, and one misspelled word.
7. Write one of Magid's sentences with errors on the board, e.g., «the new capital has the biggest mosque in egypt.»
8. Ask pupils what is wrong with the sentence and guide them to identify errors, like the lowercase «t» and missing full stop.
9. Correct the sentence together: «The new capital has the biggest mosque in Egypt.»
10. Encourage pupils to find and correct other errors in Magid's paragraph.
11. Discuss why each correction is necessary (e.g., capital letters for proper nouns).
12. Assign a simple writing task: pupils write a paragraph about a favorite place and review it with a partner to find and fix mistakes together.

### Answer

1. b
2. b
3. b
4. b
5. c

**Lesson 1**

**3 Read and Answer**

Magid sent his paragraph about the New Administrative Capital to his teacher. His teacher liked it and sent Magid a WhatsApp message with suggestions and corrections for Magid to improve his paragraph.

Dear Magid,

Thank you very much for writing this good paragraph about the New Capital. I like your ideas a lot. You formed eight correct sentences, which is amazing, and your paragraph is in a good form.

You started with a strong introduction and ended the paragraph with a good conclusion. All the words are spelled correctly, except for one word.

But, you forgot to end some sentences with a full stop.

Also, you forgot to start some sentences with a capital letter. I corrected some and left the other mistakes for you to correct them. Generally, I like your writing. Great effort, my boy. 🌟

The New Administrative City is planned to be Egypt's new capital. It is considered one of the biggest projects for economic development, and is part of an Egyptian initiative called "Egypt Vision 2030". The new city is 45 kilometers east of Cairo and work started in building this city in 2015. It would have a population of 6.5 million people, and many government departments will be there to reduce the crowdedness in Cairo. The New Capital has the biggest mosque in Egypt "Al-Fatah Al-Aleem" and the largest church in the Middle East. The New Capital will have many other facilities like a big park, an airport and a stadium to conclude, the New Administrative Capital is a great project in Egypt that we are proud of.

**Top Tip** Start the first word of each sentence with a capital letter, and end each sentence with a full stop.

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## 4 Let's Sing

1. Introduce the concept of homonyms by explaining that these are words that sound the same but have different meanings.
2. Show the pupils the page with «The Homonym Song» and read the lyrics together as a class. Ask them to follow along.
3. Point out specific examples from the song, like «ring» (a sound and a piece of jewelry) and «right» (correct and a direction).
4. Encourage pupils to think of other homonyms they know and write these examples on the board.
5. Have the class come up with simple sentences using homonyms, such as «I can see the sea».
6. Sing «The Homonym Song» as a group to make learning enjoyable and to reinforce understanding.
7. Hand out worksheets with homonym-related exercises for the pupils to work on individually or in groups.
8. Review the worksheets together and clarify any misunderstandings to ensure comprehension.
9. Motivate the pupils to use homonyms in their daily conversations and writing to strengthen their grasp of the concept.

## 5 Read and Complete the Table

1. Explain that some words can have different meanings even though they look or sound the same, and this is what we call «homonyms».
2. Show pupils the table from the exercise. Point out the columns: «Word,» «First meaning,» and «Second meaning».
3. Read the first pair of sentences aloud, emphasizing the homonym (e.g., «form» in «I can form a correct sentence» and «The form of this paragraph is correct»).

**Lesson 1**

**5 Read and Complete the Table**

Use your dictionary to find the meaning of the following homonyms according to the context.

1. A: I can **form** a correct sentence.  
B: The **form** of this paragraph is correct.
2. A: My **nails** are clean.  
B: The carpenter can use **nails**.
3. A: I can **book** a room in a hotel.  
B: I can read the English **book**.
4. A: I always **wave** goodbye to my friends.  
B: This sea **wave** is big.
5. A: Don't **ring** the bell at night.  
B: I have a golden **ring**.

| Word | First meaning | Second meaning |
|------|---------------|----------------|
| form | (v) make      | (n) shape      |
|      |               |                |
|      |               |                |
|      |               |                |
|      |               |                |

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4. Ask pupils to identify the homonym in the sentences and write it in the «Word» column.
5. Guide pupils to discuss or use a dictionary to find the meanings of the homonym as used in each sentence.
6. Help pupils write the first meaning in the «First meaning» column (e.g., «form» means «make» in the first sentence) and the second meaning in the «Second meaning» column (e.g., «form» means «shape» in the second sentence).
7. Repeat this process with the remaining pairs of sentences, working step by step to fill in the table together.
8. Once the table is complete, review all the homonyms and their meanings with the class, reinforcing their understanding with examples or short discussions.

## Answer

### ◊ Form◊

-In sentence A: «I can form a correct sentence,» the word «form» means to make or create (verb).

-In sentence B: «The form of this paragraph is correct,» the word «form» means shape or structure (noun).

### ◊ Nails◊

-In sentence A: «My nails are clean,» the word «nails» refers to fingernails (noun).

-In sentence B: «The carpenter can use nails,» the word «nails» means thin, pointed metal pins used in carpentry (noun).

### ◊ Book◊

-In sentence A: «I can book a room in a hotel,» the word «book» means to reserve or arrange something in advance (verb).

-In sentence B: «I can read the English book,» the word «book» means a set of written or printed pages (noun).

### ◊ Wave◊

-In sentence A: «I always wave goodbye to my friends,» the word «wave» means to move one's hand as a signal or greeting (verb).

-In sentence B: «This sea wave is high,» the word «wave» refers to the movement of water in the sea (noun).

### ◊ Ring◊

-In sentence A: «Don't ring the bell at night,» the word «ring» means to make a sound, like a bell (verb).

-In sentence B: «I have a golden ring,» the word «ring» refers to a circular band, often worn as jewelry (noun).

## 6 Search and Write

1. Explain to the pupils that they will explore the new airport in the New Capital of Egypt and write about it.
2. Show them the image of the airport and discuss its modern design, emphasizing its unique features like the circular shape.
3. Guide the pupils on how to search the internet for information about the new airport, demonstrating how to use search engines and choose relevant keywords.
4. Ask the pupils to write five sentences about the airport using the information they found, ensuring they use correct capitalization and full stops.
5. Review their sentences together, giving constructive feedback to reinforce proper punctuation and capitalization.

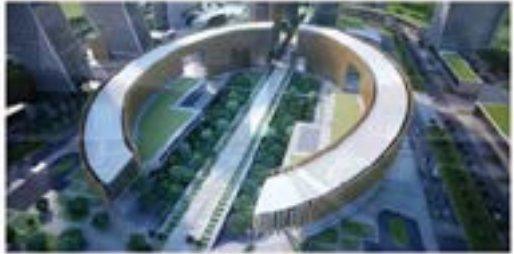
### Answer

The new airport in the New Capital of Egypt is a modern, circular-designed infrastructure built to accommodate many passengers. It uses advanced technology to streamline travel, serves as a hub for flights, and is part of Egypt's plan to improve infrastructure and attract tourists.

**Lesson 1**

**6 Search and Write**

Search the internet for some information about the new airport at the New Capital of Egypt.  
Write five sentences using correct capitalization and periods.



Below the image are five horizontal lines for writing.

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# PRACTICE BOOK LESSON 1

## 1 Listen, Read and Complete

at all

paragraph

Administrative

introduction

conclusion

## 2 Read and Answer

- The New Administrative Capital
- It was built to support economic development and reduce crowdedness in Cairo.
- It is located 45 kilometers east of Cairo.
- 6.5 million people
- mosque
- Cairo

## 3 Read and Complete

1. Administrative
2. Egypt
3. Mosque
4. people
5. parking

## 4 Write a Paragraph

The answers are left to the students



## LESSON 2 ATRIP TO EUROP

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

**SB P. 230-237 WB P. 111-113**

read a dialogue about a trip to Europe for gist.

- listen to a podcast about London for specific information.
- use the indefinite articles a/ an correctly.
- read a text about the Eiffel Tower for specific information.

### Vocabulary

trip, surprise, people, clock, European, teams, airport, football, maps, tower, post office, postcard, stairs, tickets, visitor, level, information, university, cheap, famous, company, party, vacation

### Language

#### Past Simple for Narrating Events

Example: «Last summer, my family visited Europe.»

Explanation: The past simple is used to describe completed actions in the past.

#### Time Expressions for Past Events

Example: yesterday, last week, two years ago

Explanation: These expressions indicate when an action happened.

#### Conjunctions (and, but, because, so)

Example: «I was excited because it was my first trip.»

Explanation: Conjunctions link ideas and show relationships between them.

Example: «I was excited because it was my first trip.»

Explanation: Conjunctions link ideas and show relationships between them.



## phonics

‘tr’ and ‘dr’ blends

Example: trip, travel, drive, dream

Explanation: These blends help with pronunciation and fluency.

Long ‘u’ sound (/ju:/)

Example: Europe, museum, beautiful

Explanation: The long ‘u’ sound appears in words with ‘eu’ or ‘u’.

## Phonics

- The /ɪə/ Sound (as in «ear»)
- Words in the lesson: wear, hear, clear
- Activity: Read a mix of words with /ɪə/ and other vowel sounds, and have students identify

## Values

- Appreciating traveling abroad to get more experiences.
- Showing respect for historical places.

## Materials

1. Pictures of famous European landmarks (Eiffel Tower, Big Ben, Colosseum, etc.).
2. A map of Europe highlighting major countries.
3. Flashcards with key vocabulary: trip, surprise, reward, visit.
4. A «true or false» statement sheet for a quick game.
5. A short travel video or slideshow about Europe.

## Warm up

1. Show pictures of famous European landmarks. Ask students if they can name them.
2. Write «Europe» on the board. Ask students which countries they know in Europe.
3. Give a riddle. «This place has a tall metal tower and people love taking pictures under it. What is it?» (Eiffel Tower).
4. Play a quick «true or false» game. Give statements like «New York is in Europe» or «London is the capital of France.»
5. Show a map of Europe. Point to Paris, London, Rome, and Berlin. Ask students which one they would like to visit and why.
6. Introduce key vocabulary. Write «trip,» «surprise,» «reward,» and «visit.» Ask students what they think these words mean.

## 1 Listen, Read, and Answer

1. Read the dialogue aloud with clear expression to capture pupils' attention and guide them to follow in their books.
2. Ask pupils to identify the characters in the dialogue (Father, Mother, Son, Daughter).
3. Explain the main idea: the father surprises the family with a 21-day trip to Europe.
4. Highlight the cities mentioned (Paris, London, Rome, Berlin) and write them on the board.
5. Discuss landmarks like the Eiffel Tower and Big Ben, showing pictures if possible.
6. Compare briefly between European cities and a U.S. city, like New York, for context.
7. Encourage pupils to share questions or comments about the trip or cities.
8. Assign pupils to answer questions related to the dialogue, ensuring comprehension.
9. Guide pupils to reflect on surprises they've experienced, linking back to the story.
10. Use the illustration as a tool for pupils to describe the family and setting visually.

### Answer

1. What is the father's surprise for the family?  
b. A trip to Europe
2. Why did Maher's company offer him a trip to Europe?

**Lesson 2**

**1 Listen, Read, and Answer**

Read the dialogue between Mr. Maher and his family and answer the questions.

**Mr. Maher:** I have a big surprise for you.  
**Mrs. Maher:** Really! What is it?  
**Mr. Maher:** My company offered me a trip to Europe as a reward for my good work.  
**Majid:** Wow! That's great!  
**Mr. Maher:** I'm going to take you with me.  
**Emy:** Amazing! Where will we go in Europe?  
**Mr. Maher:** We will visit Paris, London, Rome, and Berlin. We will spend 21 days there.  
**Majid:** That's really exciting! I will see the Eiffel Tower and Big Ben.  
**Mrs. Maher:** Yes. You will enjoy seeing many beautiful places, too.  
**Emy:** Will we go to New York?  
**Mr. Maher:** No. New York is not a European city. It's in the USA.



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**Lesson 2**

**Top Tip** - Europe and America are nouns. - European and American are adjectives.



1. What is the father's surprise for the family?  
 a. A gift  
 b. A trip to Europe  
 c. A new job  
 d. A party

2. Why did Maher's company offer him a trip to Europe?  
 a. For a family celebration  
 b. As a reward for good work  
 c. As a vacation for Maher alone  
 d. For business purposes

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3. Which cities are mentioned as destinations for the Europe trip?

a. Paris, London, Rome, and Berlin

4. How long will the family stay in Europe?

c. Three weeks

5. Why does Magid ask about going to New York?

c. He thinks New York is In Europe

## 2 Work in Pairs

1. Start by showing the pupils the image with the two characters in the center.

2. Read the speech bubbles aloud: «I have a big surprise for you.», «I have bought a nice present for you.», and «We are going on a trip to London next week».

3. Explain to the pupils that these are examples of surprising news.

4. Read the responses aloud: «Really! What is it?», «Wow! That's amazing!», and «Wow! I'm really excited»!

5. Explain that these are examples of how to respond to surprising news.

6. Ask the pupils to share how they would react to these pieces of news using phrases like «Really?», «Wow!», «That's amazing!», and «How cool»!

7. Pair up the pupils and ask them to take turns pretending to share surprising news and respond to it.

8. Provide them with the images of the airplane, gift, and Big Ben to help them come up with surprising news to share.

9. Encourage them to use expressive voices and gestures to make the activity more engaging.

10. Conclude by reviewing the key phrases they can use to respond to surprising news and ask them to share their favorite surprising news from the activity.





### 3 Listen and Complete

1. Show the pupils the text and explain that they will complete it by filling in the blanks using the given words: «people,» «clock,» «European,» «teams,» «airport,» and «football».
2. Read the instructions at the top aloud to ensure everyone understands: «Listen and complete the text with the following words».
3. Go over the list of words with the pupils and ask them to pronounce each word to build familiarity.
4. Read the entire text aloud, pausing slightly at each blank, so the pupils can listen and think about the missing word.
5. Help them analyze the context of each sentence to identify the word that fits best in each blank. For example:
  - For «About 9 million .....live there,» guide them to pick «people».
  - For «London has a famous .....called «Big Ben,»» explain that the word «clock»
6. Ask the pupils to write the correct word in each blank on their individual worksheets or notebooks.
7. Once all the blanks are filled, read the completed text aloud as a class to confirm the answers together.
8. Discuss why each word fits its blank and answer any questions to clarify understanding.
9. Engage the pupils in a quick group activity: let them use each word («people,» «clock,» etc.) In a sentence related to their own life or surroundings.
10. Encourage them to practice filling in blanks with word lists at home, using similar exercises, to strengthen their vocabulary and comprehension skills

### Answer

- London is a «European» city.
- About 9 million «people» live there.

**Lesson 2**

**3 Listen and Complete**

Listen and complete the text with the following words:

people clock European teams airport football



London is a European city. It is the capital of England. About 9 million ..... live there. They are called English. They speak English, too. London has a famous ..... called "Big Ben." Many tourists like to visit it when they go to London. Buckingham Palace is an important place there. London has a very famous ..... called "Heathrow." People in London love ..... very much. There are seven ..... teams there, like Arsenal and Chelsea. London is very cold in winter, so it is a good idea to visit it in summer.

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- London has a famous <clock> called «Big Ben».
- London has a very famous <airport> called «Heathrow».
- People in London love <football> very much.
- There are seven <teams> there like Arsenal and Chelsea.

## 4 Read and Fill in the Gaps with (a-an)

1. Explain to pupils that «a» and «an» are articles used before nouns to refer to something not specific.

2. Tell them that «a» is used when the next word starts with a consonant sound.

3. Tell them that «an» is used when the next word starts with a vowel sound (a, e, I, o, u).

4. Show examples such as «a cat» and «an apple» to help them understand.

5. Read the sentences from the worksheet aloud, such as «New York Is..... American city».

6. Ask pupils to identify the first letter of the word following the blank, like «American».

7. Guide them to determine if that first letter has a consonant or vowel sound.

8. Fill in the blank with «a» or «an» based on the sound, e.g., «an American city».

9. Practice the remaining sentences, encouraging pupils to explain their choices aloud.

10. Provide additional examples, both written and spoken, to reinforce the concept.

## Answer

1. He is <an> honest person.
2. New York Is <an> American city.

### Lesson 2

#### 4 Read and Fill in the Gaps with "a" or "an"

1. He is an honest person.
2. New York is \_\_\_\_\_ American city.
3. I'm looking for \_\_\_\_\_ cheap hotel.
4. My uncle works in \_\_\_\_\_ university in London.
5. Rome is \_\_\_\_\_ amazing city.

#### 5 Read and Answer

Mr. Maher and his family are in Paris now. Emy bought a book about Paris and a map of it. Tomorrow, they are going to visit the Eiffel Tower. Emy and Magid want to climb it. Emy opens the book to find some information about the Eiffel Tower. The tower is 330 meters tall, and it is the tallest building in Paris. It is named after the engineer Gustave Eiffel, whose company designed and built the tower.



**Top Tip**

• Use "a" before a singular noun that starts with a consonant sound. E.g., a book or a European city.  
 • Use "an" before a singular noun that starts with a vowel sound. E.g., an apple, an important place.

**Remember**  
 The Eiffel Tower is covered in names of scientists.

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3. I'm looking for <a> cheap hotel.
4. My uncle works in <a> University in London.
5. Rome is <an> amazing city.

## 5 Read and Answer

1. Begin by reading the passage aloud to the pupils, pointing to the picture of the Eiffel Tower to set the scene.

2. Explain the key words like «Paris,» «engineer,» «post office,» and «Eiffel Tower» using simple sentences and images.

3. Ask the pupils what they know about Paris or if they've seen the Eiffel Tower in pictures before.

4. Break down the passage sentence by sentence, asking pupils what they understood after each part.

5. Highlight interesting details about the Eiffel Tower, such as its height (330 meters) and the role of Gustave Eiffel.

6. Show the pupils where the Eiffel Tower is located on a map and relate it to their real-world understanding.

7. Discuss the different features of the Eiffel Tower mentioned in the text, like the lift and the post office, asking pupils why features are important.

8. Guide the pupils through the questions provided, encouraging them to look back at the text for answers.

9. For question 1, point out the word «Paris» in the passage and remind them that the family is there.

10. For question 2, discuss who is mentioned in the text as buying a book and encourage them to write the name.

11. For question 3, refer to the part of the passage mentioning the Eiffel Tower's height and let them answer.

**Lesson 2**

The tower has three levels for visitors, with restaurants on the first and second levels. People buy tickets to climb the Tower. They can go by stairs or elevator. On the first floor, there is a small post office where you can send nice postcards to anyone. Emy will send a postcard to her friend Mona in Egypt.

1. Where is the family now? They are in Paris.
2. Who bought a book about Paris? .....
3. How tall is the Eiffel Tower? .....
4. Why do you think there is a lift inside the tower? .....
5. People need ..... to climb the tower.  

a. books
b. sandwiches

c. map
d. ticket
6. You can send ..... from the post office.  

a. cards
b. sandwiches

c. flowers
d. books



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12. For question 4, initiate a group discussion on why having a lift is helpful In such a tall tower.
13. For question 5, explain the concept of tickets as an entry requirement by referencing the text.
14. For question 6, remind them about the post office on the Eiffel Tower's first floor and guide them to choose the correct answer.

## **Answer**

1. Where are the family now?

They are in Paris.

2. Who bought a book about Paris?

Emy bought a book about Paris.

3. How tall is the Eiffel Tower?

The Eiffel Tower is 330 meters tall.

4. Why do you think there is a lift inside the tower?

The lift Is there to help people reach the higher levels of the tower without having to climb all the stairs.

5. People need (books- maps- sandwiches- tickets) to climb the tower.

People need tickets to climb the tower.

6. You can send (cards- flowers- sandwiches- books) from the post office.

7. You can send cards from the post office.



## PRACTICE BOOK LESSON 2

### 1 Read and Complete

Really

Europe

exciting

amazing

time

### 2 Complete the Sentences with a or an

2. an

3. an

4. an

5. a

6. an

### 3 Read and Tick (✓) or (✗), Correct the False Ones

- ✗ It is a famous European city.
- ✓ About 4 million people live in Berlin.
- ✓ Berlin is rich in its culture.
- ✗ The Brandenburg Gate symbolizes peace and unity.
- ✓ UNESCO protects Berlin Museum.
- ✗ There are many universities in Berlin.

### 4 Complete and Color

The answers are left to the students

## LESSON 3 A TOUR IN CAIRO

SB P.238-244 WB P. 114-117

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

- read a dialogue between a husband and wife for specific information.
- make and respond to recommendations in different ways.
- identify some historical places in Cairo.
- listen to a podcast about the Egyptian Museum for specific information.
- recognize words with /ʊ/ sound.

### Vocabulary

Pyramids, promise, spring, summer, fall, winter, boss, photographer, souvenir, historical places, architect, interested in

### Language

#### Modal Verb 'should' for Recommendations

Example: «You should visit the pyramids.»

Explanation: 'Should' is used to give advice or recommendations.

#### Present Continuous for Plans

Example: «We are visiting the Citadel tomorrow.»

Explanation: The present continuous is used for definite future plans.

#### Comparative Adjectives (big, bigger, biggest)

Example: «The pyramids are bigger than most buildings.»

Explanation: Comparative forms describe differences in size, height, etc.

- **Interested in / enjoy + (v) +ing** e.g. I'm interested in reading./ I enjoy playing football.



## Phonics

- Recognizing words with /ɔ/ sound.
- Silent 'e' Rule

Example: Cairo, time, place

- Explanation: The final 'e' makes the previous vowel long.
- 'ou' and 'or' sounds

Example: tour, Cairo, four

- Explanation: 'ou' makes different sounds in English, such as /ʊə/ in 'tour'.

## Values

- Appreciating traveling abroad to get more experiences.
- Showing respect for historical places.

## Materials

1. Pictures of Cairo's famous locations (Pyramids, Khan El-Khalili, Citadel, etc.).
2. A short video or slideshow featuring a tour of Cairo.
3. Flashcards with key vocabulary: tour, recommend, mosque, souvenir.
4. A whiteboard for listing students' recommendations for tourists.
5. A map of Cairo to show important landmarks

## Warm up

1. Show a picture of Cairo's historical places. Ask students to name them.
2. Write «Tour in Cairo» on the board. Ask what they think a tourist would visit in Cairo.
3. Play a quick «guess the place» game. Describe a place (e.g., «This market is famous for souvenirs and spices.» Answer: Khan El-Khalili).
4. Show a short video or slideshow of Cairo's famous places. Let students share what they know.
5. Introduce key vocabulary. Write «tour,» «recommend,» «mosque,» and «souvenir» on the board. Ask students to guess their meanings.
6. Ask a discussion question. «If you had a tourist friend, where would you take them in Cairo?»
7. Have students predict the lesson. Ask, «What do you think the characters in our lesson will do?»

## 1 Read and Answer

1. Start by introducing the story. Explain that Maher received an email from his English friend, Mr. Josef, and they are planning a visit to Egypt. Ask students to predict what places they might visit.
2. Read the dialogue aloud with the class. Assign roles for Maher and his wife to different students. Encourage them to read expressively.
3. After reading, ask comprehension questions to ensure they understand the main ideas. For example:

Who is Mr. Josef?

What did Mr. Josef do for Maher and his wife before?

What places are they planning to visit?

4. Guide students to answer the multiple-choice questions on the second page. Ask them to find the correct answers by referring back to the dialogue.
5. Encourage students to explain why each answer is correct. For example:

»Mr. Josef is an English friend because Maher said, «I received an email from Mr. Josef, my English friend».

6. For the Top Tip section, explain the rule about «interested in/enjoy + (v) + ing» with examples. Ask students to create their own sentences, e.g., «I'm interested in drawing».
7. Finish with a discussion: Ask students

### Answer.

1. Who sent Maher an email?

d. An English friend

2. What did Mr. Josef do for Maher and his wife during a previous visit?

c. Both a and b (He took them camping and invited them for dinner in the countryside.)

**Lesson 3**

**1 Read and Answer**

**Maher:** I received an email from Mr. Josef, my English friend.  
**Wife:** Oh! I remembered him. He invited us for dinner at his house in the countryside and took us camping. It was amazing.  
**Maher:** Yes. He said he is coming to Egypt this winter. He works as an architect and he is interested in visiting historical places in Cairo. Do you have any suggestions?  
**Wife:** What about taking him on a tour of Old Cairo? I'm sure he will enjoy visiting the Islamic buildings there.



**Maher:** That's a good idea. How about taking him to Al-Hussein, Khan Al-Khalili and the Pyramids in Giza, too?  
**Wife:** That would be great. Can you take us with you? I want to pray in Al-Hussein Mosque.  
**Maher:** Sure. Josef is coming with his wife and daughters. We will go together and get them some souvenirs from Khan Al-Khalili.  
**Wife:** We could invite them for lunch at our home when they visit us.  
**Maher:** Sounds like a good idea. I think they will enjoy having some of our Egyptian food.  
**Wife:** I'm sure they will because I'm a good cook.

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3. When is Mr. Josef planning to visit Egypt?
- d. Winter
4. What suggestion does Maher's wife make for Mr. Josef's visit to Cairo?
- b. Taking a tour in Old Cairo
5. What does Maher's wife want to do when they visit Al-Hussein?
- b. Pray in Al-Hussein Mosque.

## 2 Work in Pairs

1. Begin by showing the pupils the image and explaining that they will practice making and responding to suggestions.
2. Point to the speech bubbles in the image and read the suggestions aloud: «What about inviting your cousin for lunch tomorrow?», «How about visiting our grandparents on Friday?», and «We could go to the zoo next weekend».
3. Read the responses aloud: «That's a good idea.», «Sounds like a good idea.», and «That would be great».
4. Explain that to make suggestions, they can use phrases like «What about...?», «How about...?», or «We could...».
5. Explain that to respond to suggestions positively, they can use phrases such as «That's a good idea.», «Sounds like a good idea.», or «That would be great».
6. Divide the pupils into pairs and ask them to practice making and responding to suggestions using the phrases provided.
7. Encourage them to come up with their own suggestions and responses related to activities they like.
8. Ask a few pairs to share their dialogues with the class as examples.



## Answer

1. What about inviting your cousin for lunch tomorrow?

Response: «That's a good idea».

2. How about visiting our grandparents on Friday?

Response: «Sounds like a good idea».

3. We could go to the zoo next weekend.

Response: «That would be great».

4. What about going to the park this afternoon?

Suggested response: «That sounds fun»!

5. We could play a board game after dinner.

Suggested response: «Sure, let's do that»!

## 3 Read and Match

1. Begin by explaining that pupils will read descriptions about events and match them to pictures.
2. Read each description aloud and discuss the key details with the pupils, like visiting the Pyramids or riding camels.
3. Show them the pictures related to the descriptions and guide them in identifying specific elements in each.
4. Explain unfamiliar words or phrases, like «Citadel» or «souvenirs», to ensure they understand.
5. Encourage pupils to work together to match descriptions to pictures, discussing their reasoning.
6. Allow time for them to complete the task individually or in pairs.
7. Review the correct matches as a class and clarify any misunderstandings.
8. Praise correct answers and provide gentle explanations for mistakes to reinforce learning.

**Lesson 3**

**3 Read and Match**

Match the descriptions to the pictures on the next page.

1. On Tuesday morning, Mr. Maher took them to the Pyramids. Mr. Josef was surprised and said, "Wow! The Pyramids are amazing." Mr. Josef and his family rode on camels and went around the Pyramids. His two daughters were happy. Mr. Maher took many photos of them.

2. Mr. Josef came to Egypt with Helen last Sunday. Mr. Maher went to meet them at the Hilton hotel on Monday morning. He proposed to take them on a tour of Cairo on Tuesday and Wednesday.

3. In the afternoon, he took them to the Citadel. Mr. Josef and his wife liked it a lot. They went inside the mosque there. Mr. Josef admired the construction of Mohamed Ali Mosque and took many photos of the mosque, especially its ceiling.

4. Mr. Maher invited the family for lunch at his house. Mrs. Maher welcomed the family, she served them different types of Egyptian food, like mahshi, kofta, pasha, and different desserts. The family liked the food a lot.

5. Mr. Maher told Mr. Josef that the next day they would see lots of monuments at the Egyptian Museum, and he gave Mr. Josef a book about it.

6. In the evening, Mr. Maher took them to Al-Husseini, then to Khan El-Khalili to get them souvenirs.

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## Answer

1. Mr. Maher told Mr. Josef about the Egyptian Museum and gave him a book about it. → Picture 1 (The Egyptian Museum)
2. In the evening, Mr. Maher took them all to Al-Hussein, then Khan Al-Khalili to get souvenirs. → Picture 2 (Market scene representing Khan Al-Khalili)
3. Mr. Maher invited the family for lunch at his house, and Mrs. Maher served different Egyptian foods. → Picture 3 (Family enjoying a meal)
4. Mr. Josef came to Egypt with his family last Sunday, and Mr. Maher went to meet them at Hilton Hotel. → Picture 4 (Hilton Hotel building)
5. On Tuesday morning, Mr. Maher took them to the Pyramids. → Picture 5 (Pyramids scene with a family)
6. In the afternoon, he took them to the Citadel, where they admired the Mohamed Aly Mosque. → Picture 6 (Citadel or similar cultural spot with lights)

## 4 Listen and Perform

1. Start by explaining the task in simple words that Grade 3 students can understand, using examples relevant to their daily life.
2. Divide the task into smaller steps, and give one step at a time, asking students to follow along.
3. Use visuals, drawings, or objects to demonstrate how to complete each step of the task.
4. Ask students to repeat the steps with you or in small groups to practice.
5. Check for understanding by asking questions or observing if they are performing the steps correctly.
6. Encourage them to ask questions and give them a chance to try completing the task on their own.
7. Provide positive reinforcement for effort and success to build their confidence.

**Lesson 3**

**4 Listen and Perform**

Listen to this limerick and underline the words with /c/ sound.

In the woods there was a strange cook.  
And people were afraid to look.  
But, he was really good.  
People finally understood.  
He gave them sugar, and a cook book.



## Answer

### The underlined words

cook, look, and cookbook

All contain the /c/ sound.

## 5 Game Time

1. Show the pupils the spin wheel and explain that it contains six different questions or tasks.
2. Divide the pupils into small groups and provide them with worksheets that include numbered spaces for their answers.
3. Explain that each group will take turns spinning the wheel. One pupil from the group will spin, and the group will discuss the question or task it lands on.
4. Ask the group to collaborate and write their answer in the corresponding space on their worksheet. For example, if the wheel lands on «Where can tourists enjoy riding camels?» the pupils could write «The Giza Pyramids» or another accurate answer.
5. Continue the game until all groups have answered each question on the wheel. Ensure every group gets a fair turn to spin.
6. Once the activity is complete, discuss the answers with the whole class, encouraging pupils to explain their reasoning. For example, when discussing «Tutankhamun's Treasure is found in...», prompt them to share that it is displayed in the Egyptian Museum.

### Answer

1. A: We could go to the park next weekend.  
B: That sounds like a great idea!
2. Tourists can enjoy riding camels at the Giza Pyramids or in other desert areas.
3. You can see the Mosque of Mohamed Aly at the Citadel.
4. At Khan Al Khalili, you can buy souvenirs, jewelry, traditional crafts, and spices.
5. Two words that end with «ing» are «singing» and «dancing».
6. Tutankhamun's Treasure is found in the Egyptian Museum in Cairo.





## PRACTICE BOOK LESSON 3

### 1 Read and Complete

suggestions

amazing

Citadel

idea

mosque

### 2 Read and Match

1.What about going to the Pyramids?

2.Let's go to Khan El-Khalily.

3.Sounds like a good idea.

4.That would be great.

5.We could pray at the mosque.

6.How about visiting the Egyptian Museum?

### 3 Read and Complete the Fact File

The answers are left to the students

### 4 Look and Describe the Picture

The answers are left to the students

### 5 Complete the Maze

The answers are left to the students

## LESSON 4 ALEXANDRIA LIBRARY

SB P. 245-254 WB P. 118-121

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

- read a dialogue for details.
- guess answers using «Yes/ No» questions.
- identify some famous places in Alexandria.
- read a text about Alexandria Library for specific information.
- identify words with /eɪ/ sound.
- use adjectives to describe places and buildings.

### Vocabulary

Mediterranean Sea, Qaitbay Fort, special, neighborhood, register, coast, aquarium, marine animals, lighthouse, wonders, ancient world, design.

### Language

#### Past Simple vs. Past Continuous

- Example: «I was reading a book when the tour started.»
- Explanation: The past simple describes completed actions, while the past continuous describes ongoing past actions.

#### Wh- Questions (who, what, where, when, why, how)

- Example: «Where is the library? How old is it?»
- Explanation: These questions help gather information.

#### Articles (a, an, the)

- Example: «Alexandria has a famous library.»
- Explanation: 'A' and 'an' refer to non-specific nouns, while 'the' is used for specific ones.



## Phonics

### Soft 'g' sound (/dʒ/)

- Example: giant, Egypt, general
- Explanation: The letter 'g' sounds like /dʒ/ before 'e', 'i', or 'y'.

## Values

- Appreciating traveling abroad to get more experiences.
- Showing respect for historical places.

## Materials

1. A picture of the Bibliotheca Alexandrina (Library of Alexandria).
2. A map of Egypt highlighting Alexandria.
3. Flashcards with key vocabulary: library, visit, famous, guess.
4. A short fact sheet or article about the history of Alexandria's library.
5. A video or slideshow about Alexandria's historical and modern sites.

## Warm up

1. Show a picture of the Alexandria Library. Ask students what they think it is.
2. Write «Alexandria» on the board. Ask if anyone has visited and what they saw.
3. Give a fact about Alexandria. «It is the second-largest city in Egypt and has a famous library.»
4. Play a quick guessing game. «This place has millions of books and is one of the oldest libraries in the world. What is it?»
5. Show a map of Egypt. Point to Alexandria and ask students how they would travel there.
6. Introduce key vocabulary. Write «library,» «visit,» «famous,» and «guess» on the board. Ask students what they think these words mean.
7. Have students predict the lesson. Ask, «What do you think the students in the story will learn?»

## 1 Listen, Read, and Answer

1. Begin the lesson by showing images or visuals of Alexandria's landmarks such as the Zoo and Qaitbay Fort to capture their attention. Ask questions like, "What do you see In this picture"?
2. Introduce the dialogue between the teacher and pupils. Read it out loud to them, using clear and expressive tones. Point to specific phrases in the text to draw their attention.
3. Act out the dialogue with gestures and expressions, encouraging pupils to follow along and repeat sentences after you.
4. Divide the pupils into small groups and assign roles from the dialogue. Let them practice and act out the scene together. Offer guidance if they get stuck.
5. Use flashcards with key phrases or sentences from the text. Show them one at a time and ask the pupils to identify where it fits into the dialogue.
6. Ask simple comprehension questions based on the dialogue, such as "What do the pupils like to visit?" or "Who is asking the questions?" Use repetition and examples if needed.
7. Introduce an interactive activity where pupils draw one of the landmarks discussed (like Qaitbay Fort) and write a short sentence about it, such as "This is Qaitbay Fort. It is in Alexandria".
8. Encourage a class discussion where pupils share what they learned about Alexandria. Reinforce key points from the dialogue.
9. End the lesson by recapping what they've learned using gestures or visuals. Praise their efforts and participation.
10. Assign a small task for review, such as practicing writing two sentences about their favorite Alexandria landmark for homework

**Lesson 4**

**Teacher:** Good morning, children. How are you today?  
**Pupils:** Good morning, teacher. We're fine, thanks.  
**Teacher:** Sit down, please. Our history lesson today is about a beautiful city in Egypt, on the coast of the Mediterranean Sea. Can you guess what it is?  
**Mona:** Is it Ras El Bar?  
**Teacher:** No. It's bigger.  
**Emy:** Is it Alexandria?  
**Teacher:** Yes, it is. Excellent, Emy. Have you ever been to Alexandria?  
**Emy:** Yes. We have been there many times. My aunt lives there, and we visit her every summer.  
**Mona:** I went to Alexandria last summer, too. We have a flat in the Miami neighborhood.  
**Teacher:** Fantastic. Did you visit any places there?  
**Mona:** Yes. We visited the zoo and the Qaitbay Fort.  
**Teacher:** Amazing. We have a trip to Alexandria next month. If you want to come, register your name with Miss HEND. We will visit many places, and we will go to a special place that is full of books.  
**Emy:** I know it. It's .....  
**1. What is the topic of the lesson?**  
a Geography  
b History  
c Literature  
d Mathematics

**Top Tip** Alexandria is the second largest city in Egypt, and the largest Egyptian city on the Mediterranean coast.

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## Answer

1. What is the topic of the lesson?  
b) History
2. Which city is the focus of the lesson?  
c) Alexandria
3. How did Emy know the answer to the teacher's question about the city?  
b) She read about it in a book.
4. Why does Mona mention Miami?  
c) Miami Is another name for Alexandria.
5. What special place in Alexandria does the teacher mention?  
c) A library

## 2 Work in pairs

1. Show the pupils the image and explain that they will learn how to identify cities based on clues.
2. Read the dialogue aloud: «This city is on the coast of the Mediterranean Sea.» A pupil guesses, «Is it Ras El Bar?» The teacher responds, «No, it's bigger.» Another pupil asks, «Is it Alexandria?» and the teacher answers, «Yes, it is».
3. Encourage pupils to work in pairs or groups, using this example dialogue to guess cities.
4. Guide them to focus on landmarks, like those shown in the images. Help them form yes/no questions to ask their peers, such as «Is it the Citadel?»
5. Let each group take turns asking and answering clues about the city until someone correctly guesses «Alexandria».



6. Conclude by discussing why Alexandria is important, connecting to its location by the Mediterranean Sea.

### 3 Listen and Order

1. Read the text aloud about visiting the Citadel: «In the morning, they went to the Citadel. They enjoyed the sea view».

2. Show an image of the Citadel and explain briefly what it is, encouraging pupils to describe what they see.

3. Continue reading the text: «Emy found a book about the Lighthouse of Alexandria. The Lighthouse was one of the seven wonders of the ancient world».

4. Display a related image of children with books and explain the importance of the Lighthouse of Alexandria.

5. Read the next part of the text: «Finally, they went to the zoo and saw lots of animals. The children were very happy. They had lots of fun».

6. Show an image of the zoo entrance, and ask pupils what animals they think could be found there.

They found lots of books there».

8. Share an image of the Alexandria Library, explaining the significance of libraries and their role in learning.

9. Ask pupils to match the images with the corresponding parts of the story.

10. Encourage pupils to share if they have visited similar places and what they enjoyed.

**Lesson 4**

**3 Listen and Order**

  
Last Tuesday, the children arrived in Alexandria with their teachers on their trip. It is a beautiful city on the Mediterranean Sea coast.

  
Then, they went to the aquarium near Qaitbay Fort. They saw lots of marine animals.

  
In the morning, they went to the Citadel. They enjoyed the sea view.

**4 Listen and Perform** Begin by reading the text about Alexandria Library aloud to the pupils. Use a clear and expressive tone to help them understand key points about the library's features and history.

1. Show images of the Alexandria Library to the pupils, pointing out details such as the building's unique design and sections like the children's library or planetarium.
2. Explain to them the variety of resources and activities available in the library, like the reading hall, computer lab, storytelling, and art corners. Use gestures to emphasize these.
3. Discuss the importance of libraries as spaces for learning and creativity. Share examples of how they might use a library in their own lives.
4. Ask the pupils to describe the library using descriptive words from the text, such as «beautiful,» «huge,» or «amazing.» Repeat these words for reinforcement.
5. Guide them to write a short paragraph about what they would enjoy doing if they visited the library, connecting this to the information in the text.
6. Review their paragraphs and provide constructive feedback, focusing on their use of adjectives and clear descriptions related to the library. End the session by encouraging the pupils to ask questions or share their thoughts about libraries to promote engagement and understanding.

**Lesson 4**

**4 Read and Answer**

Alexandria is a famous city in Egypt. It has one of the largest libraries in the world, the Library of Alexandria. With the help of UNESCO, the library was opened on October 16, 2002 in the same place of the old library. The huge library building has a beautiful design. It looks like the sun rising.




This large library has lots of great Arabic, English, and French books. There is a children's library which includes a reading hall, TV corner, computer lab, storytelling and puppet-show theater, as well as an artistic and handicrafts corner. Inside the library, you can find a conference center, art galleries, and a planetarium. the Library of Alexandria is an amazing place to visit when you go to Alexandria.

**Top Tip**

Use adjectives to describe things, places, and buildings. E.g., great books, beautiful design, huge building.

### Answer

1. 6<sup>th</sup> October 2002 – The Alexandria Library officially opened on this date.
2. UNESCO – The organization that assisted in the establishment of the library.
3. It looks like the sun rising – The library's design symbolizes this imagery.
4. Arabic, English, and French – The languages available in the library.
5. Reading hall and storytelling – Facilities specifically mentioned in the children's library.



**5 Game Time** 1. Explain to the pupils that they will be practicing identifying words with the /ei/ sound in sentences.

2. Show an example from the task: Circle «Chain» and «play» in the first sentence to demonstrate.
3. Read each sentence slowly and clearly, emphasizing the words with the /ei/ sound, like «cake» and «tray».
4. Ask the pupils to repeat the highlighted words after you to reinforce the pronunciation of the /ei/ sound.
5. Distribute the sentences to the pupils and ask them to circle all the words containing the /ei/ sound in each sentence.
6. Walk around the classroom to assist and guide pupils who may need extra help.
7. Once everyone has completed the task, review the answers together, discussing why specific words have the /ei/ sound.
8. Provide feedback and praise their efforts, encouraging them to apply the skill in other words they encounter.

### Answer

1. In the sentence «Mr. Chain can play basketball,» the words with the /ei/ sound are: Chain and play.
2. In the sentence «Friday is my favorite day,» the words with the /ei/ sound are: Friday, favorite, and day.
3. In the sentence «The cake is on the tray,» the words with the /ei/ sound are: cake and tray.
4. In the sentence «I ate a grape on my way home,» the words with the /ei/ sound are: ate, grape, and way.
5. In the sentence «Alexandria is a beautiful place to stay in,» the words with the /ei/ sound are: place and stay.

**5 Listen and Circle the Words with the Same /ei/ Sound**

- 1 Mr. Chain can play basketball.
- 2 Friday is my favorite day.
- 3 The cake is on the tray.
- 4 I ate a grape on my way home.
- 5 Alexandria is a beautiful place to stay in.



## PRACTICE BOOK LESSON 4

### 1 Read and Answer

- The trip will be to Alexandria.
- Their classmates will go on this trip with Adel and Ehab.
- They will take photos with a camera.
- No, they probably won't go swimming because the text only mentions looking at the sea from Qaitbay Fort and visiting the aquarium.
- Ehab's favorite hobby is reading books.

### 2 Read and Answer

The answers are left to the students

### 3 Read and Complete

- gardens
- Royal Egyptian
- Egyptian
- trees

### 4 Describe these Places and Buildings Using the Adjectives

The answers are left to the students

### 5 Look and Tick

Happy day-holiday-delay-may-play