

# YEAR 5 PRIMARY EDUCATION

## Scope an Sequence

Review Unit			
<b>Session I</b>	Greetings / Toys / Numbers / Daily routines / The alphabet / Family There is / There are	<ul style="list-style-type: none"> <li>▪ <i>Problem-solving / Concentration /decision making</i></li> </ul>	
<b>Session II</b>	Toys / House / Toys / School / Family / Daily routines	<ul style="list-style-type: none"> <li>▪ <i>Concentration /Problem-solving</i></li> </ul>	
<b>Session III</b>	School / Pets /	<ul style="list-style-type: none"> <li>▪ <i>Turn-taking / Concentration</i></li> </ul>	
UNIT I : Introducing Others			
Lesson	Vocabulary	Grammar	Life skills & Values
<b>Meet my Family</b>	Grandmother/ grandfather/ uncle/ aunt/ cousin/ parents/ grandparents / son / daughter	Possessive adjectives: my / your /his / her Demonstratives: this is...../These are..... Possessive case: <b>name + apostrophe + s</b>	<ul style="list-style-type: none"> <li>▪ <i>Collaboration/ self-confidence</i></li> <li>▪ <i>Mutual respect/ Turn taking</i></li> </ul>
<b>Meet my Neighbours</b>	neighbour/ live/ house/ daughter/son/ children / doctor/ baker / next to / kind / helpful / pupils / respect / share	Simple present have got our / their	<ul style="list-style-type: none"> <li>▪ <i>Effective communication / Empathy</i></li> <li>▪ <i>Respect / Help / Share/ living with others</i></li> </ul>
<b>Meet my Teachers</b>	teacher / pupil/ English / math / Arabic / Science / music / Arts / PE / tell / read / write / draw / play music / practice sports	Present simple (affirmative/ interrogative) Present progressive	<ul style="list-style-type: none"> <li>▪ <i>Problem solving/ Self-confidence/ Taking decision</i></li> <li>▪ <i>Mutual respect/ Turn taking</i></li> </ul>
	clothes/ trousers/ shirt/ coat/ skirt/	and/ but He/she/This is/these	<ul style="list-style-type: none"> <li>▪ <i>Self-esteem (in public speaking)/</i></li> </ul>

<b>Meet my Classmates</b>	jacket/ T-shirt/ dress/ trainers/ jeans / drawing/dancing/ singing/ playing sport/ reading/ is - 's wearing	are How many + plural noun Present progressive	<i>Turn taking/ Problem solving</i> ▪ <i>Mutual respect/ Turn taking</i>
<b>Meet my Friends</b>	Clothes/ trousers/ shoes/ socks/ shorts/ shirts/ coat/ skirt/ jacket/ T-shirt Colours: black/ brown/ orange/ red/ green/ blue/ pink/ white/ yellow/ friendly/ helpful/ smart/ kind	Grammar: He/ she/ his/ her This is/ these are Pronunciation: / ai /	▪ <i>Cooperation/ self- confidence/ Empathy</i> ▪ <i>Respect/ turn taking</i>
<b>Meet my Pets</b>	dog/ cat / rabbit / turtle / bird / fish / take care / run / walk / jump / sing /play /hug / feed / wash / clean.	Simple present: Do you have? / Yes, I do / What do you have? Can + V / can't +v (base form) <b>In</b> the morning / <b>In</b> the afternoon / <b>In</b> the evening <b>At</b> midday / <b>At</b> night / All the time	▪ <i>Empathy / Problem solving</i> ▪ <i>Respect</i>

### Progress check

### Project

## UNIT II : Describing People and Places

<b>At Grand-ma's</b>	grand children/grand son /grand daughter/ fridge/ TV set/cooker/bath/ bed/ lamp/ grey/	What's/is he/she doing? Under/between/on/ next to	▪ <i>Space management</i> ▪ <i>Respect for others / Compassion</i>
	<b>Body parts</b> (consolidation)/ adjectives:	This is / his / her / simple present (he / she)	▪ <i>Communication</i> ▪ <i>Respect / Sharing / Help</i>

<p><b>My Best Friend</b></p>	<p>character (kind / helpful / nice / cool / bright / smart / clever / funny / caring / great);  <b>physical appearance:</b> (long / short / blue / blond / green / black / brown / tall / short / handsome / pretty / beautiful / cute) / hair / eyes/ like / dislike / strawberries</p>		
<p><b>My favourite Teacher</b></p>	<p>Teacher/ Subjects/ English / Maths /Arabic/ French/PE /kind/ helpful/ nice/smart / friendly / teach / study</p>	<p>Subject pronouns. Possessive adjectives. To be</p>	<ul style="list-style-type: none"> <li>▪ <i>Self-esteem in public speaking</i></li> <li>▪ <i>Honesty / Courage to speak up</i></li> </ul>
<p><b>My Neighbourhood</b></p>	<p>butcher shop / butcher/ bakery /baker / greengrocery / greengrocer/ vegetables / meat / bookshop / bus stop / to go / cross the street / on the right / on the left / neighbourhood</p>	<p>There are / There is Can I help you? / I would like .....</p>	<ul style="list-style-type: none"> <li>▪ <i>Space management / Communication</i></li> <li>▪ <i>Respect for others / Responsibility</i></li> </ul>
<p><b>At the Park</b></p>	<p>bench / picnic table / bike / jogging/ hopscotch/ park /skip rope/ hide and seek/ hide/ tree</p>	<p>Where / who Personal pronouns: I / He / She / We / They Present progressive Pronunciation:/ ɒ / / əʊ /</p>	<ul style="list-style-type: none"> <li>▪ <i>Space management / Self-management</i></li> <li>▪ <i>Good manners / Responsibility</i></li> </ul>
<p><b>My Town</b></p>	<p>school /park /shop /police office/hair dresser /fire</p>	<p>Preposition of movement: to Location: near/ in/at</p>	<ul style="list-style-type: none"> <li>▪ <i>Self-management</i></li> <li>▪ <i>Serve others</i></li> </ul>

	fighter/ cinema/café/ bus station/ left/right/ forward/book seller	/next to /behind/	
<b>Progress check</b>			
<b>Project</b>			
<b>UNIT III: In the Playground</b>			
<b>In the playground</b>	swing/ seesaw/ skip rope/ trampoline/ run/ slide/ jump/ play hide and seek/ skate/ walk/ ride a bike/ play football/climb	There is/ there are/This is.../These are...  Do you .../ yes, I .../ no, I don't... <b>Pronunciation: /ei/ / aɪ /</b>	<ul style="list-style-type: none"> <li>▪ <i>Problem solving</i></li> <li>▪ <i>Value: Enjoyment / Playfulness</i></li> </ul>
<b>Let's Play Together</b>	together / swing/ seesaw/ climb/ skip rope/ run/ slide/ jump/ play hide and seek/ skate/ walk/ ride a bike/ play football / scared /angry/sad / high	Let's + verb Subject +verb to be + adjective because	<ul style="list-style-type: none"> <li>▪ <i>Justify choices</i></li> <li>▪ <i>Empathy / Acceptance</i></li> </ul>
<b>Which Ride?</b>	like/love/hate/enjo y /swing /seesaw/ skip rope / run / slide / jump / play hide and seek / skate / walk / ride a bike / play football/ climb	Let's+ verb Do you ..... ? Yes, I do /No, I don't Why? ...because...	<ul style="list-style-type: none"> <li>▪ <i>Be self-aware / Solving problems</i></li> <li>▪ <i>Sharing</i></li> </ul>
<b>It's Your Turn</b>	It's your turn/ fight/ push/ respect/ wait for your turn/	The Imperative: do/ don't +verb  <b>Pronunciation: /θ/ /ð/</b>	<ul style="list-style-type: none"> <li>▪ <i>Living together / Taking turns</i></li> <li>▪ <i>Respect / Sharing</i></li> </ul>
<b>Safety in the Playground</b>	safe / unsafe /dangerous / be careful/ wait for your turn/ don't fight/ use / monkey	The imperative / must / mustn't	<ul style="list-style-type: none"> <li>▪ <i>Critical thinking</i></li> <li>▪ <i>Respect / Responsibility</i></li> </ul>

	bars / wet / slip / get hurt / hurt / fall		
<b>Let's Clean our Playground</b>	pick up / throw / rubbish / clean / dirty/ bin / ground	Imperative: Do / Don't + verb Must + verb/ Mustn't + verb Pronunciation : /æ/ /ʌ/	<ul style="list-style-type: none"> <li>▪ <i>Perspective taking / Focus and self-control</i></li> <li>▪ <i>Responsibility</i></li> </ul>

### Progress check

### Project

## UNIT IV: Celebrating my Birthday

<b>Preparing for my Birthday Party</b>	candle/juice/ guest/balloons/ garland/ cups/ sweets /cookies / buy /shop / list / streamer/ flowers/ party hats  Numbers: 20 - 30 - 40 -50- 60	Simple present Plural (Regular) Pronunciation: /s/ /z/ /iz/	<ul style="list-style-type: none"> <li>▪ <i>Concentration / Problem-solving</i></li> <li>▪ <i>Enjoyment / Help</i></li> </ul>
<b>Inviting my Friends</b>	birthday party/ invite / come /cake/ balloons/happy / sad/ friends/ relatives / celebrate	Prepositions of time: in /on / at WH- questions (when/ where/ what time) e.g. when is your birthday party?	<ul style="list-style-type: none"> <li>▪ <i>Living together / Participation</i></li> <li>▪ <i>Sharing</i></li> </ul>
<b>Decorating the House</b>	garden / tree / grass / flowers / living room / carpet / chair / table / tablecloth / curtain / help / hang / clean / tidy / spread / decorate / balloon / lamp / piano / good – birthday /	Where are you? I'm in the ..... What are you doing? I'm + V + ING in-on-near	<ul style="list-style-type: none"> <li>▪ <i>Creativity / Collaboration / Participation</i></li> <li>▪ <i>Help / Share</i></li> </ul>

	sofa / garland / bike / light lamps / children / flowers / vase		
<b>Preparing the Cake</b>	flour/ egg/ chocolate / butter / sugar / baking powder / add / bake / prepare / mold	Imperative Sequence words: first / second / then / after that / finally Pronunciation: /i/ /ʌ/	<ul style="list-style-type: none"> <li>▪ <i>Effective communication / Emotion management</i></li> <li>▪ <i>Love / Appreciation</i></li> </ul>
<b>Let's Have a Party</b>	blow out / blow up / party horns / have fun / play games / dance / sing / take photos / give presents / laugh / excited / wish / love	Let's + verb (suggestion)  Present progressive	<ul style="list-style-type: none"> <li>▪ <i>Effective communication / Emotion management</i></li> <li>▪ <i>Love / Appreciation</i></li> </ul>
<b>Cleaning up</b>	Dust bin/ broom / bottles / empty / leftovers / gift wrap / pick up / put away / sweep the floor	Present progressive/ Imperative	<ul style="list-style-type: none"> <li>▪ <i>Critical thinking / Active listening / Concentration</i></li> <li>▪ <i>Sharing / Responsibility / Respect</i></li> </ul>

### Progress check

### Project

## UNIT V: Eating Habit

<b>Food and Drinks</b>	fruits/vegetables/ food / bread/ drinks/ tomato / potato / pepper / onion / carrots/banana/ap ple/ butter/cheese/ eggs/milk/ juice/ coffee/meat/ chicken/ fish/green grocer/ grocery shop/pear	Present progressive. How much is it? I would like. Can I help you? Polite request Pronunciation: /u:/ /u/ /i/ /i:/	<ul style="list-style-type: none"> <li>▪ <i>Concentration / Turn taking</i></li> <li>▪ <i>Responsibility</i></li> </ul>
<b>Preparing Meals</b>	egg/ sausages / onion/fry/bread/ad	Imperative Words of sequence:	<ul style="list-style-type: none"> <li>▪ <i>Collaboration / Cooperation</i></li> </ul>

	d/prepare/cut/hari ssa/pepper/salt/sp oon/ knife/frying pan/garlic	First / Second / After / Than / Finally (Consolidation)	<ul style="list-style-type: none"> <li>▪ <i>Sharing / Responsibility</i></li> </ul>
<b>Eating Together</b>	talk / use / throw / make a mess / improperly / closed / nicely / slowly / wipe	Imperative / prohibition (Consolidation)	<ul style="list-style-type: none"> <li>▪ <i>Effective communication / interpersonal relations / self-management</i></li> <li>▪ <i>Respect</i></li> </ul>
<b>At the Restaurant</b>	starter / drink / main course / dessert / menu / rice / potato / meat / soup / brik / couscous / cheese / sandwich / pasta / meat / bill / grilled / lettuce / French fries / steak	Making offers Making (polite) requests Pronunciation: /u/ /u:/ /ʌ/ /ɑ:/	<ul style="list-style-type: none"> <li>▪ <i>Problem- solving / Concentration</i></li> <li>▪ <i>Respect / Help</i></li> </ul>
<b>Going on a Picnic</b>	go on a picnic/park/ forest/ mountain/ weather /nice/ sunny/ spring/ basket/ blanket / glass/ plate/ spoon/ fork/ knife/ napkin/ apple / banana / salad/ sandwich/ food/ drinks: lemonade/ soda/ juice/	How many +countable nouns How much + uncountable nouns Some/any/much/ many This is / these are (review)	<ul style="list-style-type: none"> <li>▪ <i>Concentration / Turn taking / Communication</i></li> <li>▪ <i>Respect / Sharing</i></li> </ul>
<b>Food Across the World</b>	Tunisia/Tunisian/Ita ly/Italian/Japan/Jap anese/England/Eng lish/couscous/tajine /pizza/ pasta/sushi/rice/fis h/chips/dish/famou s /country	Noun / Adjective	<ul style="list-style-type: none"> <li>▪ <i>Cooperation / Respect for diversity</i></li> <li>▪ <i>Sharing / Consideration</i></li> </ul>
<b>Progress check</b>			



## Project

### UNIT VI: Using Means of Transport






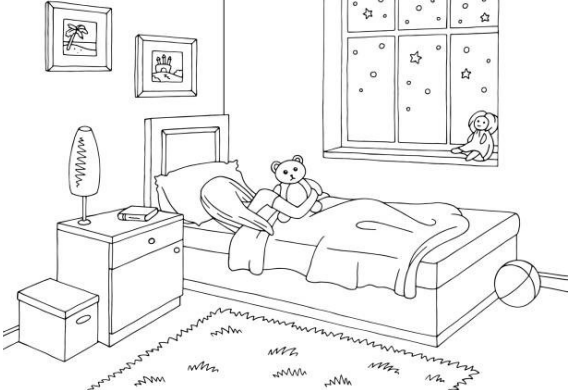
<b>Means of Transport</b>	bus/bicycle /car/ train/ship/ plane /taxi/ foot/ fast/slow/ bus stop/ motorcycle / train station / stop / airport / port / taxi stop / bus station	Adverbs of frequency: always, usually, sometimes, never Prepositions: by / at / on / in Pronunciation /ei/ /ɔ:/	<ul style="list-style-type: none"> <li>▪ <i>Concentration / Problem-solving</i></li> <li>▪ <i>Responsibility / Sharing</i></li> </ul>
<b>At the Train Station</b>	passenger/ station / train / platform / ticket office/ ticket agent/timetable / baggage / seat / leave/ arrive / queue / get on the train/ get off the train	Wh-questions: when/ where/how much (price) The imperative (affirmative/ negative) Pronunciation: /ei/ /i:/ /ai/ /æ/	<ul style="list-style-type: none"> <li>▪ <i>Effective communication / Self-confidence</i></li> <li>▪ <i>Respect</i></li> </ul>
<b>At the Airport</b>	Plane / passport / cart / flight attendant / Check-in officer / to fly / ticket / window seat / aisle seat / trip / baggage	May I? Would you like? present progressive (consolidation) WH- questions: where (consolidation) Pronunciation: silent letters.	<ul style="list-style-type: none"> <li>▪ <i>Effective communication / Collaboration</i></li> <li>▪ <i>Respect</i></li> </ul>
<b>Travel Behaviour</b>	never / <b>speak loudly</b> / seat / zebra crossing / lean out / platform / get off / naughty / shout / queue (line up)/ always/ elderly	Imperative Always + Verb Never + Verb Pronunciation: /ei/ /i:/	<ul style="list-style-type: none"> <li>▪ <i>Critical thinking</i></li> <li>▪ <i>Respect / Responsibility</i></li> </ul>
<b>Road Safety</b>	zebra crossing / traffic lights / speed bump / pavement / pedestrian / vehicles / stand in queue / board / safety helmet /	Imperative (consolidation) Pronunciation: silent letters	<ul style="list-style-type: none"> <li>▪ <i>Critical thinking</i></li> <li>▪ <i>Respect / Responsibility</i></li> </ul>

	traffic signs / seat belt / while		
<b>Car-free Day</b>	car/ bicycle/ bus/ plane/ train/ air pollution/ noise pollution/ reduce/ save the earth / stay fit/ ride/ use/ public transport/ traffic/ increase	Must /Mustn't Pronunciation: /ʃ/	<ul style="list-style-type: none"> <li>▪ <i>Critical thinking / Empathy / participation</i></li> <li>▪ <i>Responsibility / Respect</i></li> </ul>
<b>Progress check</b>			
<b>Project</b>			


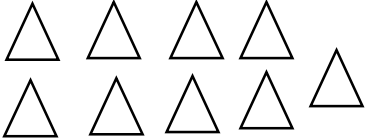







REVIEW UNIT  
YEAR 5

# SESSION I

## 1. Colour and say the right greetings. (10 min)

 <p>1 p.m.</p>	
	
 <p>4 p.m.</p>	

## 2. a) Count, reorder the letters and write the numbers in the space provided. (10 min)

		
.....	.....	.....
		
.....	.....	.....
		
.....	.....	.....

einn

ereht

rufo

isx

evsne

tigeh

neo

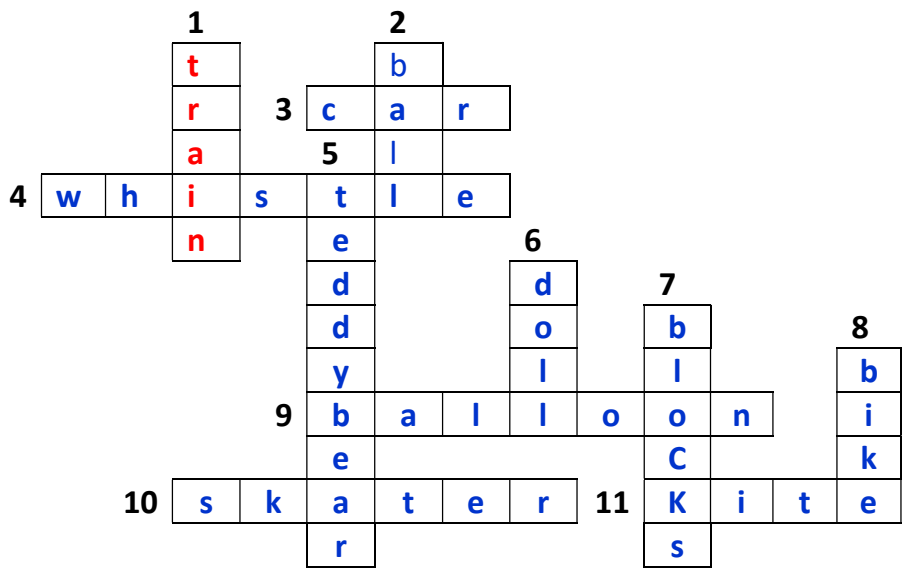
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wto

**b) Make sentences using “there is / there are”**

e.g. there are seven cats.

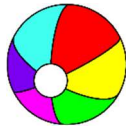
**3. Look at the pictures and complete the crossword. Number 1 is an example (15 min)**



1



2



3



4

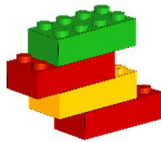


5

6



7



8



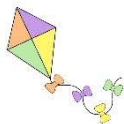
9



10



11



4. a) Label the pictures with the daily routines provided in the boxes below. Read them. (15 min)

Go to school	Get dressed	Get up
Wash my face	Comb my hair	Have breakfast

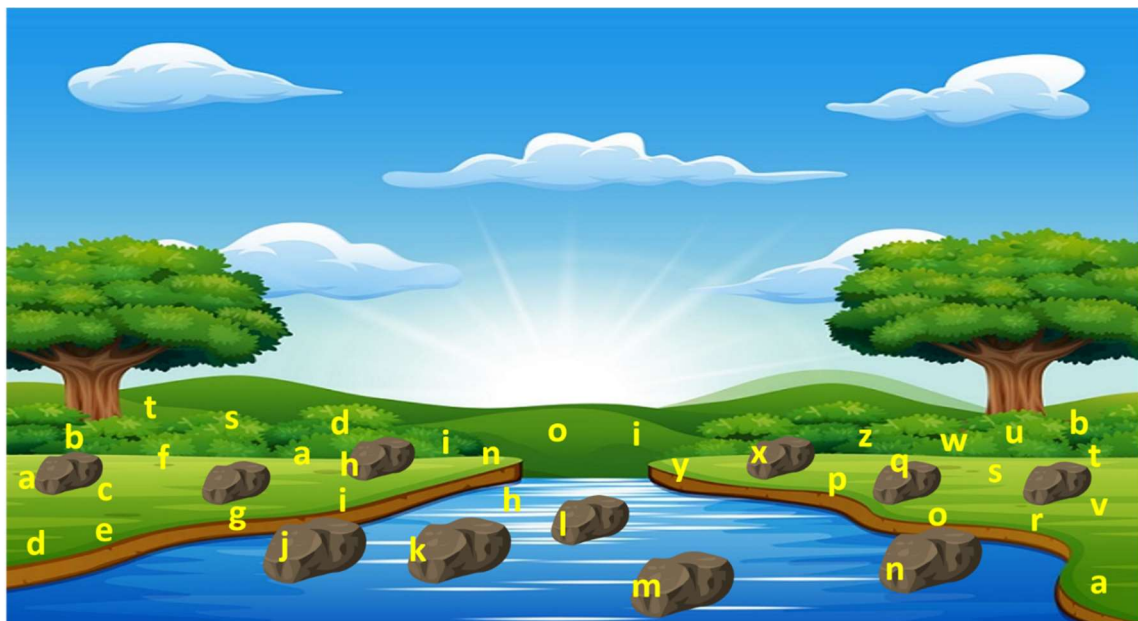


b) Reorder the pictures. (1,2,3...)


c) Tell your classmates about your daily routines.

Every morning, I ----- at 7 o'clock. First, I ----- and -----.  
 Second, I ----- . Next, I ----- . Finally, I -----.


5. Follow the alphabet. (POSTER) (10 min)



6. Help the cat get to the milk bowl. Follow the letters of the alphabet by colouring the squares.



		a	c	g	r	d	a
		b	e	h	o	q	f
o	e	c	x	y	t	u	q
s	h	d	f	r	s	v	w
g	f	e	p	q	e	y	x
h	j	s	o	k	y	z	v
i	w	m	n	z	f		
j	k	l	p	n	d		



## SESSION II

7. a) Listen and match. (10 min)



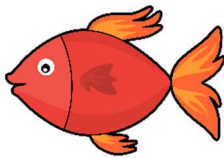
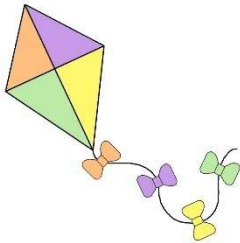
Dog



Kite

Bedroom





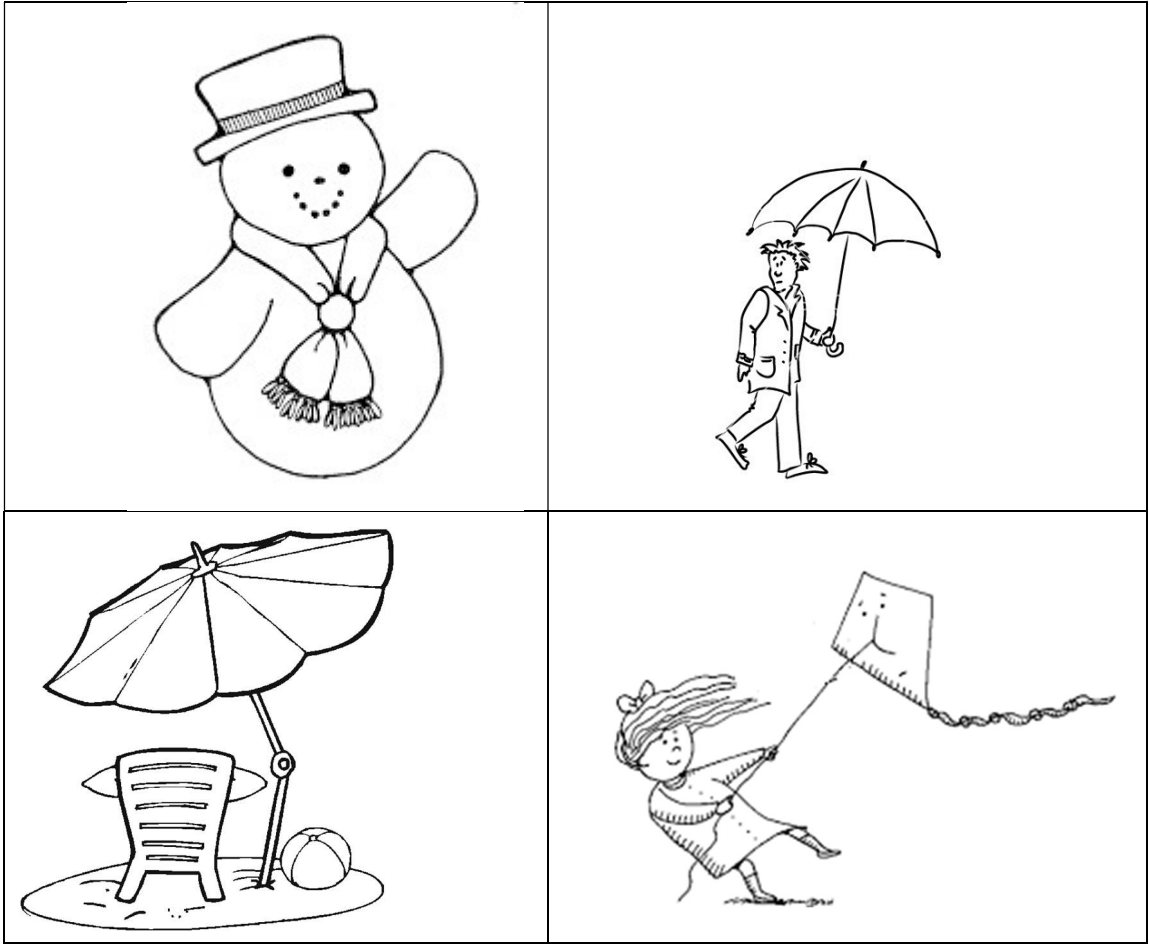
Doll

Fish

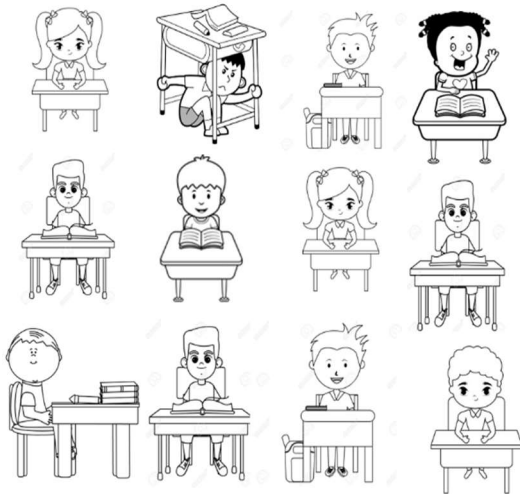
Kitchen

b) Use the words to make sentences. (E.g. I like eating fish)

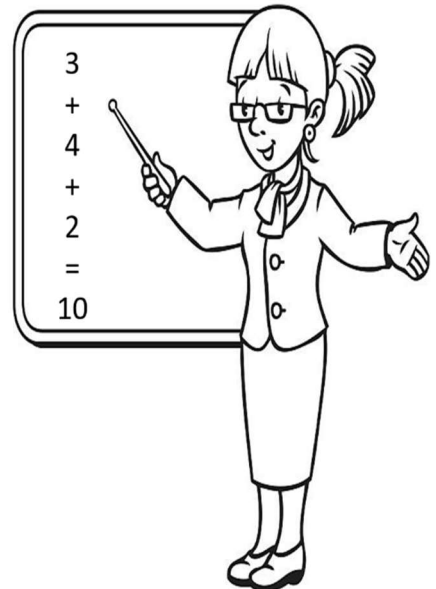
8. Complete the picture (draw what is missing). Say the weather. **(10 min)**



9. Look at the pictures and put a 😊 or a 😞 . 15 min)

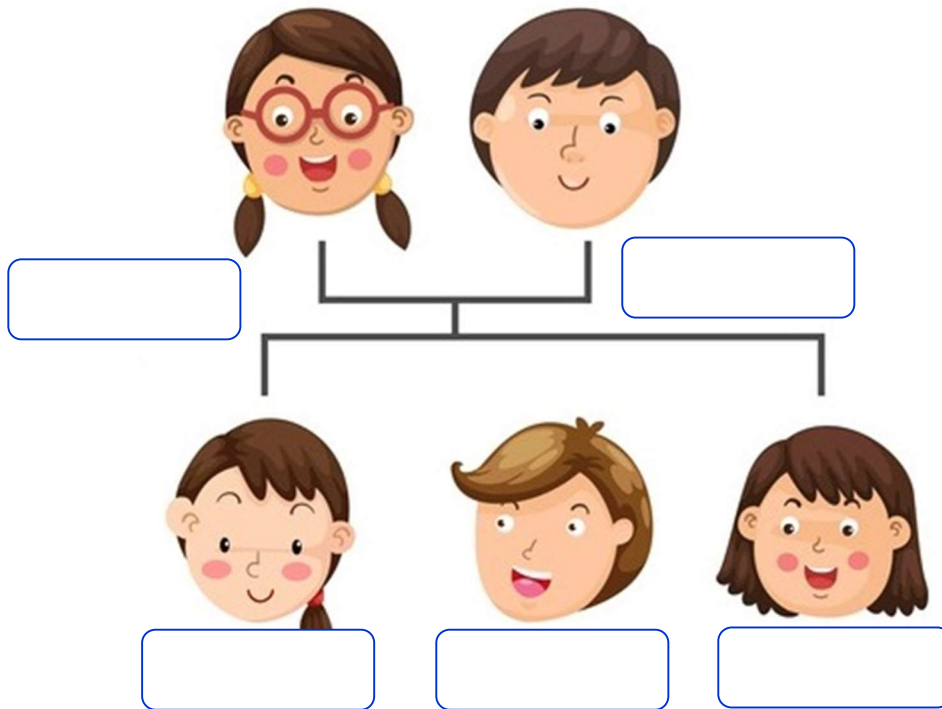


ABCDEFGHIJKLMNOPQRSTUVWXYZ



10. a) Listen and write the word you hear in the correct box. (10 min)

Mother      Father      Sister      Brother



b) Tell your classmates about your family (*This is my family...*)

11. Mime and guess. (pair work activity). (15 min)

The teacher gives the charade cards A&B to students. In each card there are eight daily routine activities. Learner A reads the items and mimes them one by one. Student B has to guess the activity. Each time she / he guesses right, she / he gets a point. When student A finishes her / his items, student B starts to mime the activities on her / his card. At the end, they count the points. The one with the highest score is the winner.

## A

- 1- Get up
- 2- Have breakfast
- 3- Put on my clothes
- 4- Comb my hair
- 5- Go to school
- 6- Play sports
- 7- Draw
- 8- Play video games

## B

- 1- Wash my face
- 2- Brush my teeth
- 3- Get dressed
- 4- Go to bed
- 5- Play the guitar
- 6- Listen to music
- 7- Ride a bike
- 8- Dance

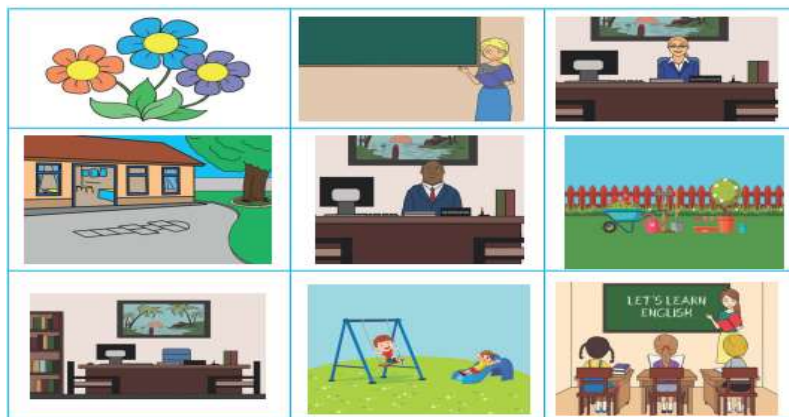
## SESSION III

### 12. a) Listen and point. (whole class activity) (10 min)

The teacher takes the students on a tour around the school. She / he calls out the names of the different school parts and asks the students to point to them.

Or she /he puts the flashcards all around the classroom and asks the students to point to the picture when they hear the corresponding name (the teacher should use the Year 4 flashcards).

courtyard/ headmaster/ classroom /teacher /office /headmistress / playground / flowers



### b) Make sentences ( e.g. *The teacher is in the classroom* )

13. a) Finish drawing the pets and label them. (15 Min)

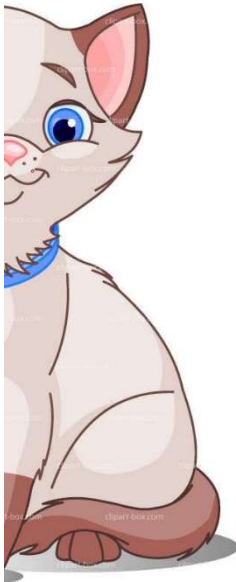
Fish / dog/ tortoise/ bird/cat



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**b) Pair work:**

A : *Have you got a pet?*

B: *Yes, I have got a ..... (cat/ dog/ ...)*

A: *What's its name?*

B: *Its name is .....*

(SWAP ROLES)

**14.Memory game. (Pair work activity) (10 min)**

The learners play in pairs. They are provided with fourteen word cards of the days of the week. The cards are laid face down on the table. Each time, the learners choose two cards out of them. If the chosen cards match, they are kept face up. If not, they are turned face down. The game continues until all the cards match and are face up.

The objective of the game is to turn over pairs of matching cards and it depends on learners' memory to do it properly and rapidly.

<b>Monday</b>	<b>Monday</b>
<b>Tuesday</b>	<b>Tuesday</b>
<b>Wednesday</b>	<b>Wednesday</b>
<b>Thursday</b>	<b>Thursday</b>

Friday	Friday
Saturday	Saturday
Sunday	Sunday

**15. Listen and guess (First sound game: school subjects). (10 min)**

This is a guessing game in which the teacher provides the first sound of any school subject and asks the learners to guess the corresponding school subject.

e.g: *The teacher says [M] the student guesses "Music".*

The teacher says [F] the student guesses "French".

**16. Word cloud. (5 min)**

In this activity, the teacher sticks the poster on the board and the students are asked to identify as many words as they can in the word cloud and use them in sentences.

E.g. Monday (*I have English on Monday*)



## Extra activities

### 17. Game of categories. (15 min)

Have learners draw 6 columns on a sheet of paper and write a category at the top of each column. Choose categories that fit what the students studied in grade 4 such as *numbers, school supplies, school subjects, pets, colours, days*, etc. The learner who finds 3 words for each category wins. The learners can play in teams but have to find 5 words for each category.

Numbers	School supplies	School subjects	Pets	Colours	Days
.....	.....	.....	.....	.....	.....

### 18. Match and draw. (10 min)

a) The teacher provides a picture of an empty schoolbag. S/he writes some school supplies around the schoolbag adding some extra different items. The learners match the school supplies with the picture, and then draw them inside the schoolbag. The teacher can give this activity on a worksheet or draw the schoolbag, write the words on the board and the students write down and draw on their notebooks.



Dog

Ruler

Door

Pen

Teacher

Pencil

Slate

Window

Rubber

Cover

Book



b) Learners respond to a list of instructions given by the teacher e.g. *Take your book / Pick up your pen / Write on the slate*, etc.

**19. Game: Last one standing! (15 min)**

The teacher divides the learners into groups of 5 or 6. The teacher tosses the ball at a learner. That learner will shout a letter of the alphabet and throw the ball to another learner. As each learner catches the ball, they need to come up with another letter. If they repeat the same letter or can't think of a new letter within a few seconds, they are out and must sit down. The game is over when only one learner is standing!

**20. Students introduce themselves to their class after filling in the worksheet. (20 min)**

My name is -----  
-----

My favourite food is -----  
-----

I'm -----  
-----

My pet is -----  
-----

My favourite game is -  
-----

I live in -----  
-----

My favourite colour is  
-----

# UNIT 1

## INTRODUCING OTHERS

# LESSON 1

## MEET MY FAMILY

**Objectives:** Upon completion of this lesson, the learners will be able to:

- Name members of the (extended) family.
- Introduce one's extended family.

**Language in focus:**

**Vocabulary:**

grandmother/ grandfather/ uncle/ aunt/ cousin/ parents/ son / daughter

**Grammar:**

Possessive adjectives: my / your /his / her

Demonstratives: this is...../these are.....

Possessive case: **name + apostrophe + s**

**Life Skills:** *Collaboration/ self-confidence*

**Values:** *Mutual respect/ Turn taking*

*Activities:*

1. Listen to the song. Then, sing it. **(10 min)**

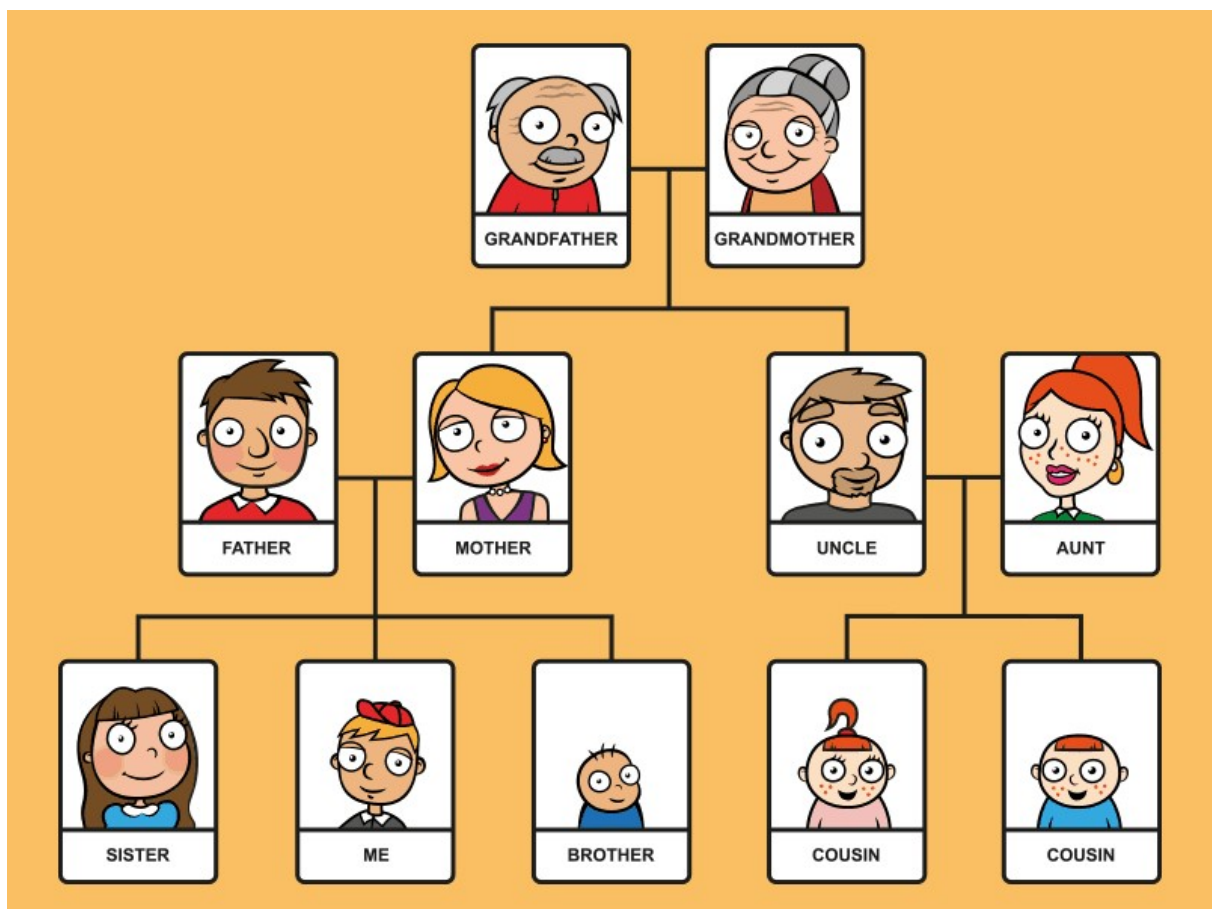
*This is my family  
I love my family  
This is my neighbour  
I help my neighbour  
This is my teacher  
I respect my teacher  
These are my classmates  
I like my classmates  
These are my friends  
I love my friends*

2. A Poster of a family (The one used in Year 4) **(05 min)**



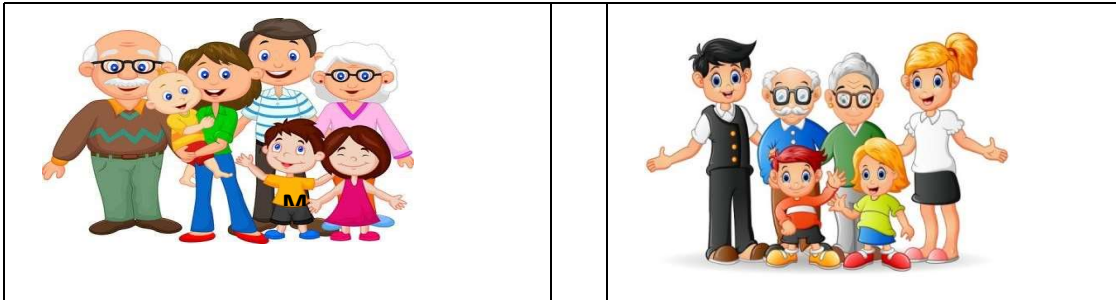
- What's this? *This is a family.*
- Who are they? *They are the mother, the father, the son, the daughter.*
- The teacher elicits "son", "daughter" "children", and "the mother, the father".

**3. Look, listen and repeat. (10 min)**



**4. a- Look and label. Use the words in the box below. (20 min)**

(Two pictures with the same grandparents, different parents and different children)



My brother – My sister – My cousin – My aunt – My father – My mother – My grandmother – My grandfather – My uncle

- a. Then, the teacher gives the name “Alex” to the boy, to test the learners’ knowledge s/he points to any person on the family pictures/posters, asking, “Who is this?” They should be able to answer with “That’s Alex’s \_\_\_\_.” The teacher writes the family vocabulary words on the board as they answer. Learners copy down the words on their notebooks.

**5. Speaking: Think- Pair- Share. (15 min)**

The teacher asks the learners to:

- 1/ draw their family tree.
- 2/ in pairs: introduce their family to the learner sitting next to him/her. Then, swap roles.
- 3/ some learners move to the board to introduce their families to the whole class.

*Extra activity*

**6. Word search. Find 9 family members. Write the words below.**

c	b	n	a	u	n	t	a	m	m	r
l	o	g	a	r	d	e	n	o	e	o
x	t	s	c	f	a	l	s	t	e	o
y	r	j	i	o	b	x	w	h	t	m
t	e	p	h	n	r	g	e	e	p	s
p	e	s	u	r	o	k	r	r	h	f
u	n	c	l	e	t	v	u	s	o	n

y	e	s	n	o	h	s	c	a	t	e
f	b	l	e	l	e	e	r	m	k	o
r	u	b	b	e	r	n	f	o	d	v
g	r	a	n	d	f	a	t	h	e	r
o	k	d	a	u	g	h	t	e	r	j
g	r	a	n	d	m	a	p	e	n	s

KEY

c	b	n	a	u	n	t	a	m	m	r
l	o	g	a	r	d	e	n	o	e	o
x	t	s	c	f	a	l	s	t	e	o
y	r	j	i	o	b	x	w	h	t	m
t	e	p	h	n	r	g	e	e	p	s
p	e	s	u	r	o	k	r	r	h	f
u	n	c	l	e	t	v	u	s	o	n
y	e	s	n	o	h	s	c	a	t	e
f	b	i	e	l	e	e	r	m	k	o
r	u	b	b	e	r	n	f	o	d	v
g	r	a	n	d	f	a	t	h	e	r
o	k	d	a	u	g	h	t	e	r	j
g	r	a	n	d	m	a	p	e	n	s

# LESSON 2

## MEET MY NEIGHBOURS

**Objectives:** Upon completion of this lesson, learners will be able to:

- Introduce their neighbours.
- Identify two jobs.

**Language in focus:**

**Vocabulary:**

neighbour/ live/ house/ daughter/son/ children / doctor/ baker / next to / kind / helpful / pupils / respect / share

**Grammar:**

- Simple present
- have got (consolidation)
- our / their

**Life Skills:** *Effective communication / Empathy*

**Values:** *Respect / Help / Share/ living with others*

**Activities:**

1. Learners sing the song. (the same song in lesson 1). **(05 min)**
2. Poster. **(20 min)**



### a- Listen and repeat.

The learners look at this poster pinned on the board and listen to this short passage:

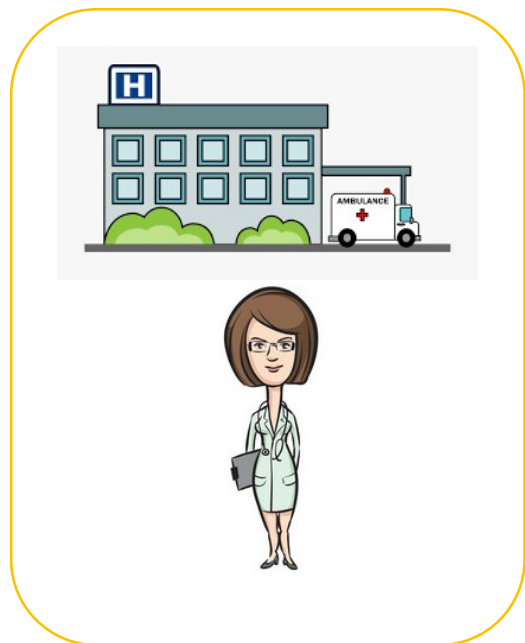
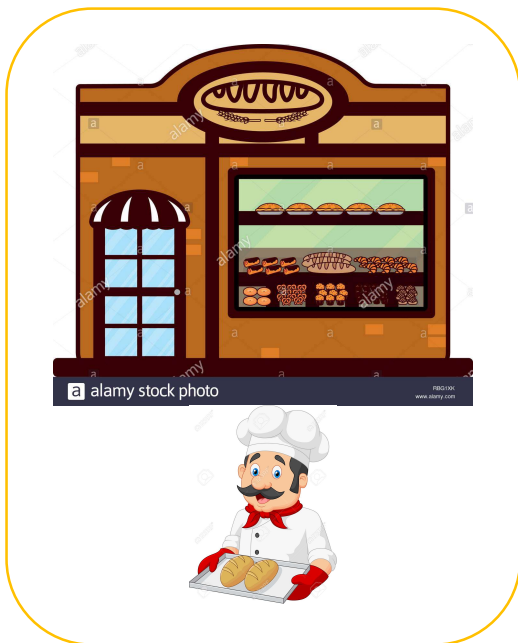
These are the Smiths. They are our neighbours. They live next to our house. Mr Smith is a **baker**. Mrs Smith is a **doctor**. They are kind and helpful. I like my neighbours.

The teacher displays this text as a poster or writes it on the board. Then s/he asks the learners to come to the board and read the whole text.

These are the Smiths. They are our neighbours. They live next to our house. Mr Smith is a **baker**. Mrs Smith is a **doctor**. They are kind and helpful. I like my neighbours.

### b- Flash cards

The teacher, now, displays the following flash cards to the learners to look at, point and repeat.









Mr. Smith is a **baker**.

Mrs. Smith is a **doctor**.

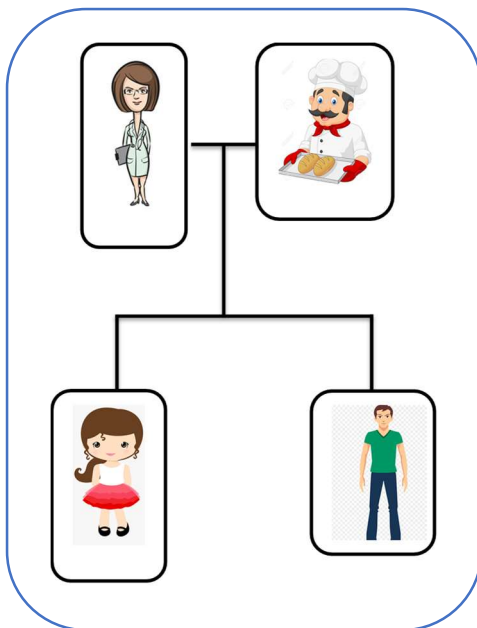
**c- Unscramble letters.**

The teacher writes the following scrambled words on the board and asks learners to copy and unscramble them on their notebooks.

			
g / n / r / e / o / i / b / h / u .....	k / e / b / a / r .....	s / h / e / u / o .....	c / o / t / o / d / r .....

**3. Listening. (20 min)**

a- The learners listen to the following passage and identify each family member.



**Mr. and Mrs. Smith have got two children, Linda and Adam. Linda is their daughter. She is 12. Adam is their son. He is 15. They are pupils.**

b- The teacher says the statements in the table below and the learners decide whether the statement is **True** or **False** by raising corresponding coloured cards: **green** colour for **True** and **red** colour for **False**. (They can use them during the whole year in similar activities.)

**For example:**

- Mr. and Mrs. Smith have 2 children.
- The daughter's name is Lina.
- The son's name is Andrew.
- Linda is 12.
- Adam is 14.
- Linda is a doctor.
- Adam is a pupil.

Name	age	Occupation
Linda	12	Pupil
Adam	15	Pupil

**4. Poster. (10 min)**

The teacher displays the value-based poster and the students draw a *happy* smiley on their slates if they think the behaviour in the picture is decent (good) behaviour or draw an *unhappy* smiley if they think it is indecent (bad ) behaviour.





*Extra activity*

- Look and write. (10 min)



Our neighbours live in a big ..... Mr Jackson is a .....,



his wife is a ..... and his daughter is a .....



## LESSON 3 MEET MY TEACHERS

**Objectives:** Upon completion of this lesson, the learners will be able to:

- Identify school subjects.
- Describe teachers' activities.

**Language in focus:**

**Vocabulary:**

teacher / pupil/ English / math / Arabic / Science / music / Arts / PE / tell / read / write / draw / play music / practice sports

**Grammar:**

Present simple (affirmative/ interrogative)

Present progressive

**Life Skills:** *Problem solving/ Self-confidence/ Taking decision*

**Values:** *Mutual respect/ Turn taking*

*Activities:*

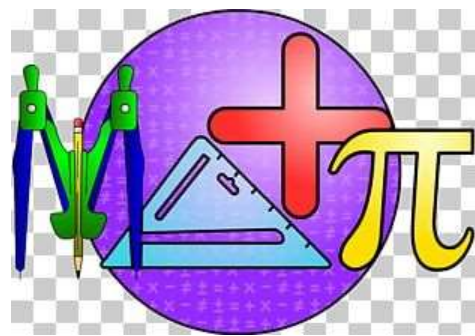
1. Learners sing the song. **(05 min)**
2. Write the words. Stick under the pictures. **(10 min)**

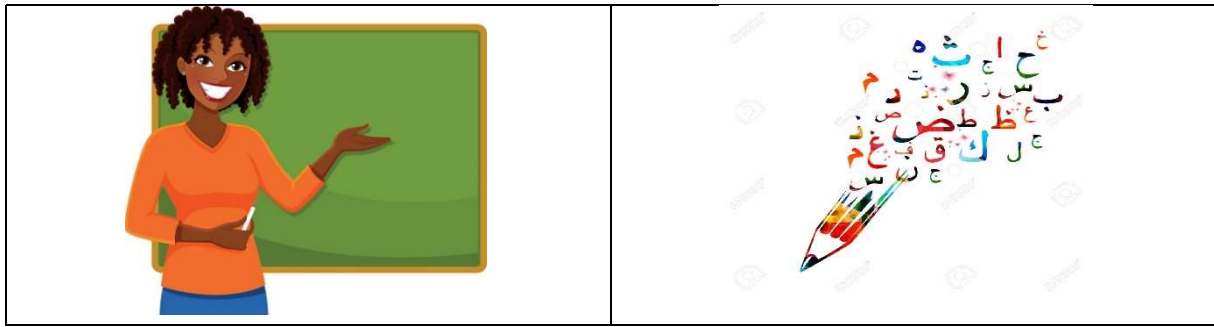
The teacher writes the scrambled words on the board. Learners put them in order and write them on their slates. Then, they match words with the appropriate pictures.

<div data-bbox="231 1048 703 1196">taerech</div>	<div data-bbox="874 1048 1347 1196">stmha</div>
<div data-bbox="242 1447 715 1594">irbaca</div>	<div data-bbox="836 1447 1308 1594">ssecnice</div>
<div data-bbox="253 1832 726 1980">inlghse</div>	<div data-bbox="863 1787 1335 2047">rcehfn</div>

iucsm



E.P





**3. Questionnaire. (10 min)**

a- Work on your own. Tick (✓) an answer.



I like	I don't like	
		English
		Arts
		P.E.
		Sciences
		Maths
		French
		Arabic
		Music

b- Speak with your partner about your favourite subject.

- What's your favourite subject?
- I like ....., ..... and ..... . What about you?
- I like .....and .....

**4. Flashcards.**

a- Look and listen. (flashcards) (15 min)

					
<b>Write</b>	<b>read</b>	<b>play music</b>	<b>Practise sport</b>	<b>draw</b>	<b>Tell</b>

b- Listen and mime.

c- Look and answer (the teacher shows the flashcard and asks the learners about the teacher's and the pupils' actions).

e.g.

- What is the teacher doing?







- The teacher is writing on the board.

e.g.

- What are the pupils doing?

- The pupils are practicing sport.

**d- Look and complete with the right verb from activity 3. (Learners write complete sentences in their notebooks). (15 min)**

	The math teacher ..... numbers on the board.
	The French teacher ..... a French book.
	The music teacher ..... the guitar.
	We ..... sport with the P.E. teacher.
	The Art teacher ..... a dog.
	The English teacher ..... a story.

## Extra activities

### 1- Chain Activity. (20 min)

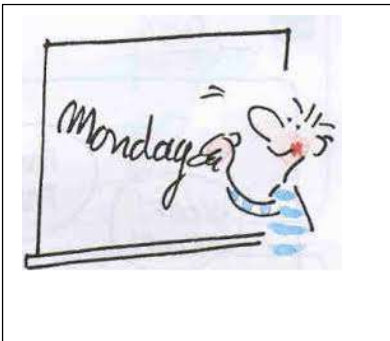
Have the learners sit in a circle (or keep them seated in rows), grouped in groups of 4 or 5, learners keep to a chain length of a maximum of 5 members. Start at one end, learner 1 will give an introduction and say one fact:

*Hi, I'm ..... . My favourite teacher is Mr/Mrs.....; s/he teaches me.....  
. S/he ..... (action).*

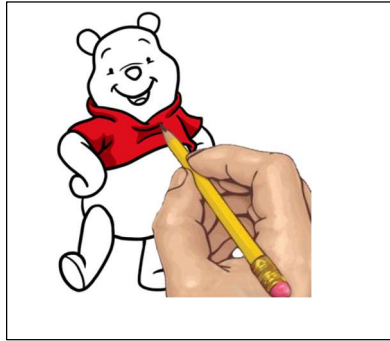
Then, the second student will continue.

e.g. Hi, I'm Asma. My favourite teacher is Mr Adnan; he is the music teacher. He plays the guitar.

### 2- Read and circle. (5 min)



write / read



tell / draw



tell / draw



play music / practice sport



write / read



play music / practice sport



## Flashcards



**read**



**write**



**play**



**practice**



**tell**



**draw**

# LESSON 4

## MEET MY CLASSMATES

**Objectives:** Upon completion of this lesson, the learners will be able to:

- Introduce a classmate.
- Describe a classmate.
- Name clothes items.

**Language in focus:**

**Vocabulary:**

clothes/ trousers/ shirt/ coat/ skirt/ jacket/ T-shirt/ dress/ trainers/ jeans /  
drawing/dancing/ singing/ playing sport/ reading/ is - 's wearing

**Grammar:**

and/ but

He/she/This is/these are

How many + plural noun

Present progressive

**Life skills:** *Self-esteem (in public speaking)/ Turn taking/ Problem solving*

**Values:** *Mutual respect/ Turn taking*

### *Activities*

1. Learners sing the song. **(05 min)**
2. Look at the picture. Answer the questions. **(05 min)**
  - a. *Where are they?*
  - b. *Who are they?*
  - c. *How many pupils are there?*
  - d. *How many boys are there?*
  - e. *How many girls are there?*



3. Look, listen and repeat. (5 min)



Kate is wearing a brown coat, a yellow pullover, blue trousers and red trainers.

4. Flashcards:

a- Look, listen and repeat. (5 min)

(Jeans / T-shirt / Jacket / Coat / Trousers / Skirt / Trainers / Shirt / Dress)



**b- In pairs, learners enact a short conversation about what they are wearing. (10 min)**

Learner A: *What are you wearing?*

Learner B: *I am wearing a red skirt, a white shirt and blue shoes. What about you? What are you wearing?*

Learner A: *I'm wearing a yellow T-shirt, blue jeans and green shoes.*

**5. Flashcards**

**a- Look, listen and read. (10 min)**

<p><b>Dancing</b></p>	<p><b>Drawing</b></p>	<p><b>Listening to music</b></p>
<p><b>Singing</b></p>	<p><b>Playing sports</b></p>	<p><b>Reading books</b></p>

b- Complete with words from activity a.



- I like ..... **but** Amy loves ..... stories.



- Adam **and** John like .....



- Mary loves ..... **but** Nelly loves .....

c- Introducing your classmate. (15 min)

In groups of three, learners ask each other about their names, age, and hobby. Then, they introduce their partner to another group and describe what he or/ she is wearing.



e.g. *This is my friend Ahmed. He is 10. He is wearing a yellow coat, black jeans and blue trainers.*

A group of students walk around the room introducing each other. Group members take turns to introduce one another. (SMALL CLASSES)

### *Extra activity*

**Seasonal items. (15 min)**

Learners draw warm clothes and cool clothes in the right box.

	
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# LESSON 5

## MEET MY FRIENDS



**Objectives:** Upon completion of this lesson, the learners will be able to:

- Describe friends.
- Name some clothing items.
- Name colours.

**Language in focus:**

**Vocabulary:**

Clothes/trousers/shoes/socks/shorts/shirts/coat/skirt/jacket/T-shirt / friendly/  
helpful/ smart/ kind

Colours: black/ brown/ orange/ red/ green/ blue/ pink/ white/ yellow/

**Grammar:**

He/ she/ his/ her

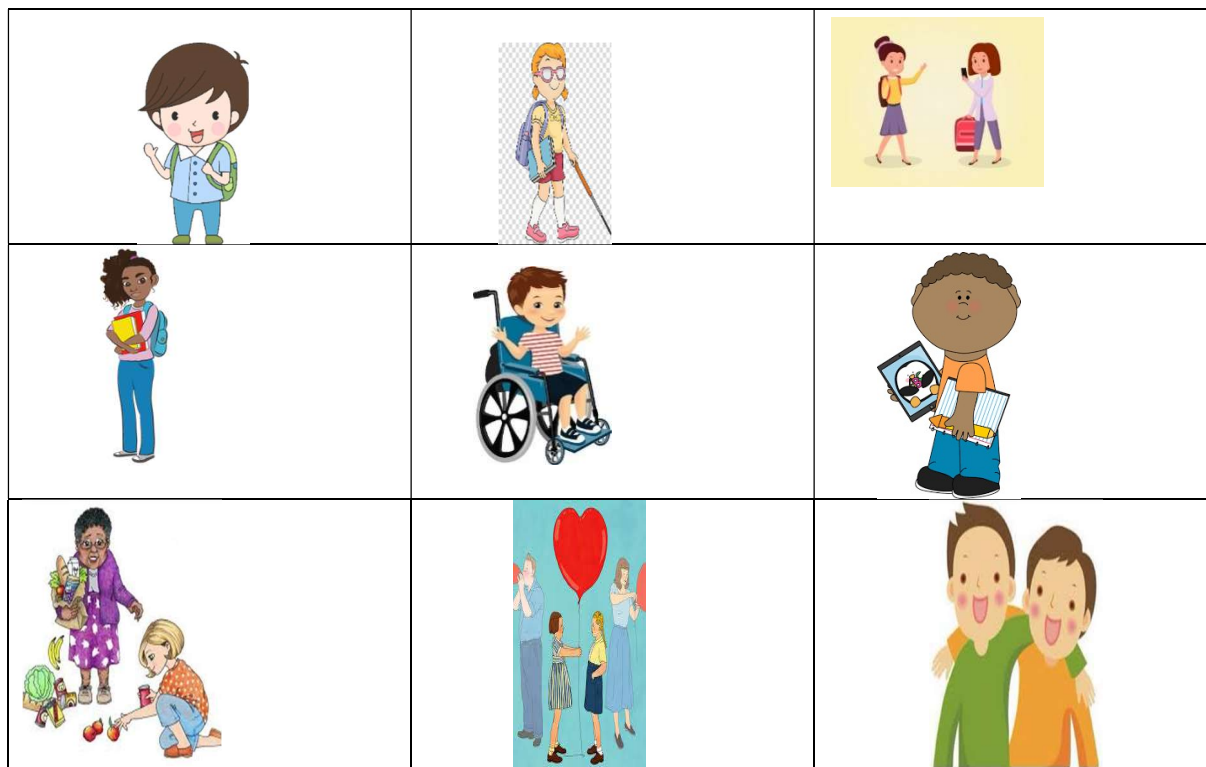
This is/ these are

**Life Skills:** *Cooperation/ self-confidence/ Empathy*

**Values:** *Respect/ turn taking*

### *Activities*

1. Learners sing the song. (5 min)
2. Describe the pictures. Use the hints. (20 min)



**This is / These are / age / eyes / hair / likes / dislikes / nice / smart / tall / short / kind / friendly / helpful**

### 3. Snow ball. (15 min)

For each turn, ask a learner a question about one of her/ his friends. Base these questions on the following prompts:

- Name
- Spelling of the name
- Age
- Favourite colour
- Favourite sport
- Description
- Activities they share/ they don't share (Consolidate the linkers: *and /but*)

Learners should answer using short sentences rather than single words. (The teacher can make it as a competition; s/he keeps the scores on the board).

### 4. Friendship Chain. (10 min)

Each learner is given a slip of construction paper. On their paper, they write what they think is the most important quality in a friend. Those slips then get taped together to form a chain, which can be hung on one of the walls of the classroom and referred to throughout the year.

### 5. The Compliment Game. (5 min)

This game can be done in different ways. Kids can sit in a circle and toss a ball to each other, or they can just name the next person to take his/her turn. The point is for each learner to get a chance to compliment another student in their class.

This teaches learners how to pay compliments, and how nice it is to receive them. It also helps a group of learners get to know each other and become closer.

**6. Circle the different word. (5 min)**

nice / shirt / write

T-shirt / skirt / kind

like / drawing / reading / telling

**Mini project:**

Ask learners to make a craft-cut out about their best friends and get ready to present it in class.

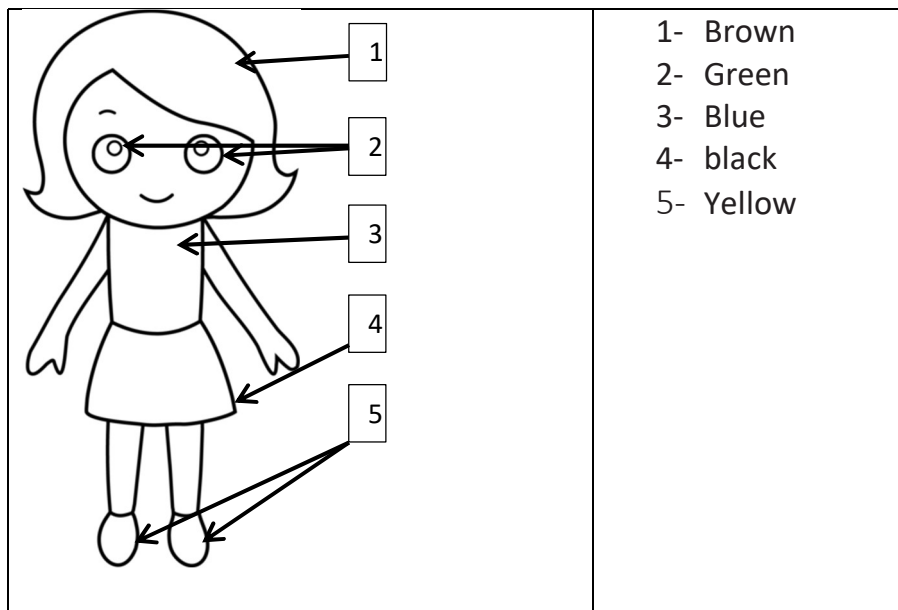
**Our Values Sticker**



*Extra activity*

**a- Look at the picture, colour it using the following hints (15 min)**





**b- Complete the sentence to describe Mary.**

Mary has .....hair and ..... . She's wearing a ..... T-shirt, a ..... and .....

## LESSON 6 MEET MY PETS

**Objectives:** Upon completion of this lesson, the learners will be able to:

- **Introduce pets.**
- **Express ability and inability.**

**Language in focus:**

**Vocabulary:**

dog/ cat / rabbit / turtle / bird / fish / take care / run / walk / jump / sing /play /hug / feed / wash / clean.

**Grammar:**

Simple present: Do you have? / Yes, I do / What do you have?

Can + V / can't +v (base form)

**In the morning / In the afternoon / In the evening**

**At midday / At night / All the time**

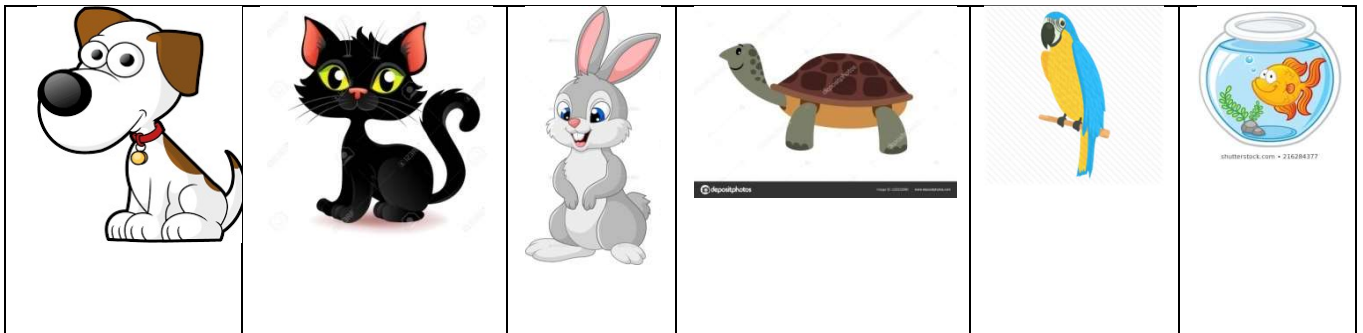
**Life Skills:** *Empathy / Problem solving*

**Values:** *Respect*

**Activities:**

1. The learners sing the song. **(5 min)**
2. The teacher sticks flash cards of pets on the board (Year 4). **(15 min)**

Dog / cat / rabbit / turtle/ bird / fish



Learners enact a dialogue about their pets. Then, they swap roles. e.g.

A – *Do you have a pet?*

B- *Yes, I do.*

A – *What do you have?*

B- *I have a dog.*

A – *What's your pet's name?*

B – *Rex.*

**3. Flashcards. (10 min)**

The teacher keeps the pictures of pets displayed on the board and distributes word cards with verbs:

run / walk / jump / fly / swim / sing

The teacher mimes these verbs to the learners before asking them the following questions:

Can a dog run?

Can a bird sing?

Can a fish walk?...

Learners answer:

Yes, he can.



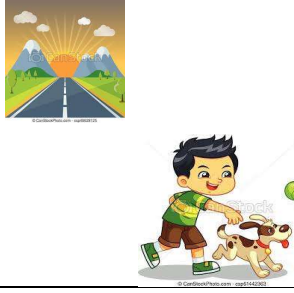



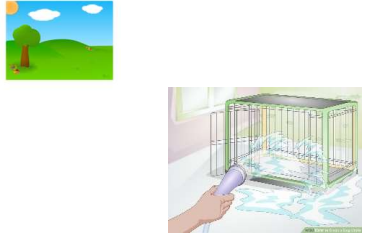

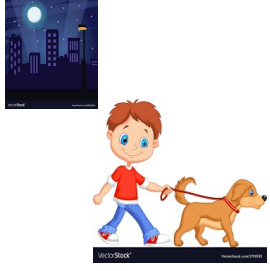

No, he can't

4. Reading (15 min)

a- Read the following sentences.



This is my dog Bobby.

		
<b>In the morning, I feed Bobby.</b> 	<b>At midday, I wash my dog.</b> 	<b>In the evening, I play with my dog, Bobby.</b> 
		
<b>In the afternoon, I clean my dog's house.</b> 	<b>I hug my dog all the time!</b>	<b>At night, I walk my dog.</b>

b- Word search: Find words from the text.

W	a	l	K	x	j
A	m	z	F	p	n
S	a	d	E	t	c

H	u	g	E	s	l
a	e	o	D	v	e
q	w	r	K	b	a
j	p	l	A	y	n
u	s	z	B	g	x

**5. Read and match sentence parts. (10 min)**

In the morning,	→	I walk my dog.
At midday,		I clean my dog's house.
In the afternoon,		I feed my dog.
In the evening,		I hug my dog.
At night,		I wash my dog.
All the time,		I play with my dog.

*Extra activities*

**1. Game: Guess my pet! (15 min)**

Learners choose a pet and his / her classmates ask him/her questions to guess what his/her pet is:

**Example:**

A: Can your pet fly?

S: No, she can't.

B: Can your pet run?

S: No, she can't

C: Is your pet a rabbit?

C: No, she isn't

D: Is your pet a tortoise?

S: Yes, it is.

**2. Students draw their pets and describe them on their notebooks. (15 min)**

Draw your pet

Describe your pet

## UNIT II

### DESCRIBING PEOPLE & PLACES

## LESSON 1

### AT GRANDMA'S

**Objectives:** Upon completion of the lesson, learners will be able to:

- Describe grandma.
- Describe grandma's house.

**Language in focus:**

**Vocabulary:**

grand children/grand son /grand daughter/ fridge/ TV set/cooker/bath/ bed/ lamp/  
grey/

**Grammar:**

What's/is he/she doing?

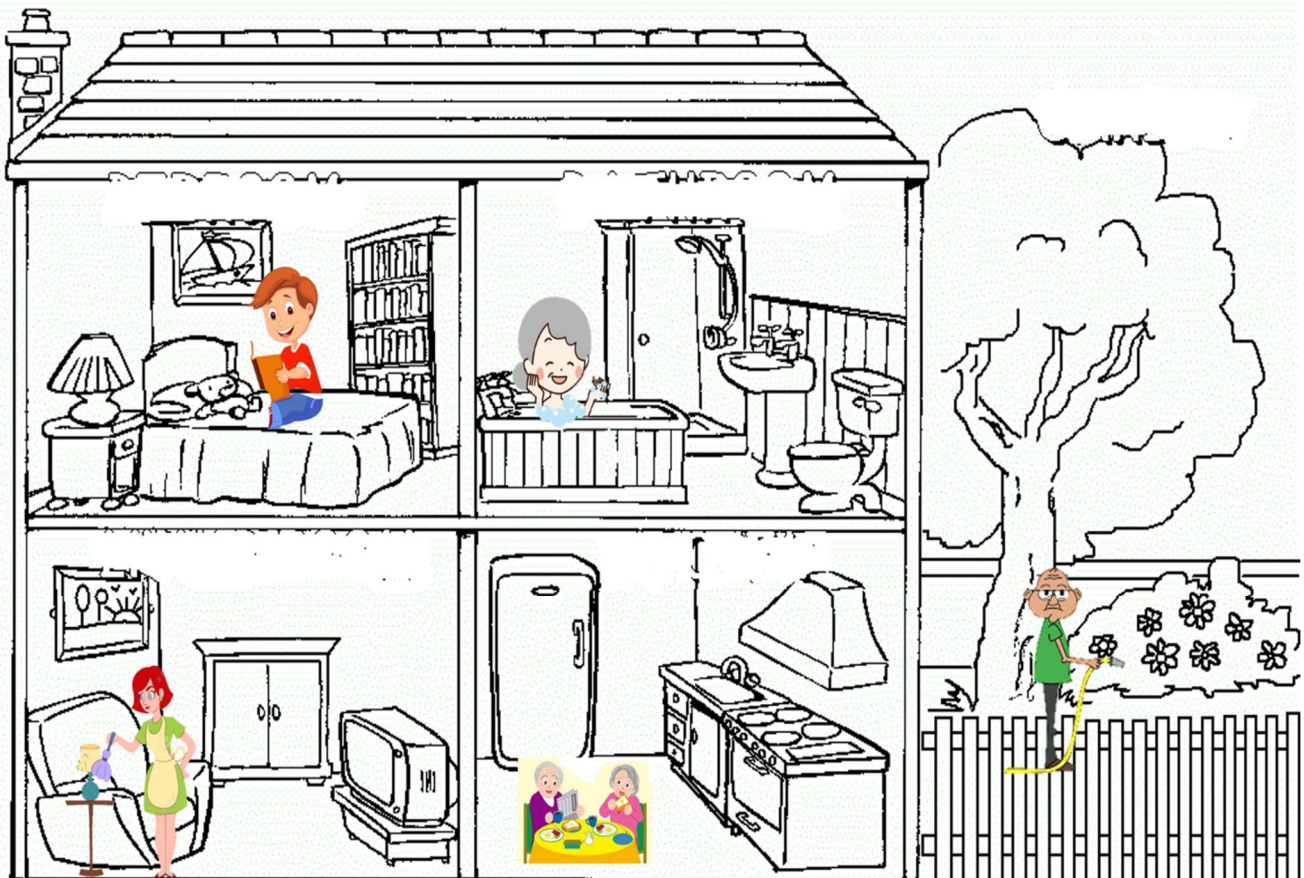
Under/between/on/next to

**Life skill:** *Space management*

**Value:** *Respect for others / Compassion*

### Activities

- a. Look at the picture. Answer the question. (20 min)



- a. Where are grandma and grandpa?
- b. What are they doing?
- c. Where is the mother?
- d. What is she doing?
- e. Where's the father?
- f. What's he doing?
- g. Where's the son?
- h. What is he doing?
- i. Where is the sister?
- j. What's she doing?

**He/She + 's/is + verb + ING**  
**You/We/They + 're/are + verb + ING**

**2. In the living room, at the weekend. (15 min)**



**My grandpa**



**My brothers**



**My cousins**



**Grandma**



**My sister**



**Me**



**My aunt and my uncle**



**Pair work: In pairs, learners ask each other about what the people in the picture are doing.**

Learner A: *What's grandpa doing?*

Learner B: *He's reading a book.*

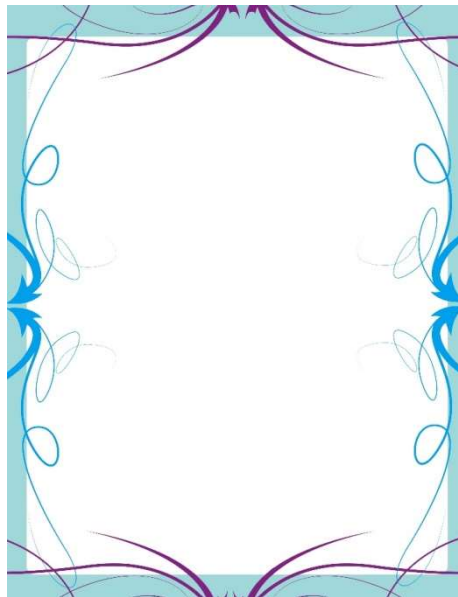
Learner A: *What are your cousins doing?*

Learner B: *They're playing with toys....*

**3. Speaking: Draw your grandma. Describe her. (15 min)**

Use the following hints to help you describe your grandma:

- What's the colour of her eyes?
- What's the colour of her hair?
- Is she short or tall?
- Is she nice? Helpful? Kind?
- Does she like pets? ...etc



## Extra activities

Help the mouse:

1/ To eat the cheese, the mouse must colour all the boxes with family members.

2/ Choose a family member and describe her/ him.

e.g. My uncle is ..... (10 min)



Mother	Sister	Dog	Bike	P.E	They	Thursday
He	Son	Music	Aunt	Morning	Spring	Toys
Teacher	School	Grandpa	Balloon	Father	Kite	Short
English	Morning	Classroom	She	Smart	Uncle	Red
Arts	Weekend	Monday	I	Headmaster	Jump	Daughter
Tortoise	Blocks	Green	House	We	Cousin	Walk
Pencil	Doll	Bird	Kind	Grandma	Helpful	Play

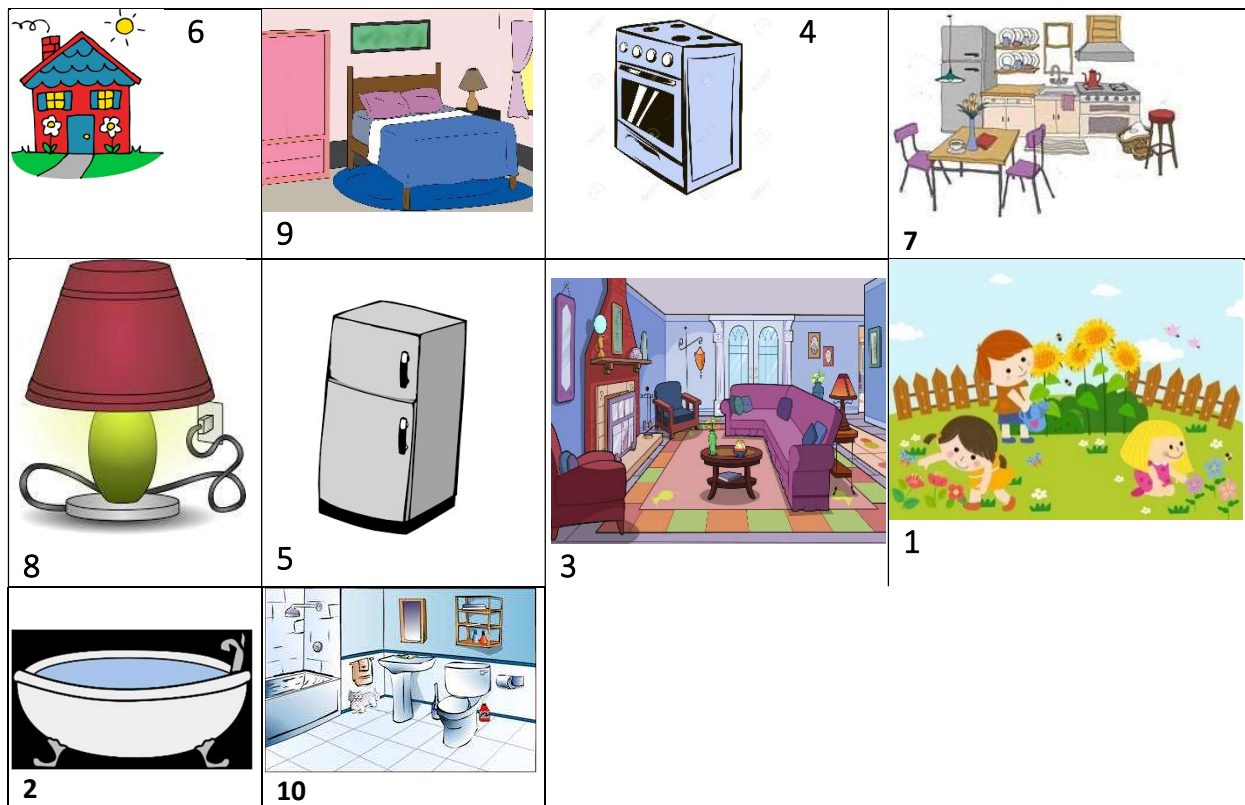


1. Look at the pictures and label them to complete the crossword. (Number six is an example)

A crossword puzzle grid with 10 numbered starting points. The grid is composed of white squares for letters and empty space for non-letter cells. The numbers are placed in the top-left corner of the starting square for each word.

Number 6 is an example: a horizontal word starting at row 6, column 1, with the letters 'h', 'o', 'u', 's', 'e' in red. The grid structure is as follows:

- Number 1: 1 square at row 1, column 7.
- Number 2: 3 squares at row 2, column 6.
- Number 3: 3 squares at row 3, column 5.
- Number 4: 3 squares at row 4, column 2.
- Number 5: 5 squares at row 5, column 4.
- Number 6: 5 squares at row 6, column 1 (example: h, o, u, s, e).
- Number 7: 3 squares at row 7, column 2.
- Number 8: 3 squares at row 8, column 7.
- Number 9: 5 squares at row 9, column 4.
- Number 10: 7 squares at row 10, column 1.



## LESSON 2

### MY BEST FRIEND

**Objectives:** Upon completion of the lesson, learners will be able to:

- Introduce their friends.
- Describe their friends.

**Language in focus:**

**Vocabulary:**

Body parts (consolidation)/ adjectives: character (*kind / helpful / nice / cool / bright / smart / clever / funny / caring / great*); physical appearance: (*long / short / blue / blond / green / black / brown / tall / short / handsome / pretty / beautiful / cute*) / *hair / eyes / like / dislike / strawberries*

**Grammar:**

This is / his / her / simple present (he / she)

**Life Skill:** *Communication*

Values: *Respect / Sharing / Help*

### *Activities:*

1. The learners listen to the song. Then, they sing it. **(5min)**

*What are you doing?*

*I'm helping my grandma*

*That's good! That's great!*

*What are you doing?*

*I'm playing with my best friend*

*That's good! That's great!*

*What are you doing?*

*I'm drawing my favourite teacher*

*That's good! That's great!*

*What are you doing?*

*I'm cleaning my neighbourhood*

*That's good! That's great!*

*What are you doing?*

*I'm jumping in the park*

*That's good! That's great!*

*What are you doing?*

*I'm walking in the town*

*That's good! That's great!*

2. **Miming Game** to review the present progressive. **(5 min)**

The teacher either shows pictures of people doing actions or whispers the action verb to the learner who volunteers to mime. The teacher asks:






«*What is he/she doing?*»

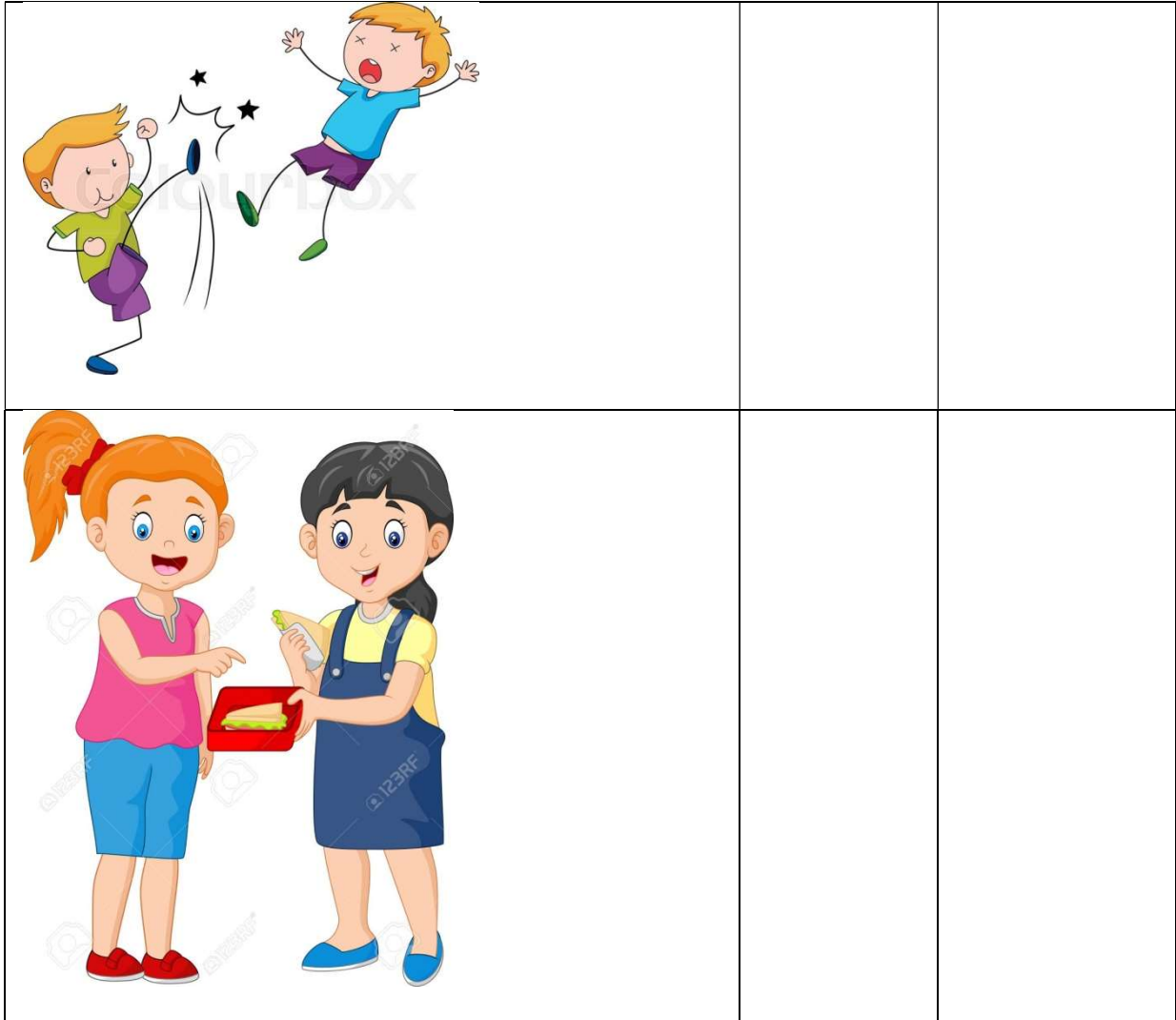
The learner guesses and tries to provide the correct answer.

The other learner guesses (if his / her classmate's answer is correct).

3. **Questionnaire:** Are you a good friend? **(10 min)**

The teacher displays this poster and asks the learners to decide whether they agree with the behaviour or not by raising 2 different coloured cards: green colour for **Yes** and red colour for **No**.

Action	Yes	No
		
		
		
		
 <p data-bbox="277 1989 497 2011">shutterstock.com • 499776664</p>		



**Conclusion:** At the end, the teacher says: **Great, you're a good friend!**

The teacher asks the learners: *How to be a good friend?*

The teacher helps through very simple sentences:

I help my friend.

I respect my friend.

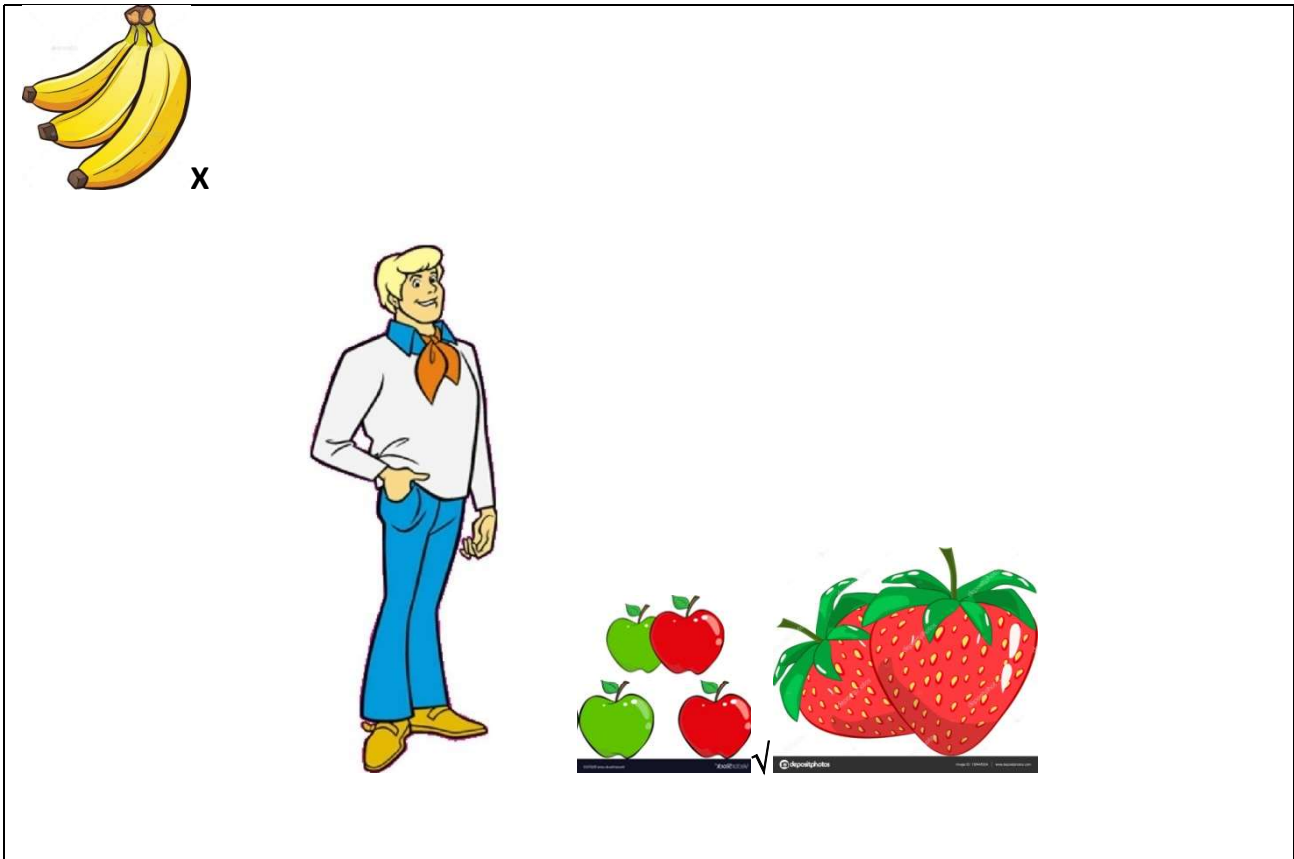
I share with my friend.

I love my friend.

**4. Reading: A Poster of Mike. (15min)**

- a. The teacher displays this poster. The learners listen to the audio and read.

**This is my friend Mike. He is tall and handsome. He has got brown eyes and blond hair. He is clever and funny. He likes apples and strawberries. He dislikes bananas.**



b. Then, the teacher asks the learners to raise their signs of **True** if the statement is right and their signs of **False** if the statement is wrong.

***The statements:***

- Mike is short.
- Mike is funny.
- Mike is clever.
- Mike has got blue eyes .

**5.Drawing Game. (20 min)**

- a. The learners are asked to draw a pot on their notebooks and to write inside all the adjectives they have learnt in this lesson. Then, they are asked to write other adjectives they know.



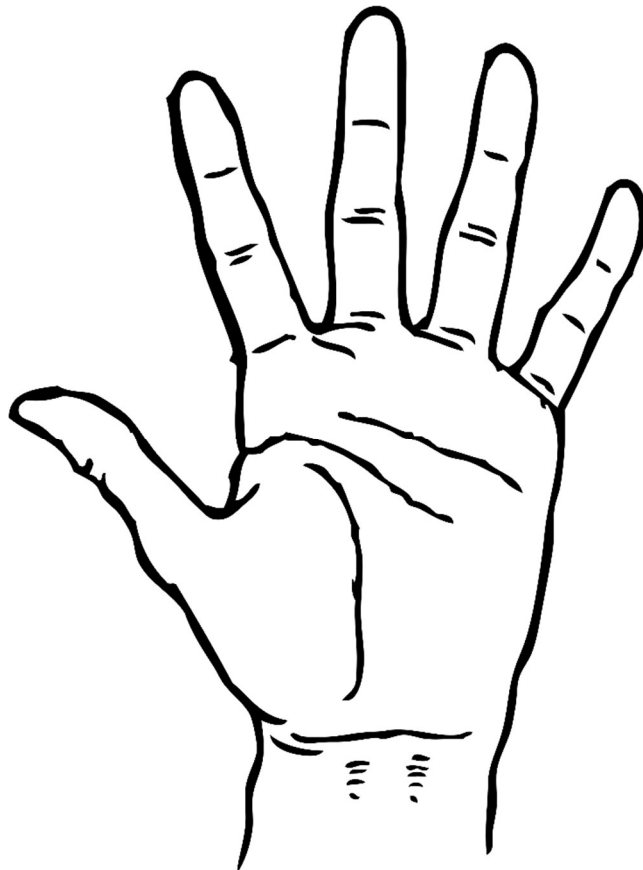
b. Then, they are asked to draw a table (similar to the one on the board) on their notebooks and classify the adjectives.

Character	Physical appearance

c. Finally, the teacher asks the learners to draw their best friend and introduce him or her (as in the text).

### *Extra activity*

1. Write 5 things you like about your best friend. (10 min)





## LESSON 3

### MY FAVOURITE TEACHER



**Objectives:** Upon completion of the lesson, learners will be able to:

- Describe their favourite teachers.
- Introduce their favourite teachers.

**Language in focus:**

**Vocabulary:**

Teacher/ Subjects/ English / Maths /Arabic/ French/PE /kind/ helpful/ nice/smart / friendly / teach / study

**Grammar:**

Subject pronouns.

Possessive adjectives.

To be

Simple present with: he/she

**Life skill:** *self-esteem in public speaking*

**Value:** *Honesty / Courage to speak up*

**Activities:**

**1. Learners sing the song:** Learners listen to the song, sing it chorally, then individually. **(5 min)**

**I Love My Teacher**  
**I love my teacher**

**She teaches me everything  
It's really interesting**

**I love my teacher  
Her class is fun  
We learn and laugh**

**I love my teacher  
She really cares for us  
She's helpful and nice  
I love my teacher  
Teachers are great!**

**2. Review. (10 min)**

**Picture dictation:**

- a. The teacher provides learner A with a picture of a schoolboy / girl and asks her /him to describe it to learner B.
- b. The teacher asks the learner B to draw what she/he hears.
- c. The learners check the drawn picture against the original one.

**3. Speaking: Question/Answer. (15 min)**

The teacher asks these questions:

- *What subjects do you study at school?*
- *What is /are you favourite subject(s)?*
- *Who is your favourite teacher?*
- *What does she/he teach?*
- *What is he/she like? (Describe him/her)*

**4. Game. Find who I am. (15 min)**

A learner comes to the board, describes one of the teachers/or the teacher suggests the name of the teacher to the designated learner/or the teacher writes the names of the teachers on slips of paper that s/he folds and the designated learner makes a random draw. His/Her classmates guess (the name of) the teacher based on the description provided.

**5. Writing: Who is your favourite teacher? (10 min)**

Learners are asked to write about their favourite teacher. The teacher moves around and picks some mistakes, writes them on the board. The learners are asked to correct them in pairs and then share with the whole class.

## LESSON 4

### MY NEIGHBOURHOOD

**Objectives:** Upon completion of the lesson, learners will be able to:

- Name services in their neighbourhood.
- Describe their neighbourhood.

**Language in focus:**

**Vocabulary:**

Services-related items to introduce: butcher shop / butcher/ bakery /baker / greengrocery / greengrocer/ vegetables / meat / bookshop / bus stop / to go / cross the street / on the right / on the left / neighbourhood

**Grammar:**

There are / There is




Can I help you? / I would like .....

**Life skills:** *Space management / Communication*

**Value:** *Respect for others / Responsibility*

**Activities:**

1. Learners sing the song. (5 min)
2. The teacher sticks the flashcards on the board and asks the learners to describe them. (10 min)

		
<p>- The English teacher is nice/ kind/ friendly.</p>	<p>- The French/ Arabic/ Math teacher is helpful.</p>	<p>- Mr. Smith is nice.</p>

3. The teacher uses the poster of the neighbours.





- a- The teacher displays the poster and asks the learners. **(5 mins)**  
*Who are they? What are their names? Where does Mr. Smith work? Where does Ms. Smith work?*
- b- **A poster of a neighbourhood. (10 mins)**  
The teacher displays the poster and says: *This is where they live. It's their neighbourhood.* Then, the teacher reads the text and the learners listen. Then, the learners take turns to read the text.



There are many shops in the neighbourhood. On the right, there is a baker. On the left, there is a butcher shop. In the middle, there is a greengrocery.

4. Game. (5 min)

a- Listening

		
<p>I'm Mr. Smith, I'm the baker. I make <i>bread</i>.</p>	<p>I'm Mr. Taylor, I'm the butcher. I sell <i>meat</i>.</p>	<p>I'm Ms. Blake, I'm the greengrocer. I sell <i>fruits and vegetables</i>.</p>

**b-** The teacher distributes pictures and word cards bearing the names of the services. S/he asks learners to raise their word cards and picture when they listen to the service they have.

5. Listening: Cartoon Poster with bubbles. (10 min)

Learners listen, then repeat.



- Good morning!
- Good morning Mr. Taylor!
- Can I help you?
- Yes, please. I would like a kilo of meat!
- Sure! Here you go.
- Thank you. Good bye.
- Good bye. Be careful when you cross the street.

### 6. Role play. (15 min)

Learners are invited to enact the conversation (similar to the previous dialogue) in different situations provided through pictures.



### Extra activity

#### 1. Reorder the words to get sentences: (10 min)

- a. meat / butcher/ ~~The~~ / sells.  
The .....
- b. buy / at / bookshop / ~~t~~ / books / the.  
I .....
- c. bread / buy / ~~We~~ / bakery / at / the.  
We .....
- d. ~~There~~ / greengrocer / in / is / a / neighbourhood / my.  
There .....

## LESSON 5

### AT THE PARK

**Objectives:** Upon completion of the lesson, learners will be able to:

- Identify games in the park.
- Talk about activities in the park.

**Language in focus:**

**Vocabulary:** bench / picnic table / bike / jogging/ hopscotch/ park /skip rope/ hide and seek/ hide/ tree

**Grammar:**

Where / who

Personal pronouns: I / He / She / We / They

Present progressive

**Life skill:** *Space management / Self-management*

**Values:** *Good manners / Responsibility*

**Activities:**

1. Learners sing the song. (5 min)
2. Game. (10 min)

The teacher blindfolds one of the learners. Then, s/he asks her/his classmates to guide her /him to reach a given destination in her/his neighbourhood. The classmates say: *walk straight (5 steps). Turn right, take the butcher's flashcard. Walk straight (3 steps). Take the bookshop's flashcard. Walk straight (2 steps). Turn right, take the greengrocer's flashcard. Walk straight (4 steps) take the baker's flashcard. Turn right. Walk straight (3 steps), take the flashcard.*

The teacher asks: *What is on the flashcard?* (park)

**N.B.** The teacher should involve more than one learner in the game.

3. Look and read. (10 min)



**On Sunday, I go to the park with my family. In the park there is a bench, a picnic table and many green trees.**

**Who are the people in the picture?**

*e.g. children/ family*

**Where are they?**

*e.g. They are at the park.*

**4. Look, answer the question. (15 min)**

**N.B.** The teacher writes the new words and shows a picture.







The teacher invites more than one learner to repeat the answers.

**What are they doing?**

	<b>We are eating and drinking at the picnic table.</b>
	<b>He is sitting on a bench.</b>
	<b>She is playing with a ball. Mary is skipping the rope.</b>
	<b>He is playing hopscotch.</b>
	<b>My brothers and sisters are playing hide and seek. They are hiding behind the trees.</b>
	<b>We are jogging in the park.</b>

**5. Look, read and complete. (10 min)**



- Lina and Ali play .....  .
- At the .....  children play .....  .
- We sit at the .....  . We  .....  
and .....  .

**6. Listen and put the words in the following table**

Shop/ Groocery/ Kilo/ Dooctor/ Joogging/ Hoospital/ Poost office/ Go/ Hoopscotch

/ɒ/	/əʊ/
<b>Shop</b>	<b>Go</b>
- .....	- .....
- .....	- .....
- .....	- .....
- .....	- .....

**Extra activity:**

**1. Present Progressive Pictionary. (10 min)**

Learners try to guess which Present Progressive sentence their classmate is drawing on the board, e.g. a picture of “The boy is riding a bike”, “Emma is flying a kite”... (through pictures shown by the teacher or leave the choice for the learners of what to draw). Learners can draw very slowly to make guessing more challenging and to give more opportunities for his/her classmate to practice the structure in focus.

## LESSON 6

### MY TOWN

**Objectives:** upon completion of this lesson, learners will be able to:

- Talk about one's town.
- Ask for directions.
- Identify jobs in one's neighbourhood.

**Language in focus :**

**Vocabulary:**

school /park /shop /police office/hair dresser /fire fighter/cinema/café/ bus station/left/right/forward/book seller

**Grammar**

The preposition of movement: to

Location: near/ in/at /next to /behind/

**Life skill:** *Self-management*

**Values:** *Serve others*

### *Activities*

1. Learners sing the song. **(5 min)**
2. Game: Simon says. **(5 min)**

Simon says: *Play with a ball/ Play hide and seek/ Stand up/ Close the door...*

3. Look, listen point and repeat. **(10 min)**

A poster of a town map to elicit the services.



This is my school

This is a bank

This is a post office ...

#### 4. Listen, look and repeat. (10 min)

Learners listen to an audio while the teacher shows flashcards of the different places in the town: **school/ park/ shop/zoo/ hospital/ cinema/ café/ bus station/ bank/ police station/ hair dresser/ fire station/library**

Learners repeat chorally and individually for accurate pronunciation.

#### 5. Speaking. (10 min)

In pairs, learners draw a map of their town. Then, they enact a conversation asking and answering questions about how to go to different places in town.

A child goes to the police man and says:

Child: *Can you help me?*

Policeman: *Yes, sure.*

Child: *How can I get to the supermarket, please?*

Policeman: *Go straight, at the cinema, turn left. Keep going. Then, at the bank, turn right. The supermarket is behind the park.*

Child: *Thank you.*

#### 6. Match a job with the place where we do it. (10 min)





**7. Complete with: in/between/to/next to.(10 min)**

- Pupils are going ..... school .
- The restaurant is ..... the bank and the fire station .
- There is a cinema ..... my town .

- The toy shop is ..... the library .

### *Extra activity*

**1. Find the odd one out. Draw it. (15 min)**

Bookshop- library- bakery

School –park-teacher

Cinema –bank-theatre

Hospital-doctor-toy shop

## UNIT III

### IN THE PLAYGROUND

# LESSON 1

## IN THE PLAYGROUND

**Objectives:** Upon completion of this lesson, learners will be able to

- Identify playground equipment.
- Talk about actions/activities they can do in the playground.

**Language in focus:**

**Vocabulary:**

swing/ seesaw/ skip rope/ trampoline/ run/ slide/ jump/ play hide and seek/ skate/ walk/ ride a bike/ play football/climb

**Grammar:**

There is/ there are/This is.../These are...

Do you .../ yes, I .../ no, I don't...

**Life skills:** *Problem solving*

**Value:** *Enjoyment / Playfulness*

**Activities:**

1. Learners listen to the song. Then, they sing it. (10 min)

*In the Playground*

*in the playground*

*let's play together*

*in the sunny weather*

*Let's have some fun*

*Let's climb or run*

*Let's swing or jump!*

*in the playground*

*Let's play together*

*In the sunny weather*

*Let's skip rope or slide*

***Let's play or go for a ride***

***in the playground***

***let's play together***

***in the sunny weather***

***Let's do what we like***

***Let's swing or ride a bike***

***Let's have some fun!***

***in the playground***

***let's play together***

***in the sunny weather***

***Let's bring safe and sound***

***Everyone all around***

***Come on!***

***All together***

***Say it aloud!***

***Let's clean our playground!***

***Say it aloud!***

***Let's clean together our playground!***

The teacher sticks the poster of the playground and points to the different playground equipment and encourages learners to mime the different actions they can do at the playground.





**2. Listen and repeat. (10 min)**

Listen and repeat (audio: swing/ seesaw/ skip rope/ slide/ play hide and seek/ skate/ walk/ ride a bike/ play football/ trampoline)

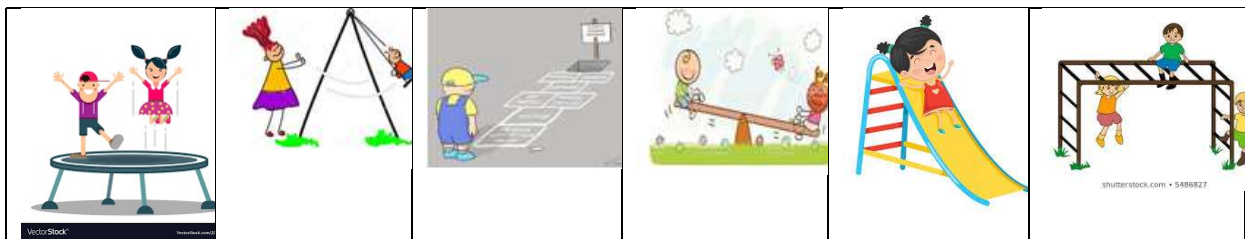
Learners listen and repeat the targeted lexical items for accurate pronunciation.

Focus on the sounds /ai/: slide/ ride/ bike/climb and /ei/: play/skate.

Then, the teacher points to the rides and names them.

**3. Word recognition. (10 min)**

The teacher sticks the word cards on the board. Then, s/he asks the learners to write on their slates the appropriate word when shown the corresponding flashcard.



Seesaw	Monkey bars	Swing	Trampoline	Hopscotch	Slide
--------	-------------	-------	------------	-----------	-------

**4. Slow Reveal Game. (5 min)**

The teacher holds a flashcard that s/he covers/hides with a sheet of paper and slowly reveals it. Meanwhile, learners guess what it is. The teacher alternates between the equipment and the activities.

5. Word search. (15 min)

How many rides can you find? Draw and label them.

R	o	u	n	D	a	B	O	u	t	S
A	s	u	s	L	i	D	E	h	e	C
S	r	w	p	V	r	Z	U	e	e	r
N	e	w	i	F	r	E	E	j	s	m
G	a	m	e	N	w	I	T	h	a	h
W	l	e	t	R	y	G	A	t	w	q
J	u	m	p	R	o	P	E	u	s	b
M	a	n	s	A	n	D	B	o	x	O

6. Circle the different word. (5min)

hide and seek /slide /skip rope /ride /bike.  
run /jump /playground /fun.

*Extra Activities:*

1. Miming Game. (10 min)

A designated learner mimes an action we can do in the playground and the learners guess it. The learners take turns miming. The teacher corrects pronunciation mistakes, if there are any, plays the audio and asks learners to repeat for self-correction.

2. Matching exercise. (5 min)

Match the pictures with the words.



Play hide and seek



Ride a slide



Ride a swing



Skip rope

### 3. Scavenger hunt. (10 min)

The teacher hides flashcards of the playground rides around the classroom and asks children to find them. s/he writes the list of the rides on the board. s/he ticks them off the list when the children find them or puts the flashcards next to their corresponding words.

## ***LESSON 2***

### ***LET'S PLAY TOGETHER***

**Objectives:** Upon completion of this lesson, learners will be able to:

- Express their emotions.
- Make /accept/decline a suggestion.

**Language in focus:**

**Vocabulary:**

together / swing/ seesaw/ climb/ skip rope/ run/ slide/ jump/ play hide and seek/ skate/ walk/ ride a bike/ play football / scared /angry/sad / high.

**Grammar:**

Let's + verb

Subject + verb to Be + adjective

because

**Life Skills:** *Justify choices*

**Value:** *Empathy / Acceptance*

**Activities:**

**1. Learners sing the song. (5 min)**

**2. Review. (10 min)**

Labeling the poster (the poster of the playground used in Lesson One) using word cards. One learner chooses a word card, says the word that is on it and another one sticks it under the appropriate picture in the poster)

**3. Listen, read and repeat. (15 min)**

Learners listen, read and repeat the sentences. Then, the teacher asks them to express the sentences differently using "because".

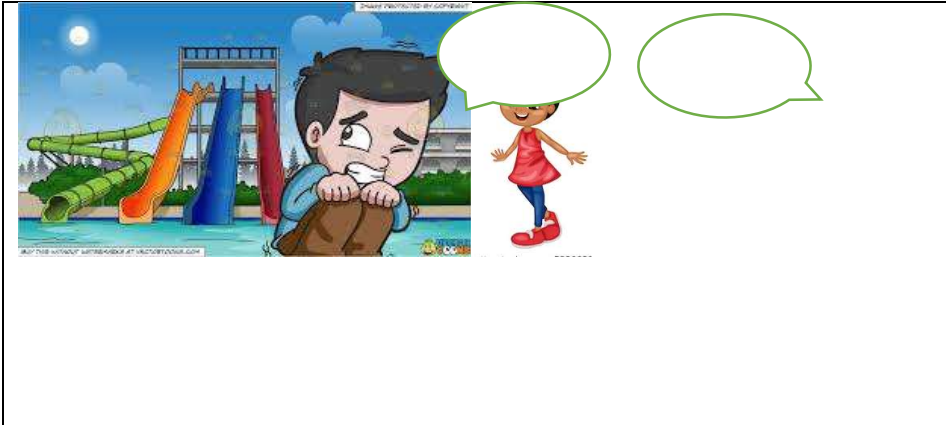
*Kate is angry because she can't play alone.*

	<p><b>Adam is scared. The slide is very high!</b></p>
	<p><b>Kate is angry. She can't play alone on the seesaw!</b></p>
	<p><b>Jane is sad. She can't play hopscotch!</b></p>

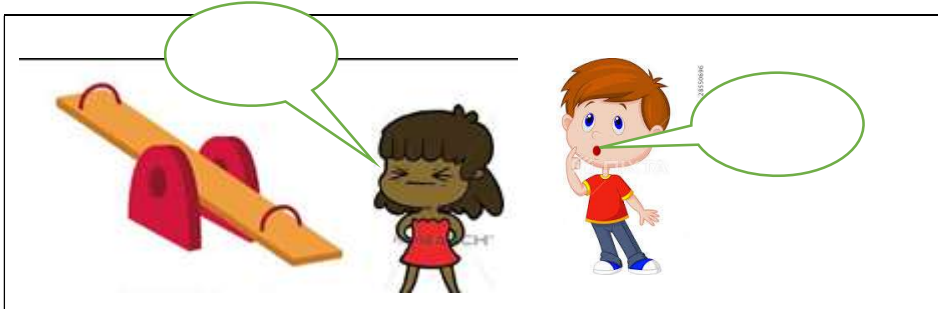

**4. Listening and reading. (20 min)**

a) Listen, read and answer the two questions:

- Why is Adam scared?  
He is scared because...
- Use one adjective to describe Jenny.  
Jenny is...

	<ul style="list-style-type: none"> <li>- Hi Adam!</li> <li>- Hello Jenny!</li> <li>- Why are you scared?</li> <li>- I'm scared because the slide is very high!</li> <li>- Ah, OK let's play together!</li> </ul>
--	--

c. Read and complete the dialogues. Then, enact them.

	<ul style="list-style-type: none"> <li>- Hello Kate!</li> <li>- Hi Sam!</li> <li>- Why are you .....?</li> <li>- I'm ..... because I .....</li> <li>- Ah, ok .....</li> </ul>
	<ul style="list-style-type: none"> <li>- .....</li> <li>- .....</li> <li>- .....?</li> <li>- .....</li> <li>- .....!</li> <li>- Ah, OK .....</li> </ul>

**5. Look and read. (5 min)**

		
<p>Let's play on the slide. I'm sorry, I can't. The slide is high.</p>	<p>Let's play rope skipping. OK! We love it.</p>	<p>Let's fly the kites. Good idea!</p>
		
<p>Let's play on the seesaw. Yes, I go up! You go down!</p>	<p>Let's play in the swing. Great but, be careful.</p>	<p>Let's play hide and seek Yes, I can count to 20.</p>
		
<p>Let's play football. Sorry, I like handball.</p>	<p>Let's play in the sandbox. Nice, we draw a playground</p>	<p>Let's play hopscotch. Good, it's so fun.</p>

6. Are the underlined sounds similar or different? Write (S) or (D). (5 min)

skate / sad .....

alone / hopscotch .....

swing / like .....

## Extra activity

### Role play

#### 1. Weekend suggestions. (15 min)

Learners take part in a role-play game to practice making, accepting and rejecting suggestions. The learners are divided into groups of four. Each group is given a set of situation cards and each learner is given a role-card. The role-cards show things the learners want and don't want to do. Learners are told that it's the weekend and they're going to make a suggestion (learner A makes a suggestion; learner B accepts or declines the suggestion and gives the reason).

Read a story	Go to the playground	Watch TV
Listen to music	Play hopscotch	Play on the seesaw
Water the plants	Play hide and seek	Rope skipping

## LESSON 3

### WHICH RIDE?

**Objectives:** Upon completion of this lesson, learners will be able to:

- Express likes/dislikes.
- Name the different actions/activities at the playground.

**Language in focus:**

**Vocabulary:**

like/love/hate/enjoy /swing /seesaw/ skip rope / run / slide / jump / play hide and seek / skate / walk / ride a bike / play football/ climb

**Grammar:**

Let's+ verb

Do you .... ?

Yes, I do /No, I don't

Why? ...because...

**Life skills:** *Be self-aware / Solving problems*

**Value:** *Sharing*

## Activities






1. Learners sing the song. (5 min)
2. Speaking: What do you like? (10 min)

The teacher sticks flash cards of the different rides in the playground on the board. A learner is designated to come to the board and point to a playground equipment or activity; s/he chooses one of his/her classmates to enact a role play:

- Do you like riding a bike?
- Yes, I do / No, I don't.
- Do you like playing football?
- Yes, I do.
- Why?
- Because I love team games.
- What about you?
- I enjoy swinging because I like flying.

### 3. Reading. (15 min)

Look, listen and read.

	<b>Aidan is swinging.</b>
	<b>The children are jumping on the trampoline.</b>
	<b>Bill is hopping on one leg to play hopscotch.</b>
	<b>Melany is sliding.</b>
	<b>The children are climbing the monkey bars.</b>



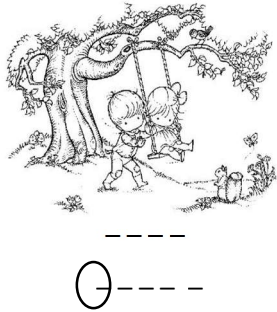
**4. Read the information below and find out who is who in the playground. (15 min)**

Write their names. Rearrange the circled letters to find out the secret word.

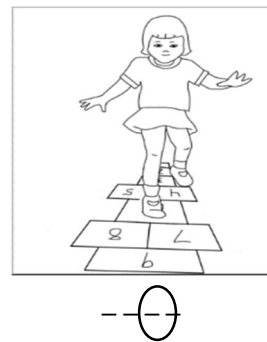
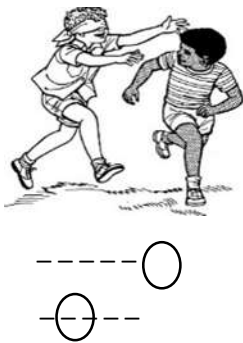
- If you don't find the secret word : reorder these letters to get it.

x-n-b-a-s-o-d.

A.....



- Adlay is sliding.
- Dana is playing hopscotch.
- Harry is flying a kite.
- Dick and Oliver are playing on the swing.
- Rex is jumping the rope.
- Jacob and Oscar are playing hide and seek.



**4. Role play at the playground. (10 min)**

- *Let's ride the slide.*
- *No, sorry. I hate slides.*

- Let's play football.

- OK. I love football.

**5. Read and circle similar or different S / D (5min)**

sandbox                      love                      .....

playing                      flying                      .....

*Extra activity*

**1. Look and match. ( 5 min)**



Hop



jump



climb



play



slide

**LESSON 4**  
**IT'S YOUR TURN**

**Objectives:** Upon completion of this lesson, learners will be able to:

- Make a polite request.

- Accept or decline a request.

Language in focus:

Vocabulary:

It's your turn/ fight/ push/ respect/ wait for your turn/

Grammar:

The Imperative: do/ don't +verb





Life Skills: *Living together / Taking turns*

Value: *Respect / Sharing*

### Activities:

1. The learners sing the song. (5 min)
2. Speaking, reading. (10 min)

The learners look at the pictures in the flashcards and read the sentences using **CAN** and **CAN'T**.

				
They <b>can</b> jump.	She <b>can</b> slide.	He <b>can't</b> run.	She <b>can</b> ride a swing.	He <b>can't</b> skip rope.

3. The teacher displays a poster (of a playground with all the rides, in front of each ride two or three children are queuing).



Learners look at the poster and listen to an audio (two short conversations: turn taking using can/can't/). (15 min)




Example:

<ul style="list-style-type: none"> <li>- Excuse me; can I play on the slide now?</li> <li>- Sure, it's your turn!</li> <li>- Thank you!</li> <li>- You're welcome!</li> </ul>	<ul style="list-style-type: none"> <li>- Excuse me; can I swing now?</li> <li>- Sorry, it's my turn!</li> <li>- Oh, sorry.</li> <li>- No problem.</li> </ul>
---	--

Then, learners enact a conversation (after the model).

4. Reading. (15 min)

Look, listen.

<b>Playground rules!</b>	
	<p><b>Wait until it's your turn!</b></p>
	<p><b>Respect others at the playground!</b></p>
	<p><b>Don't fight! Wait for your turn!</b></p>



**Don't push! Wait for your turn!**

**4. Read the sentences and put a cross in front of (x) good or bad behaviour**

- Don't wait for your turn at the playground.
- Respect others at the playground.
- You can fight at the playground.
- You don't push people at the playground.

**5. Game: Spin the bottle.(turn taking)(15 min)**

e.g. Learner A spins the bottle and says: *it's your turn to jump/to sing/dance/run...* and learner B enacts the action.

**6. Circle the different word. (5min)**

Together / the / Three / Weather

**Extra Activity**

**1. Writing: Reorder the letters to get coherent words. Say the words. (10 min)**

<p>u / h / p / s</p> <p>.....</p>	<p>u / t / n / r</p> <p>.....</p>	<p>h / t / g / f / i</p> <p>.....</p>	<p>i / a / w / t</p> <p>.....</p>

## **LESSON 5**

### **SAFETY IN THE PLAYGROUND**

**Objectives:** Upon completion of this lesson, learners will be able to:

- Differentiate between safe and unsafe attitudes.
- Warn against danger.
- Write a set of rules to respect in the playground.

**Language in focus:**

**Vocabulary:**

safe / unsafe / dangerous / be careful / wait for your turn / don't fight / use / monkey bars / wet / slip / get hurt / hurt / fall

**Grammar:**

The imperative / must / mustn't

**Life skill:** *Critical thinking*

**Values:** *Respect / Responsibility*

**Activities:**

1. Learners sing the song. (5 min)
2. Speaking. (5 min)

The teacher displays the poster and asks the learners to comment on it using their (red/green) cards or by drawing (happy/unhappy) smileys on their slates.

# NOT SAFE





© Can Stock Photo - csp5362104










**3. Reading. (20 min)**

- a. The teacher displays the poster below. The learners listen to the audio, read, and then complete the table.

 <p>© Can Stock Photo - csp5362104</p>	<p><b>Don't use the monkey bars when they are wet. You can slip and get hurt!</b></p>
	<p><b>Wait for your turn to play on the slide. You can hurt your friends!</b></p>
	<p><b>Don't stand on the swing! You can fall and get hurt!</b></p>



**Don't push your friends in the playground! They can get hurt!**

**b. Copy the table on your notebooks and complete it:**

Things not to do	Reason
<i>Push your friends</i>	<i>They can get hurt</i>

**C- Write sentences using –because- e.g. Don't push your friends because they can get hurt**

**4. Listen and repeat. (10 min)**

The teacher points again to the pictures and expresses the same sentences differently using “**must**” and “**mustn't**” (must not) The learners repeat after the teacher and write down examples on their notebooks.

**5. Draw and write. (15 min)**

In groups, learners draw a poster and write the safety rules to respect in the playground.

**Examples:**

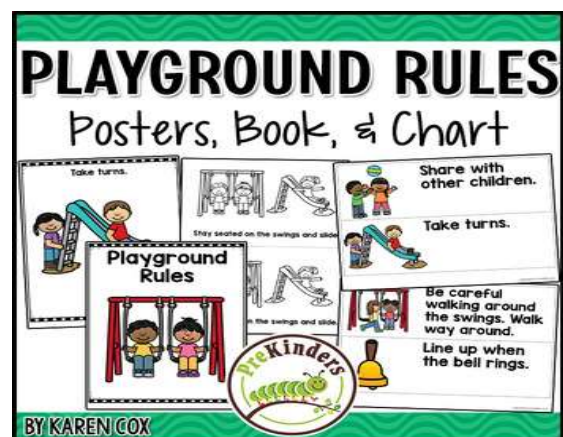
*Be respectful and polite.*

*Take turns.*

*Don't fight....*

**6. Are the underlined sounds similar or different? Write S or D. (5 min)**

Stand on      can .....



Fall      football      .....

Push      hurt      .....

## LESSON 6

### LET'S CLEAN OUR PLAYGROUND!

**Objectives:** Upon completion of the lesson, learners will be able to:

- Describe clean and dirty places.
- Speak about activities/actions to keep a playground clean.

**Language in focus:**

**Vocabulary:** pick up / throw / rubbish / clean / dirty/ bin / ground

**Grammar:**

Imperative: Do / Don't + verb

Must + verb/ Mustn't + verb

**Life Skills:** *Perspective taking / Focus and self-control*

**Value:** *Responsibility*

#### *Activities:*

1. Learners sing the song. (5 min)
2. Review (10 min)

The teacher brings many pictures of safety in the playground: learners, in groups, sort them out into safe and unsafe ones. Then stand up in turns and formulate warning or prohibition statements using these pictures.

Safe	Unsafe



3. The teacher shows two flashcards and introduces (clean / dirty) learners listen and repeat. (15 min)



The playground is clean



The playground is dirty

Learners look at the pictures and complete the sentences with “clean” or “dirty”.



The bedroom is .....	The dishes are.....	The classroom is.....	The skirt is .....	The neighbourhood is.....	The park is .....
-------------------------	---------------------	-----------------------	-----------------------	---------------------------	----------------------

**4. Reading. (15 min)**



**You must always pick up the rubbish!**



**You must always throw the rubbish in the bin!**





**You mustn't eat on the rides!**



**You must never throw the rubbish on the ground!**



Read the captions and complete the table below.

	
✓ ✓ .....	x x .....

5. The teacher gives this questionnaire to the learners and asks them to tick the right box according to them. Then, they develop it into sentences about themselves.  
**(10 min)**

	<b>Always 100%</b>	<b>Never 0%</b>
Put the trash in the bin.		
Clean up.		
Pick up rubbish.		
Walk on the grass.		
Eat a sandwich on the slide.		
Throw trash on the ground.		
Use the rubbish bag.		

6. Say and circle similar or different (S) (D) **(5min)**

pick up ..... rubbish

trash ..... park

## Extra activities:

### 1. Clean or dirty?

All the words are related to cleaning. Find the missing consonants for each picture to complete them.

 <p>Ru-bis-</p>	 <p>Bi-</p>	 <p>-hro-</p>
 <p>Wa-k on the -ras-</p>	 <p>-ick u-</p>	 <p>-ubbish -ag</p>
 <p>Pu- -he -rash i- the bin</p>		 <p>VectorStock VectorStock.com/2166126</p>

## 2. Mind Squeeze. (10 min)

Take two minutes to look at the words and objects on this page. Then, turn the page over and see how many you can recall. Good luck!





## UNIT IV

### CELEBRATING MY BIRTHDAY

## LESSON 1

### PREPARING FOR MY BIRTHDAY PARTY

**Objectives:** Upon completion of this lesson, learners will be able to:

- Name birthday items.
- Write a shopping list.

**Language in focus:**

**Vocabulary:**

candle/juice/ guest/balloons/ garland/ cups/ sweets /cookies / buy /shop / list /  
treamer/ flowers/ party hats

Numbers: 20 - 30 - 40 -50- 60

**Grammar:**

Simple present

Plural (Regular)

### *Activities*

**1. A song. (10 min)**

The learners listen to the song. Then, they sing it.

*My birthday is today!  
Let's dance and play  
Let's blow up balloons  
Let's wear birthday hats  
Let's bring the birthday cake  
Blow out the candles  
and sing  
Happy Birthday to you!*

**2. Poster: the teacher displays the poster and asks the learners: (10 min)**

- *Who are the people in the picture?*
- *Where are they?*
- *What are they talking about?*




Dave's birthday (add it to the birthday list)










- They are in the living room.
- They are talking about the preparations for Dave's birthday.
- They are preparing Dave's birthday shopping list.

**3. Listening. (10 min)**

a. The teacher displays the poster on the board. Learners look, listen and repeat. (audio)

The birthday party shopping list		
1	20 (twenty) party hats	
2	11 (eleven) candles	
3	6 (six) juice bottles	

4	30 (thirty) cups	
5	70 (seventy) flowers	
6	10 (ten) garlands	
7	40 (forty) sweets	
8	50 (fifty) cookies	
9	60 (sixty) balloons	
10	1 streamer	

a. Match the numbers with the corresponding words. (5 min)

20	ten
70	thirty
30	sixty
10	seventy
50	forty
60	fifty
40	twenty

b. Complete the shopping list for Dave's birthday party.

The birthday party shopping list			
	Number (in letters)	Item	Picture (draw)
1			
2			
3			
4			
5			
6			

7			
8			

4. Read and complete the following paragraph with words from the shopping list. (The first letter is provided for you, the number of dashes corresponds to the number of letters) **(10 min)**

- The family goes to the supermarket to buy the birthday party's supplies. They buy 40 (s \_\_\_\_\_), (t \_\_\_\_\_) party hats, 60 (b \_\_\_\_\_), (e \_\_\_\_\_) candles and 70 (f \_\_\_\_\_).

5. The teacher asks the learners: Whose birthday is next week? **(10 min)**

Work in groups of 4 to 5 learners to write the birthday shopping list and draw the items/supplies.

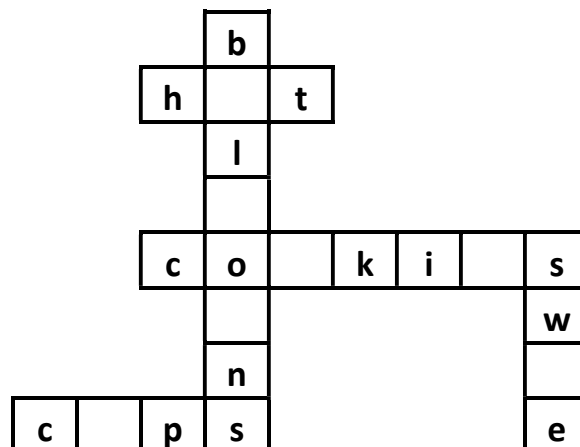
6. Put the words in the correct column in the table according to the pronunciation of the final sound. **(5 min)**

Cookies-hats-balloons-sweets-bottles-cups

/s/	/z/	/iz/

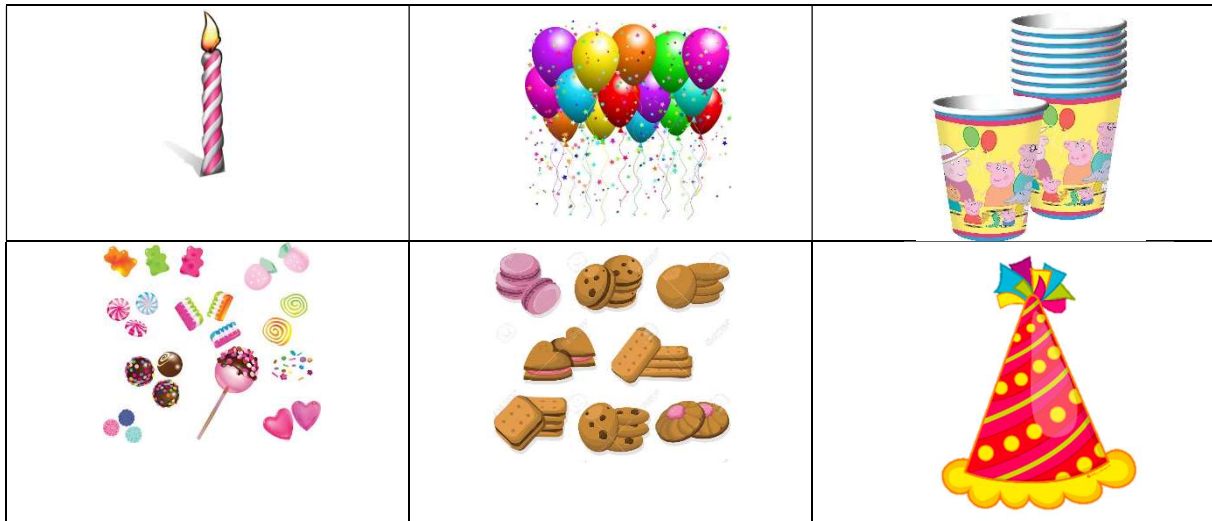
### Extra activity:

1. Look at the pictures and complete with the missing letters.



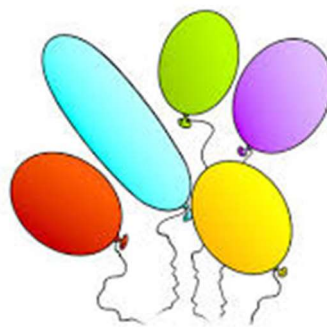
n
l
e

s



## LESSON 2

### INVITING MY FRIENDS



**Objectives:** Upon completion of this lesson, learners will be able to:

- Write an invitation card.
- Reply to an invitation.
- Make a phone call to invite someone to a birthday party

## Language in focus

### Vocabulary:

birthday party/ invite / come / cake/ balloons/happy / sad/ friends/ relatives / celebrate

### Grammar:

- Prepositions of time: in /on / at
- WH- questions (when/ where/ what time)  
E.g. when is your birthday party?

**Life skill:** *Living together / Participation*

**Values:** *Sharing*

## Activities

1. Learners sing the song. (5 min)
2. Review. (5 min)



The teacher sticks a blank shopping list. She/ he also displays flashcards of different items we need and others we don't need for a birthday party. The learners are asked to choose the relevant flashcards and stick them on the birthday shopping list.

Encourage students to make full sentences: e.g.  
*For the birthday party, we need -----.*

( make sure that the learners pronounce the key vocabulary correctly)



### 3. Picture Reading. (10 min)

Learners are asked to look at the picture and describe it.

The teacher asks guiding questions e.g.

-Who is in this picture? (A boy)

-What is there on the table? (A birthday cake with six candles, plates, glasses)

-Is the boy happy or sad? (He's sad)

-What is missing in this picture? (He's alone. Normally, when it is your birthday, you invite your friends, relatives, neighbours, classmates)

I invite my friends /relatives/ neighbours / classmates to my birthday party.



### 4. Reading: (Poster). (15 min)

#### Think – Pair – Square – Share

- This invitation is from ( name) ----- to ( name) -----.
- The party is on (date) ----- at (time) -----.
- the birthday party is at ( address) ----- .

N.B. An invitation card should comprise : from/ to - date – time – address \_ and an invitation statement.



Learners are then asked to make sentences e.g.

- *Isabella invites Stefan to her birthday party.*
- *The birthday party is on Saturday.*
- *The birthday party is at 3 o'clock.*

### 5. Speaking: A phone conversation (inviting a friend to one's birthday party). (15 min)

The teacher scaffolds the learners: how to invite (*please come to .../ I invite you to.../ would you like to come to...*) and how to respond to an invitation (*Thank you / I'd love to/ It's nice to invite me / Thank you for your kind invitation.*)

Dave: *Hello Sara.*

Sara: *Hello Dave.*

Dave: *I have called to invite you to my birthday party.*

Sara: *Oh, thanks. When is it?*

Dave: *It's on the fourth of this month. You will come, won't you?*

Sara: *Of course, I will. Where are you celebrating it?*

Dave: *At my home, as usual.*

Sara: *What time should I come?*

Dave: *At 5 in the evening. Please, bring your brother along.*

Sara: *I will. Thank you for the invitation, Dave.*

Dave: *You are welcome. Bye Sara. See you on my birthday.*

Sara: *Bye. I'll be there.*

## *Extra activities*

### **Writing an invitation card:**

Learners are provided with craft paper, crayons...in order to make their own invitation cards.



## **LESSON 3**

### **DECORATING THE HOUSE**

**Objectives:** Upon completion of this lesson, learners will be able to:

- **Name decoration items.**
- **Describe one's actions/activities to decorate for a birthday party.**

**Language in focus:**

**Vocabulary:**

garden – tree – grass – flowers – living room – carpet – chair – table –  
tablecloth – curtain – help – hang – clean – tidy – spread – decorate -

balloon – lamp – piano – good – birthday – sofa – garland – bike – light lamps – children – flower vase

**Grammar:**

Where are you? I'm in the .....

What are you doing? I'm + v + ING

in-on-near

**Life skill:** *Creativity / Collaboration / Participation*

**Value:** *Help / Share*

*Activities:*

**1. Learners sing the song. (5 min)**

**2. Listen, read and repeat. (15 min)**

Learners listen to the dialogue. Then, in pairs, they enact it.

John – *Hi! Anita, where are Mum and Dad?*

Anita – *Hello John! They're in the living room.*

John – *What are they doing?*

Anita – *They're cleaning and tidying the living room for your birthday.*

John – *Oh! Great! Let's help them with the decoration.*

Anita – *That's a good idea.*

Read and answer by holding your **green** sign if it is correct or your **red** one if it is incorrect: **(5 min)**

- Mum is in the bedroom.
- She's cleaning the living room.
- John and Anita are tidying the living room.
- It's John's birthday.
- Dad is decorating the garden.

**3. Look, listen and read. (15 min) (audio)**

		
<b>These are garlands</b>	<b>This is a flower vase</b>	<b>These are light lamps</b>
		
<b>This is a banner</b>	<b>Mum is hanging balloons</b>	<b>Dad is decorating the tree with light lamps</b>

3. Complete the crossword below based on the pictures provided. (10 min)

1  
f  
l

2 b a l l o o n s

w

3 b i r t h d a y

4 c

5 a n

6 c

7 g a r l a n d

8 l i g h t s

k e r

d n e s



### *Extra activity*

#### **Miming Game. (10 min)**

The teacher shows pictures or whispers the following actions to a learner who mimes it for his/her classmates to guess the action:

**hang the balloons – decorate the tree – blow out the candles – prepare a cake – play piano – sing the happy birthday song...**

## **LESSON 4**

### **PREPARING THE CAKE**

**Objectives:** Upon completion of this lesson, learners will be able to:

- Identify different cake ingredients.
- List the different steps of making a cake.

**Language in focus:**

**Vocabulary:**

flour/ egg/ **chocolate** / butter / sugar / baking powder / mix/ add / melt/ pour / bake / set / **prepare** / mold

**Grammar:**

Imperative

Sequence words: first / second / then / after that / finally

**Activities:**

**1. Learners sing the song. (05 min)**

**2. Poster Description: the teacher displays the poster on the board and asks the learners to describe it. (10 min)**

- *Who are they?*
- *Where are they?*
- *What are they doing?*

**Suggested answers:**



- 1- *It is a family/ it's a boy with his father/dad and grandfather/grandpa...*
- 2- *They are in the kitchen/house ...*
- 3- *They are cooking/preparing a cake...*



**3. Look, listen, repeat and mime the words. (audio). (5 min)**

		
<b>Add</b>	<b>Pour</b>	<b>Bake</b>

**4. Reading: Learners read the recipe and prepare it in the classroom. ( 20 min)**

		<p>Today I'm preparing my birthday cake with dad and grandpa. Here is the recipe.</p>
--	---	---

## Chocolate Cake

### Ingredients

- 6 eggs
- 200 gr flour
- 150 gr sugar
- 150 gr butter
- 150 gr chocolate
- 1 packet of baking powder



### Steps

- 1- Set the oven at 180°.
- 2- Melt the butter and the chocolate together.
- 3- Add the sugar and the eggs.
- 4- Mix with flour and baking powder.



**Butter**



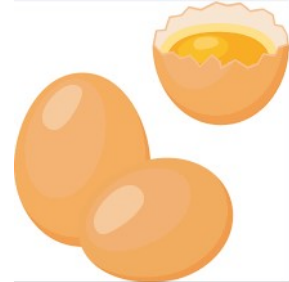
**Eggs**



**Baking powder**



**Chocolate**



**Sugar**

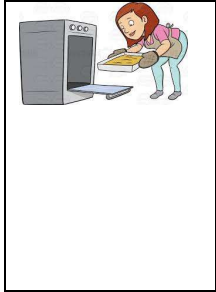


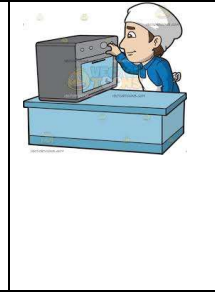




**Flour**



5. Reordering. ( 5 min) (FLASHCARDS)

a. Look at the pictures and put them in order to prepare a cake. (Number 1 is done for you.)

					
<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>

b. Reorder the steps for the chocolate cake recipe. ( 10 min)

- add the sugar and the eggs.
- set the oven.
- Mix with flour and baking powder.
- Bake for 40 min.
- Pour the mixture in the mold.

c. **Speaking:** Use “first, second, then, next, after that, and finally” to tell your classmates about how we make a chocolate cake.

Start as follows:

To make a chocolate cake, **First**..... . **Second**,..... etc.

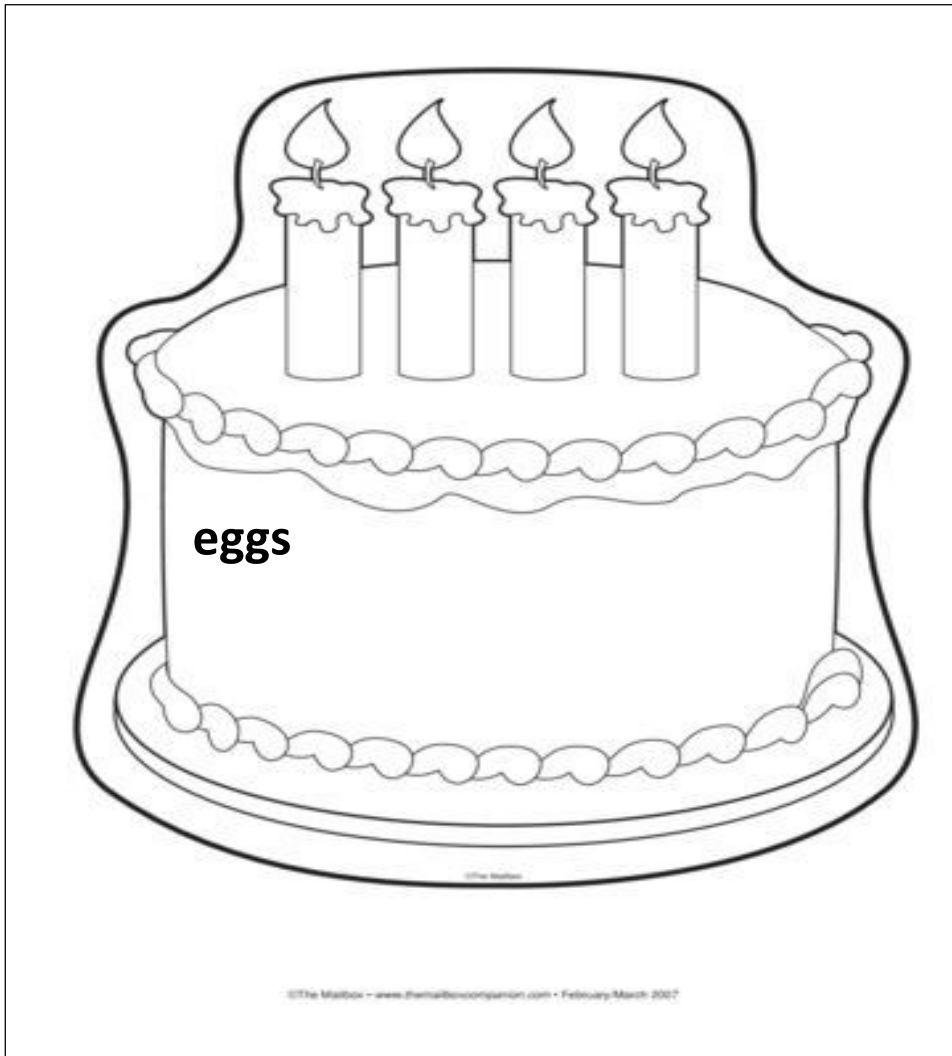
6. Circle S (similar) or D (different). (5 min)

- |                 |                 |   |   |
|-----------------|-----------------|---|---|
| M <u>i</u> x    | <u>i</u> n      | S | D |
| fl <u>ow</u> er | fl <u>ou</u> r  | S | D |
| s <u>u</u> gar  | b <u>u</u> tter | S | D |
| b <u>a</u> ke   | c <u>a</u> ke   | S | D |

*Extra activity*

Birthday cake. (15 min)

a. Complete with the cake ingredients.



b. Draw them (ingredients).

## LESSON 5

### LET'S HAVE A PARTY!

**Objectives:** Upon completion of this lesson, learners will be able to:

- Describe birthday party activities.
- Express birthday wishes.

**Language in focus:**

## Vocabulary:

blow out / blow up / party horns / have fun / play games / dance / sing / take photos / give presents / laugh / excited / wish / love

## Grammar

Let's + verb (suggestion)

Present progressive

Life skills: *Effective communication / Emotion management*

Values: *Love / Appreciation*

## Activities:

1. Learners listen to the song. Then, they sing it. (5 min)

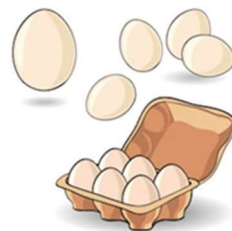
*My birthday is today!  
Let's dance and play  
Let's blow up the balloons  
Let's wear our birthday hats  
My birthday is today!  
Let's dance and play  
Let's bring the birthday cake  
Let's blow out the candles  
and sing  
Happy Birthday to you!  
Happy birthday  
Happy Birthday to you!*

2. Unscramble words. (10 min)

The teacher sticks pictures and writes the words scrambled underneath. The learners unscramble them. The teacher can use cubes made from cardboard to write the letters on and these will be easy for the learners to move on the board.



k	e	a	c
---	---	---	---



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s	g	g	e
---	---	---	---



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r	u	g	a	s
---	---	---	---	---



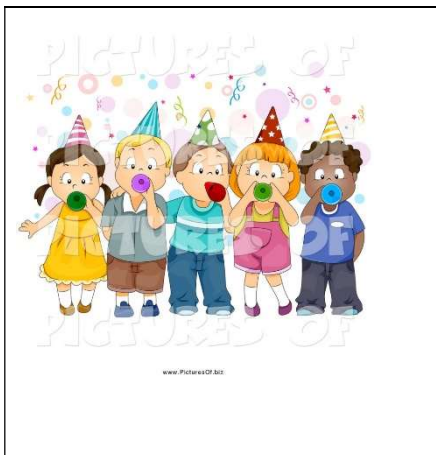
u b t r e t



l c o e h t c o a

**3. Listening. (20 min)**

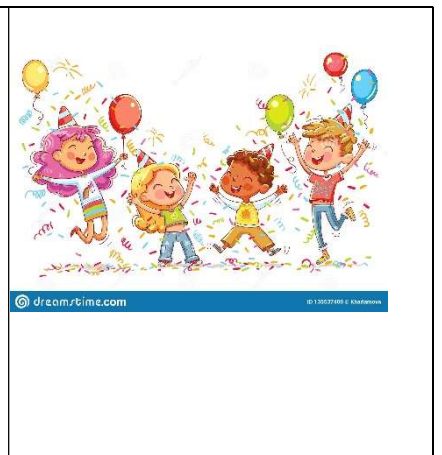
- a. The teacher displays the pictures; learners listen to the audio, point and repeat.



The children are blowing party horns.



The children are blowing up the balloons



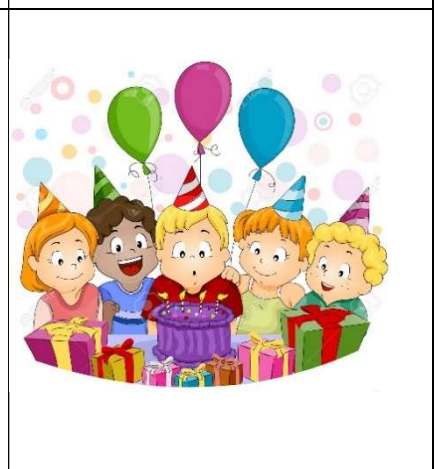
The children are having fun






The children are singing



The children are giving



The children are blowing

<b>happy birthday</b>	<b>presents.</b>	<b>out candles</b>
		
<b>The children are taking photos.</b>	<b>The children are eating cake.</b>	<b>The children are laughing. They are happy and excited.</b>

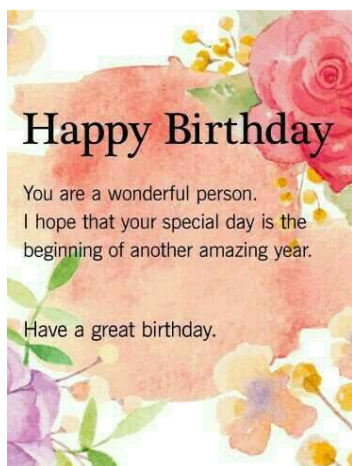
b. In pairs, learners ask and answer questions about the pictures as follows:

1. *What are the children doing?*
2. *They are taking photos.*

**3. Birthday wishes. (20 min)**

The learners prepare birthday wishes cards for their friends. They write few words, draw, color the cards and give them to their friends. The teacher here should provide learners with the appropriate expressions to be used.

*Here are some samples:*



## Extra activities

1. Learners spot all the words listed below on this grid.

p	e	n	k	b	g	a	m	e	s	c
a	f	y	b	i	l	a	k	p	e	a
r	w	r	p	r	a	t	c	a	s	k
t	x	t	i	t	o	f	e	h	j	e
y	f	r	y	h	k	d	l	c	v	f
l	e	a	n	d	b	y	e	i	n	r
t	r	u	e	a	t	r	b	v	s	i
f	i	n	e	y	g	o	r	n	u	e
b	a	l	l	o	o	n	a	o	r	n
p	r	e	s	e	n	t	t	e	e	d
c	a	n	d	l	e	s	e	d	d	s

p	e	n	k	b	g	a	m	e	s	c
a	f	y	b	i	l	a	k	p	e	a
r	w	r	p	r	a	t	c	a	s	k
t	x	t	i	t	o	f	e	h	j	e
y	f	r	y	h	k	d	l	c	v	f
l	e	a	n	d	b	y	e	i	n	r
t	r	u	e	a	t	r	b	v	s	i
f	i	n	e	y	g	o	r	n	u	e
b	a	l	l	o	o	n	a	o	r	n
p	r	e	s	e	n	t	t	e	e	d
c	a	n	d	l	e	s	e	d	d	s

2. What am I?

One designated learner mimes a birthday item and his/her classmates try to guess and find what the item is.

## LESSON 6 CLEANING UP

**Objectives:** Upon completion of this lesson, learners will be able to:

- Identify cleaning supplies.
- Talk about cleaning activities.

**Language in focus:**

**Vocabulary:**

dust bin/ broom / bottles / empty / leftovers / gift wrap / pick up / put away / sweep the floor

**Grammar:**

Present progressive/Imperative

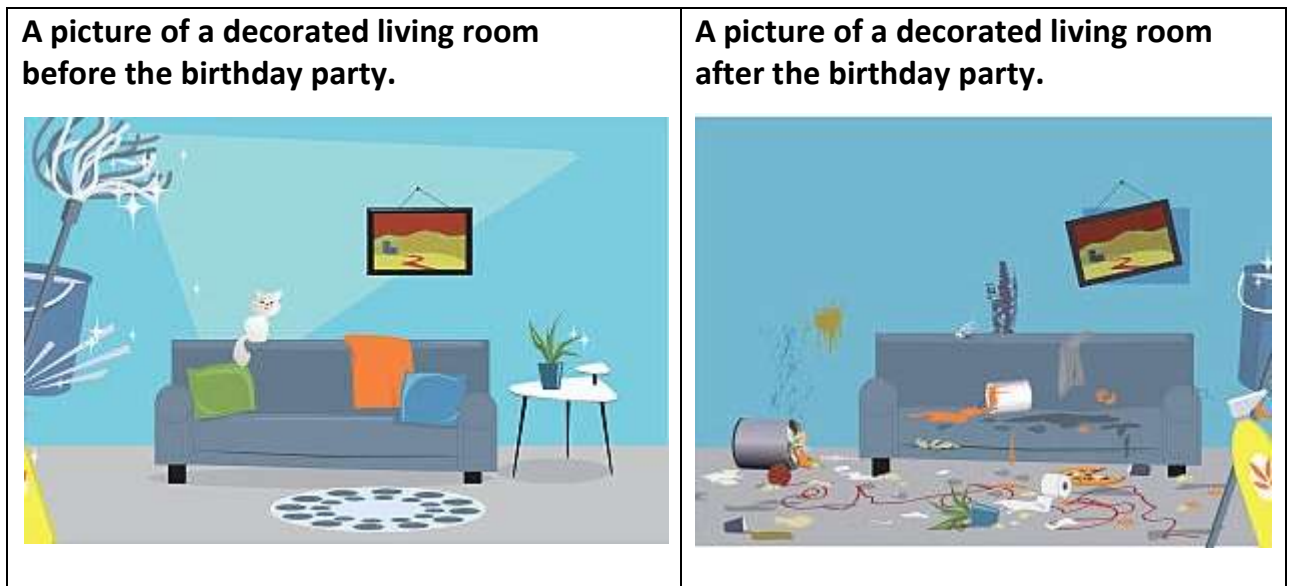
**Life skills:** *Critical thinking / Active listening / Concentration*

**Values:** *Sharing / Responsibility / Respect*

### **Activities:**

1. Learners sing the same song. (5 min)
2. Revision. (10 min)

**Spot the differences. (clean – dirty – messy – tidy)**



3. Listen, point and repeat. (10 min)




Learners listen to an audio of the cleaning supplies and activities. The teacher displays the flashcards. Then, learners listen a second time and point to the correct cleaning supply. They repeat for accurate pronunciation.

(sweep the floor/clear the table/wash the dishes/ leftovers/ broom/ bucket/ rubbish bag/floor cloth/dust pan/dish towel/sponge/empty bottles/gift wrap)

4. Look, read and draw a smiling 😊 or a sad ☹️ smiley. (20 min)

	Emma and Tony are cleaning the floor with the broom.
---	--



**Lucas is spilling the drink on the floor.**



**William is clearing the table.**



**Tom is washing the dishes.**



**Alice and James are picking up the empty bottles.**

	<p><b>Mike is throwing the rubbish on the floor.</b></p>
	<p><b>Suzan is putting the rubbish bag in the bin.</b></p>
	<p><b>Kate and Henry are collecting the leftovers.</b></p>

**5. Listen and complete the table. (20 min)**

Mum: Ok children/kids. The birthday party is over. Let's clean (up) the living room.

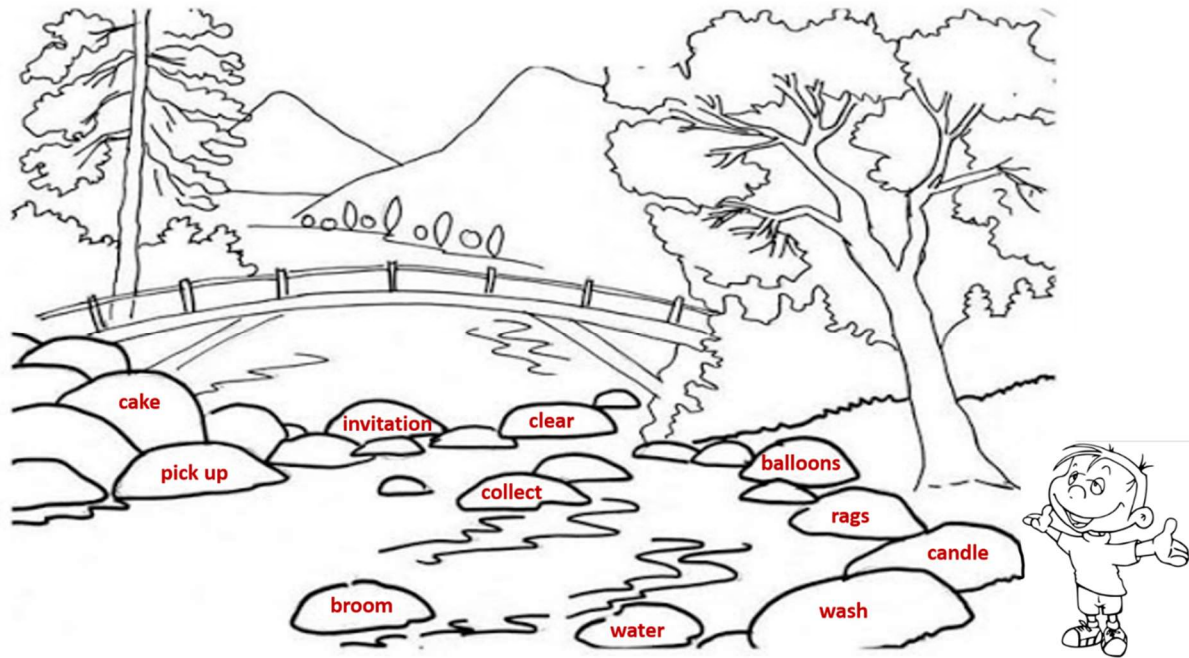
Children: Sure!

Mum: Kate and Henry, collect the leftovers; Susan, put the rubbish bag in the bin; Alice and James pick up the empty bottles; Tom, wash the dishes; William, clear the table; Emma and Tony clean the floor with the broom.

- Variation: Write the following in the right place: Kate and Henry/clean the floor/Tom/put the rubbish in the bin/William

Name(s)	Activity
-----	<b>Collect the leftovers</b>
<b>Susan</b>	-----
-----	<b>Pick up the empty bottles</b>
<b>Tom</b>	-----
-----	<b>Clear the table</b>
<b>Emma and Tony</b>	-----

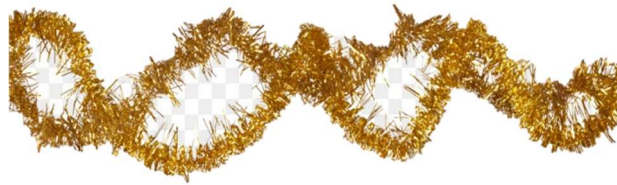
6. Game: Help Rex clean up the living room. Colour each stepping stone having a word related to cleaning written on it. Say the words. (5 min)



7. Memory Game. (10 min) (progress check)

The teacher displays a poster with the pictures below and asks learners to look at them for two minutes. Then, the teacher turns it and asks learners to write as many words / sentences as they can remember.





# UNIT V

## EATING HABITS

# LESSON 1

## FOOD AND DRINKS

**Objectives:** Upon completion of the lesson, learners will be able to:

- Name different food and drinks.
- Ask about price. (carry out a transaction at the greengrocer, the butcher's...)

**Language in focus:**

**Vocabulary:**

fruits/vegetables/ food / bread/ drinks/ tomato / potato / pepper  
onion / carrots/banana/apple/butter/cheese/ eggs/milk/ juice/ coffee/meat/  
chicken/ fish/green grocer/ grocery shop/pear.

**Grammar:**

Present progressive.

How much is it?

I would like.

Can I help you?

Polite request.

**1. Learners listen to the song. Then, they sing it. (10 min)**

*Healthy, healthy, healthy food!*

*Helps my body and my mood !*

*Fruits are good!*

*Veggies are good!*

*Yummy! Yummy!*

*Junk food is not good!*

*Yucky! Yucky!*

*Have good manners*

*Wherever you eat*

*Be polite*

*Don't be rude!*

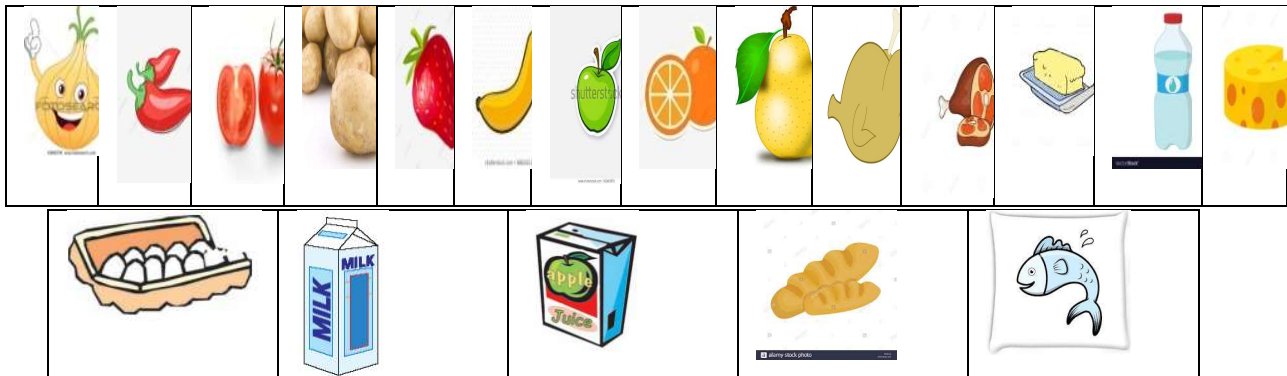
**2. Review. (Poster) (5 min)**

- a. The teacher distributes the pictures below to the learners (or uses miniature food) and asks them to cut the food they like to eat and put them in the lunch box.



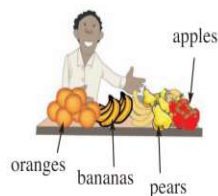
Learners tell each other about the foods they have put in their lunch boxes.

**3. Listening: Look, listen and repeat. (5 min)**



onion – pepper – tomato – potato – strawberry – banana – apple – orange – chicken – meat – butter – water – cheese – eggs – milk – juice – bread – fish

**4. Reading. (15 min)**

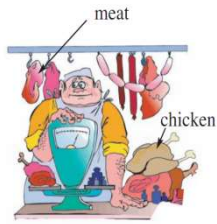


**My father is at the fruit shop. He is buying apples, pears, bananas and strawberries.**

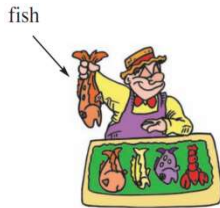


**My grandma is at the grocery shop. She is buying bread, milk, butter, coffee and cheese.**





**My mother is at the butcher's. She is buying meat and chicken.**



**My grandpa is at the fish shop. He is buying fish.**



**My grandma is at the greengrocer's. She is buying vegetables: peppers, tomatoes, potatoes and onions.**



**The mother and her sons are buying drinks at the drinks stand: juice, soda and mineral water.**

**5. Match the food with the right place. An example has been done for you: (5 min)**

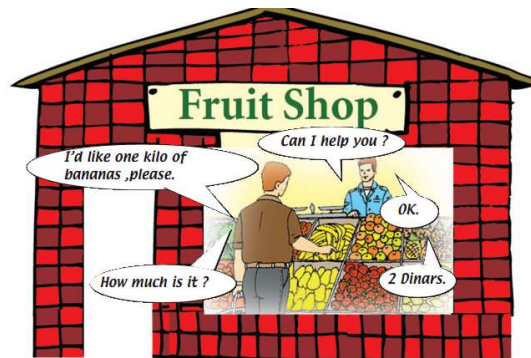
- |                 |   |
|-----------------|---|
| 1/Greengrocer   | a/ juice, soda and mineral water.           |
| 2/Grocery shop  | b/ fish.                                    |
| 3/ Butcher      | c/ bread, milk and butter.                  |
| 4/ Fruit shop   | d/ peppers, potatoes and onions.            |
| 5/ Fish shop    | e/ meat and chicken                         |
| 6/ Drinks stand | f/ pears, bananas, apples and strawberries. |

1 → d	.....	.....	.....	.....	.....
-------	-------	-------	-------	-------	-------

Encourage learners to make meaningful sentences.

e.g. The greengrocer sells ..... / I go to the fish shop to buy...../

6. Role play. (15 min)



- Learners listen to the dialogue and repeat. (audio).
- Learners enact the dialogue in pairs.

**N.b:** change the fruits, vegetables and meat in each dialogue.

**Shop keeper:** Good morning, can I help you?

**Customer:** Yes, please. I would like one kilo of pears, please.

**Shop keeper:** Here you are.

**Customer:** How much is it?

**Shop keeper:** Three dinars.

**Customer:** Here you are. Thank you.

**Shop keeper:** Thank you. Good bye.

5. Food categories. (5 min)

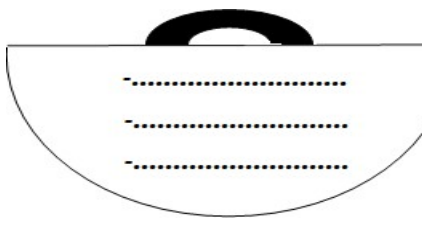
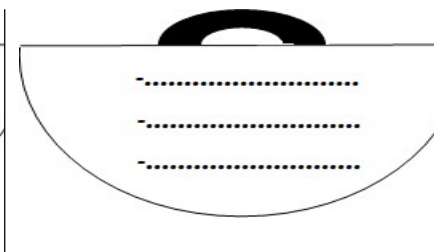
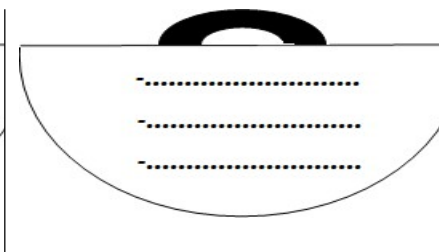
Put the food in the right basket:

tomatoes / pears / peppers/fish / carrots/bananas/apples/meat/ chicken/ onion/ potatoes.

Fruits

Vegetables

Meat

 <p>.....</p> <p>.....</p> <p>.....</p>	 <p>.....</p> <p>.....</p> <p>.....</p>	 <p>.....</p> <p>.....</p> <p>.....</p>
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## Pronunciation Practise

### 1. Circle the different word:

- a. fruit – food – jice – book  
 b. cheese – milk – meat – greengrocer



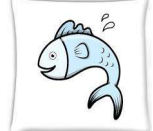




### 2. Write S (for same) or D (for different)

- a. lunch ..... much  
 b. orange ..... onion  
 c. bread ..... peapper  
 d. butter ..... butcher

## Extra activity

### 1. Memory game

The teacher photocopies two sets of the picture and word cards. Then, places them face down on the table or floor. Learners try to collect pairs of matching cards. A player turns up two cards; if they match, they are collected by the player and he or she goes again. If the cards don't match, they are flipped over and it's the next player's turn. The player with the most matching sets of cards at the end of the game is the winner.

bread		meat		tomato		Butter
	apple		cheese		fish	

### 2. Complete the conversation.

Shop keeper: Can I .....you ?

Customer: Yes, please. I would like one kilo of..... .

Shop keeper: Here you are .

Customer: How .....is it ?

Shop keeper: .....dinars.

Customer: Thank..... .

Shop keeper: Thank you,.....bye.

## LESSON 2

### PREPARING MEALS

**Objectives:** Upon completion of this lesson, learners will be able to:

- Name the ingredients of a dish (ojja) and some kitchen utensils.
- List the different steps of preparing a dish (ojja).

**Language in focus:**

**Vocabulary:**

egg/ sausages / onion/fry/bread/add/prepare/cut/pour/harissa/pepper/salt/spoon/  
knife/frying pan/garlic/

**Grammar:**







Imperative



**Life skill:** *Collaboration / Cooperation*

**Value:** *Sharing / Responsibility*

**Activities:**

1. Learners sing the song. (5 min)
2. The teacher shows different ingredients for preparing ojja with sausages.
3. Learners name things that they know: egg – tomato - water (realia) (5 min)
4. Look, listen and repeat. (10 min)

		
Tomato	Sausages	garlic
		
Pepper	Salt	Onion

		
Frying pan	Olive oil	Spoon

### 5. Preparing the ojja. (15 min)

The teacher: Let's prepare ojja with sausages (the teacher can prepare any other dish with the same ingredients)

#### Ingredients

- 5 pieces of sausage cut into sections
- 3 table spoons of olive oil
- 1 table spoon of tomato puree
- ½ onion
- 3 cloves of garlic
- ½ parsley
- Harissa
- Salt and pepper
- 1 pepper, sliced
- 2 eggs
- 1 fresh tomato, diced
- Spices

#### Steps (the teacher highlights the sequence words and consolidates them.)

- First, put olive oil in a pan,
- Second, add onion and garlic, fry for a few minutes
- After, add the tomato purée and the Harissa
- Then, add the fresh tomato, merguez and salt
- When the sausages are ready, break the eggs in the pan
- Finally, decorate with parsley and serve with bread.

### 6. Read and match. (5 min)



Olive oil



Frying pan



Spoon



Cloves of garlic



Onion



Sausage

## 7. Speaking. (20 min)

Learners in small groups (3 to 4 ) choose a dish and tell their classmates what they need ( ingredients) and how (recipe) to prepare it.

## LESSON 3

### EATING TOGETHER!

**Objectives:** Upon completion of this lesson, learners will be able to:

- Identify basic good and bad table manners
- Write about table manners

**Language in focus:**

**Vocabulary**

talk / use / throw / make a mess / improperly / closed / nicely / slowly / wipe

**Grammar:**

Consolidation of the imperative / prohibition

**Life Skills:** *Effective communication / interpersonal relations / self- management*

**Values:** *Respect*

*Activities:*

1. Learners listen to the song. Then, they sing it. (5 min)

*Healthy healthy healthy food!*

*Helps my body and my mood!*

*Fruits are good!*

*Veggies are good!*

*Yummy! Yummy!*

*Junk food is not good!*

*Yucky! Yucky!*

*Have good manners*

*Wherever you eat*

*Be polite*

*Don't be rude*

## 2. Game. (5 min)

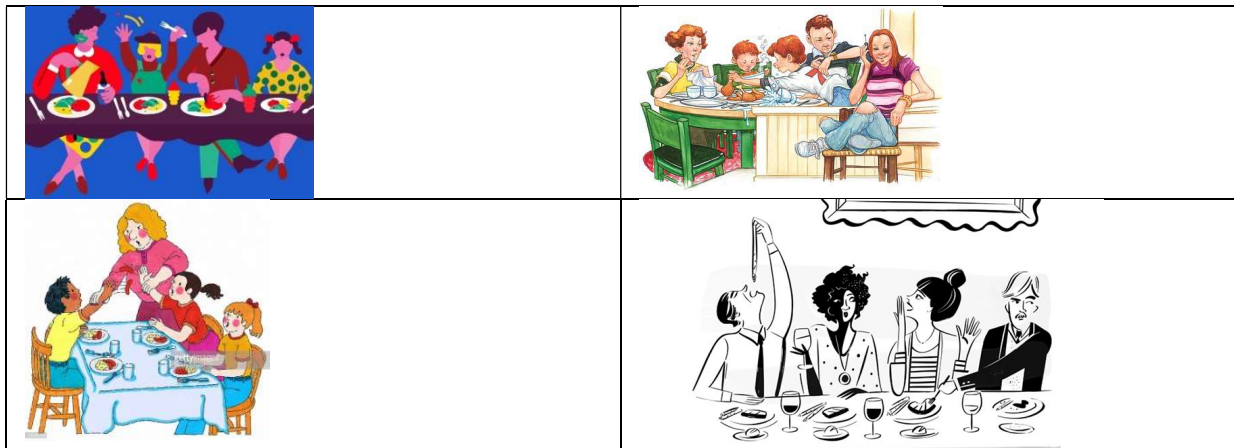
The teacher whispers the cooking verb to a learner. The latter mimes it and the whole class tries to guess the verb.

Examples of cooking verbs:

Cook	Break eggs	Cut	Fry	Bake
------	---------------	-----	-----	------

## 3. Poster. (10 min)

The teacher displays the following poster divided into four parts (to be prepared by CNP). Each picture bears a bad table behavior. Then, the teacher asks the learners to identify the bad table manners in each picture.



The teacher points again to the poster and lists down the bad manners to avoid when eating:

- Wash hands
- Say please
- Talk with food in mouth
- Say thank you
- Throw food.
- Make a mess.
- Sit improperly.

## 4. Good table manners. (15 min)

The teacher displays pictures of good table manners with phrases written below. The students listen to the audio, point and repeat. Then, the teacher shuffles the cards and gives them to groups of learners. Each group listens again to the audio and raises their card when it is mentioned.



### Good table manners

- Always say please and thank you!
- Eat with your mouth closed.
- Take up your dishes when you finish eating.
- Sit nicely.
- Eat slowly.
- Sit while you eat.

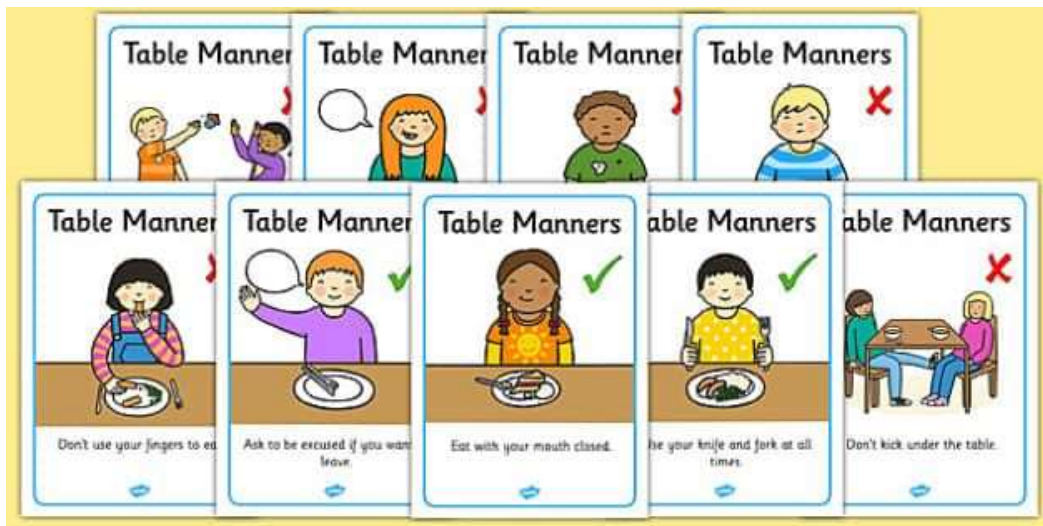
### 5. Group work. (20 min)

Students, divided into 3 groups, use drawing paper, pencils, crayons, scissors, etc. to prepare:

**Group 1:** Cards of good table manners

**Group 2:** Cards of bad table manners

**Group 3:** Charter of good table manners



### My good table manners charter

( picture)

- .....
- .....
- .....
- .....

## *Extra Activity*

**Game.** Help your classmate reach the dinner table! **(5 min)**

The teacher displays the pictures (both good and bad manners), sticks the picture of a table and the learner at the board links all the good table manners to the table with an arrow until she / he reaches the table. The teacher shuffles the cards and places them for a new try.

## **LESSON 4**

### **AT THE RESTAURANT**

**Objectives:** Upon completion of this lesson learners will be able to:

- Define parts of a meal.
- Order a meal.
- Complete a menu

**Language in focus:**

**Vocabulary:**

starter / drink / main course / dessert / menu / rice / potato / meat / soup / brik / couscous / cheese / sandwich / pasta / meat / bill / grilled / lettuce / French fries / steak

**Grammar:**

Making offers

Making (polite) requests

**Activities:**

1. Learners sing the song (Lesson 1). **(5 min)**
2. Review activity. **(10 min)**


The teacher displays a table manner and the designated learner guesses it.



3. Listen, repeat and point. (10 min)

		
<b>Orange juice</b>	<b>Roast chicken</b>	<b>Lettuce salad</b>
		
<b>Grilled fish</b>	<b>Cheese</b>	<b>Couscous</b>
		
<b>Fruit salad</b>	<b>French fries</b>	<b>Pasta</b>
		
<b>Sandwich</b>	<b>Hamburger</b>	<b>Soup</b>
		
<b>Rice</b>	<b>Briks</b>	<b>Steak</b>

4. Look, read. (10 min)

<p><b>Starter</b></p> <p>A salad</p>		<p><b>Main course</b></p> <p>Spaghetti</p>	
<p><b>Drinks</b></p> <p>An orange juice</p>		<p><b>Dessert</b></p> <p>An ice cream</p>	


b. Put the words in the correct columns. Draw a smiling smiley in front of the ones you like.

Couscous / Pizza / Coke / Orange / Soup / Lemonade / Lettuce salad / Coffee / Tea / Chips (French fries) / Brik / Pasta / Rice / Roast chicken / Cheese / Pizza / Bananas / Fruit salad / Cake / meat / Fish

Starter	Drinks	Main course	Dessert


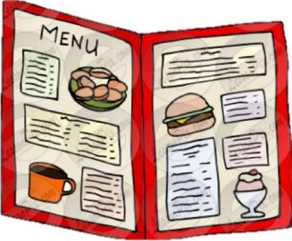



5. Listening.

Ordering at the restaurant. (20 min)

<p><b>Waiter:</b> Good evening. Can I help you?</p> <p><b>Customer:</b> Yes. Can I have the menu, please?</p> <p><b>Waiter:</b> Sure.</p> <p><b>Customer:</b> Thank you.</p> <p><b>Waiter:</b> Are you ready to order?</p> <p><b>Customer:</b> Yes, I'd like roast chicken, please.</p> <p><b>Waiter:</b> Right away, sir. Anything to drink?</p> <p><b>Customer:</b> Yes, I'd like a bottle of mineral water, please.</p> <p>(...)</p> <p><b>Waiter:</b> Here you are. Enjoy your meal.</p> <p><b>Customer:</b> Thank you.</p> <p>Can I have the bill, please?</p>	
---	--

Waiter: Sure, here you are.

a. Draw a green circle if it is TRUE and a red circle if it is FALSE.

<p>He orders roast chicken</p>		
<p>He doesn't ask for the menu.</p>		
<p>He orders a soda.</p>		
<p>He asks for the bill.</p>		
<p>He orders rice</p>		

Tick (✓) the food and the drink the customer orders.



b. In pairs, learners reorder the utterance cards. Then, they enact the dialogue. The teacher makes enough copies of the utterance cards, s/he cuts them out and hands each pairs of learners two sets: the waiter and the customer. (5 min)

✂

Sure.	Yes, I'd like a bottle of mineral water, please.
Sure, here you are.	Thank you.
Here you are. Enjoy your meal.	Yes. Can I have the menu, please?
Good evening. Can I help you?	Can I have the bill, please?
Right away, sir. Anything to drink?	Thank you.
Are you ready to order?	Yes, I'd like roast chicken, please.

Pronunciation Practise

1. Write S (for same) and D (for different).

- a. starter ..... father
- b. spoon ..... food
- c. soup ..... book
- d. bread ..... steak

2. Circle the different word:

- a. pan – decorate – make – break
- b. bill – grilled – French fries – mineral
- c. sandwich – rice – ice cream – like

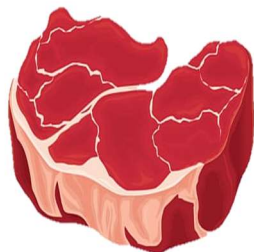
### Extra activities

1. Concentration Memory Game. (5 min)

The teacher makes a copy of the following set of **flashcards** (half with pictures, the other half with the corresponding word). S/he mixes them up, and places them face down. The first learner chooses two cards. For example, a picture of a carrot, and the word apple. Not a match so s/he puts them back down. And so, the game continues till all pairs are unveiled.



**Chips**



**Meat**





**Chicken**



**Orange  
juice**



**Rice**



**Soup**



**Pasta**



**Coffee**



**Mineral  
water**



**Fish**

**2. The teacher puts learners in groups of four and asks them to write down items from each of the following categories:**

- \* Starters
- \* Main course
- \* Drinks
- \* Dessert

**Then, groups compare and complete their lists**

**3. The teacher provides learners with blank menus and asks them to complete each with his/her favourite meal (starter/main course/drink and dessert)**

.....Restaurant
<b>Starter</b>
.....
<b>Main course</b>
.....
<b>Drink</b>
.....
<b>Dessert</b>
.....

## LESSON 5

### GOING ON A PICNIC



**Objectives:** Upon completion of this lesson learners will be able to

- Name picnic food.
- Ask and answer questions about number and quantity (using countable and uncountable nouns)

**Language in focus:**

**Vocabulary:**

go on a picnic/park/ forest/ mountain/ weather /nice/ sunny/ spring/ basket/ blanket / glass/ plate/ spoon/ fork/ knife/ napkin/ apple/ banana/ salad/ sandwich/ food/ drinks: lemonade/soda/ juice/

**Grammar:**

How many +countable nouns

How much + uncountable nouns

Some/any/much/many

This is / these are (review)

**Activities:**

1. The learners sing the song. (5 min)
2. Review: review ordering food and drink items. (5 min)
3. Picture Description. (10 min)

Can I take your order?

Learner A is given a menu.

Learner B is given a set of food and drink flashcards.

Learner A orders the menu items s/he wants saying: can I have..., please?

Learner B: certainly Madam/ Sir. Here you are. (And gives the corresponding card) or: sorry, I don't have it.

The other learners are encouraged to listen carefully and correct.

4. Learners are asked to look at the poster and answer these questions: **(10 min)**  
 Who are they? → A family (review the family members)  
 Where are they? Are they at the restaurant? → No, they aren't. They are in the park.  
 What are they doing? → They are on a picnic.  
 What's the weather like? → It's nice. /It's sunny.  
 What else can you see in the picture? → Their pet, food and drinks.  
 What food and drinks do we have at a picnic?



The teacher elicits the picnic lexical items through flashcards and asks learners to repeat them chorally and individually.



**4. Pronunciation game. (15 min)**

- Learner A chooses one flashcard from the ones provided by the teacher and shows it to his/her classmate saying: this is a picnic basket, e.g

- Learner B: a what?
- Learner A: a picnic basket.

### 5. Let's Load up Our Picnic Basket. (15 min)

- How many glasses do we need?
- How much bread do we need?

The teacher writes examples on the board and helps learners to focus on the difference between *how much/ how many*.

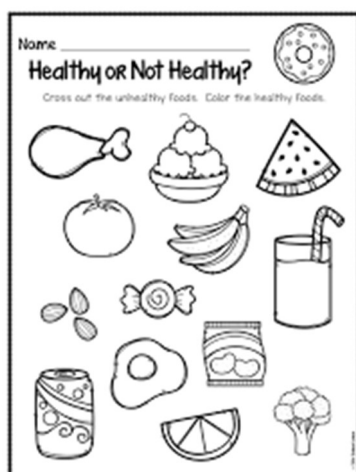
Then, learners are encouraged to ask one another about *number/ quantity*. (it's recommended to bring realia: a picnic basket...)

*How many + countable noun*

*How much + uncountable noun*

### Extra Activities:

#### 1. Healthy or unhealthy



The teacher sticks a poster on the board with 2 columns: *healthy / unhealthy*.

Learners are asked to stick pictures of picnic food/drinks on the corresponding column. It can be done as a game and learners compete in groups.

## 2. Snack Time

The teacher takes the learners outside, to the playground on a picnic during their snack time out.

## LESSON 6

### FOOD ACROSS THE WORLD

**Objectives:** Upon completion of this lesson learners will be able to:

- Identify a number of typical dishes from various countries.
- Talk about typical dishes from various countries.

**Language in focus:**

**Vocabulary:**

Tunisia/Tunisian/Italy/Italian/Japan/Japanese/England/English/coucous/tajine/pizza/pasta/sushi/rice/fish/chips/dish/famous/country

**Grammar:**

Noun/Adjective

**Life skills:** *Cooperation / Respect for diversity*

**Activities:**

**7. Learners sing the song. (05 min)**

**8. Review (picnic basket) (05 min)**

The teacher draws a basket on the board / sticks a picture of a basket on the board/ brings a picnic basket to the classroom. Then, s/he puts different food flashcards on the board/brings real food items and asks the learners to put only the healthy items in the basket.

**9. Poster (food around the world: In the poster only food from the 4 countries: Tunisia, England, Italy, Japan are to be shown) (5 min)**

- What do you see in the poster? (a map/ countries/ food...)
- What type of food do you see? (sandwiches/pizza/couscous/fish...)

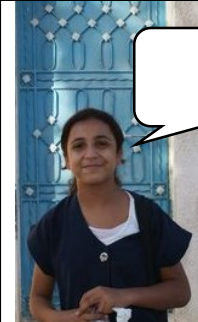



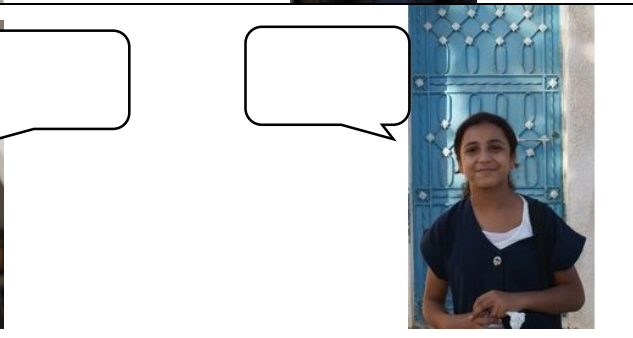
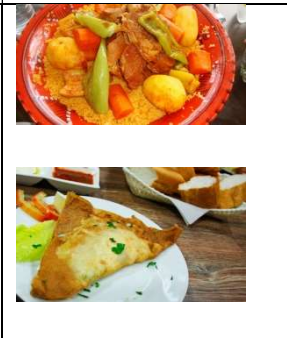


**10. Listening (20 min)**

Learners listen to the dialogues then they read them out.





	<p>Rim: Hello Yuko!          Yuko: Hi Rim.          Rim: what's the famous dish in your country?          Yuko: Uh...It's sushi!          Rim: Sushi? What is it?          Yuko: Uhm ...It's rice and fish.</p>	
	<p>Rim: Hi Mario!          Mario: Hello Rim.          Rim: So, what are the famous dishes in your country?          Mario: Ah...It's pizza and pasta.          Rim: Oh... I love pizza!</p>	




		<p>Rim: Hello Tom!          Tom: Hi Rim!          Rim: What's the famous dish in your country?          Tom: It's fish and chips!          Rim: Hmmm... fish is delicious!</p>	
		<p>Tom: And you Rim, what are the famous dishes in your country?          Rim: It's couscous and brik.          Tom: I like couscous! It's very tasty!</p>	

11. Read/ listen to the dialogues and complete the table with the typical foods/dish(es) in each country. (05 min)

brik – fish – pizza – sushi – couscous – pasta – chips

Tunisia  Tunisian food	Japan  Japanese food	Italy  Italian food	England  English food

12. Game: the teacher puts the cards face down and asks two of the learners to choose their cards. Then, the learners enact a conversation similar to the dialogues in the listening task, based on the information in their cards. (20 min)

France (Jules/Julie) 	China (Lee/Lin) 	Mexico (Miguel/Maria) 	Morocco (Ahmed/Aicha) 	USA (John/Mary) 	Greece (Alec/Lyra) 
- Onion soup - Cheese	- Fried rice - Spring rolls	- Tacos - Fruit salad	-Harira - Tajine	- Pancake - Cheese cake	- Greek salad - Greek yoghurt

## UNIT VI

### USING MEANS OF TRANSPORT

# LESSON 1

## MEANS OF TRANSPORT

**Objectives:** Upon completion of the lesson, learners will be able to:

- Name different means of transport.
- Express the frequency of taking the means of transport.

**Language in focus:**

**Vocabulary:**

bus/bicycle /car/ train/ship/ plane /taxi/ foot/ fast/slow/ bus stop/ motorcycle / train station / stop / airport / port / taxi stop / bus station

**Grammar:**

- Adverbs of frequency (always, usually, sometimes, never)
- Prepositions: by / at / on / in

### *Activities:*

1. Learners listen to the song. Then, they sing it. (10 min)

*Beep! Beep!  
Wake up!  
Are you asleep!  
Red light  
Don't cross!  
Green light  
Now you cross!  
Beep! Beep!  
Wake up!  
Are you asleep!  
Watch out!  
Slow down!  
There's a bump!  
Don't jump!  
Beep! Beep!  
Wake up!  
Are you asleep!  
Oh! No!  
A mobile phone!  
You drive! You talk! You text!  
What a shame!  
You're to blame!*

**Beep! Beep!**  
**Wake up!**  
**Are you asleep!**

**2. The teacher shows the following flashcards and asks the learners to name them.**  
**(audio) (10 min)**



**Then, s/he asks these questions while showing the picture of the train:**

*How do you go to the supermarket?*

*Do you go to the supermarket by train?*

**The teacher shows the picture of the bus and answers the question:**

*No. You don't. You go by bus.*

**Next, the teacher shows the picture of the bike and asks:**

*Do we go to France by bike?*

**The teacher now shows the picture of the plane and says:**

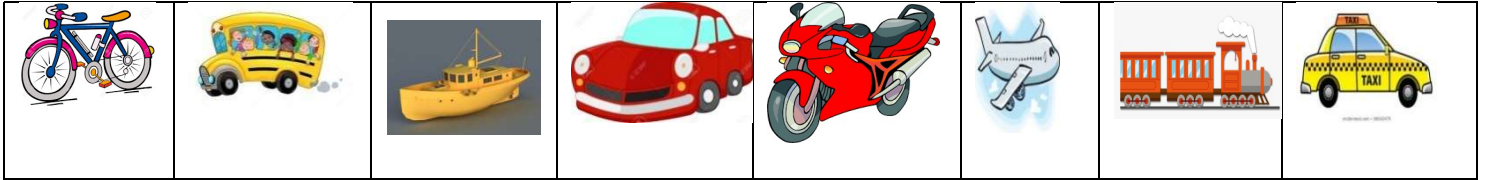
*No, we go by plane*

**For more practice, the teacher asks more questions about how to go to different places (school, restaurant, etc.) using the pictures of different means of transport.**



**3. Listening. (10 min) audio**

**a. Look, listen and repeat**









b. Reorder the scrambled letters to get a correct word then read it.

c-b-i-l-y-e-c	u-s-b	p-i-h-s	a-r-c	e-p-l-n-a-	r-t-i-a-n	x-t-i-a
i - o - e - t - b - r - o - k - m						

4. Reading. (15 min)

Look at the pictures and read the sentences:

	
<b>My neighbour is at the airport. He goes to Italy by plane.</b>	<b>My friends are at the train station. They go to the park by train.</b>
	
<b>The family is at he bus stop. They go to the supermarket by bus.</b>	<b>The pupils go to school on foot.</b>
	
<b>My grandparents are at the port. They go to France by ship.</b>	<b>The parents are at the taxi stop. They go to the restaurant by taxi.</b>

5. Matching. (5 min)

Match the stop with the correct means of transport.

- |               |       |
|---------------|-------|
| Bus station   | Train |
| Port          | Taxi  |
| Train station | Bus   |
| Taxi station  | Plane |

Airport

Ship

**6. The teacher states four examples to introduce the adverbs of frequency (always- usually-sometimes-never) (10 min)**

- *Every day, I go to school on foot.* (The teacher says all the days of the week, except Sunday, to highlight everyday)

*I **always** go to school on foot.*

- *On Monday, Tuesday and Friday, I go to school by bus.*

*I **usually** go to school by bus.*

- *On Thursday and Wednesday I go to school by car.*

*I **sometimes** go to school by car.*

- *I **never** go to school by taxi.*

The teacher mimes while giving the example to explain the adverb never

**Role play**

The teacher invites many learners to enact a role play using different means of transport each time and practising different adverbs of frequency.

*Learner A: Do you take the bus to go to school?*

*Learner B: Yes, I always take the bus to go to school.*

**Pronunciation practice**

On the board, the teacher writes 2 sets of words that have the same vowel sound and add one word somewhere in the middle that is different. The learners read the words and identify the word that sounds different and circle it.


Set 1: plane train taxi station

Set 2: airport stop port short


*Extra activity*

**Reorder the scrambled letters to get the right word.**

- The plane is at the  p-o-t-a-r-i-r..... .

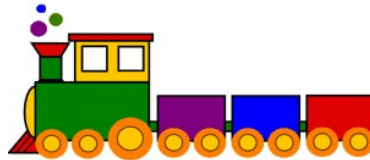
- The  s-p-i-h ..... is in the harbor.

- The train is at the  r-a-t-i-n ..... station.

- The  u-s-b ..... is at the bus station.

## LESSON 2

### AT THE TRAIN STATION



**Objectives:** Upon completion of this lesson, learners will be able to:

- Describe a train station.
- Ask for information at the train station. (time/ place/ price)

**Language in focus:**

**Vocabulary:**

passenger/ station / train / platform / ticket office/ ticket agent/timetable / baggage / seat / leave/ arrive / queue / get on the train/ get off the train

**Grammar:**

Wh-questions: when/ where/how much (price)

The imperative (affirmative/ negative)

**Life skills:** *Effective communication / Self-confidence*

**Values:** *Respect*

#### *Activities*

1. Learners listen to the song. Then, sing it. (5 min)
2. Review. What's in the bag? (10 min)

Fill in a large dark cloth bag with plastic means of transport items (bus-car-train-bike, plane...) or use flashcards and put them face down or folded word cards. Throw in a few other objects (fish-dog-book-orange...), ask a learner to take an item at random, name it and say whether it is a means of transport or not. When the learner takes out a means of transport, s/he names it and makes a sentence using an adverb of frequency (always/ usually/ sometimes/never).

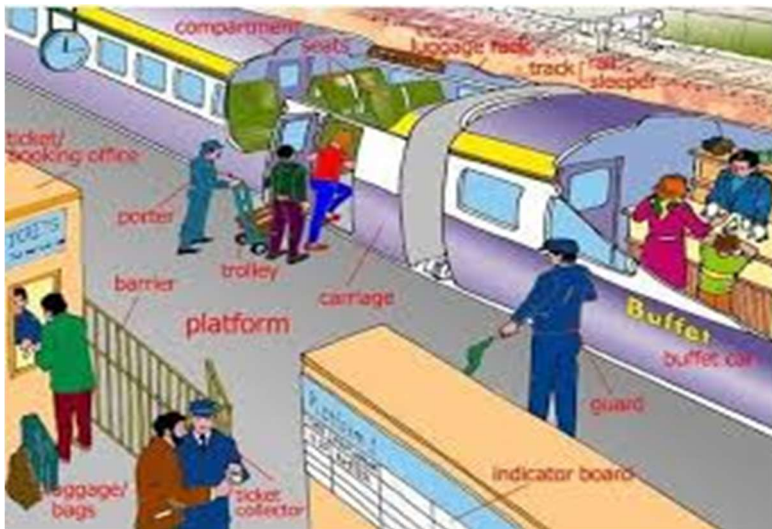
e.g. *This is a bus. I never go to school by bus.*

### 3. Labelling, speaking. (15 min) (poster + audio)

Learners look at the labeled train station poster, listen to the audio and repeat the new lexical items chorally, then individually.

List of items:

Train station – passenger – platform – ticket office – ticket agent – timetable  
baggage – seat – queue – get on the train – get off the train



#### a. Listening: At the train station. (20 min)

-Passenger: *Hello!*

-Ticket agent: *Hi! Can I help you?*

-Passenger: *Yes, please. I'd like to buy two tickets.*

-Ticket agent: *Where are you going?*

-Passenger: *To Gabes. When is the next train, please?*

-Ticket agent: *Three o'clock.*

-Passenger: *Eh...which platform is it, please?*

-Ticket agent: *Platform B. Here is your ticket.*

-Passenger: *Thank you. How much is it?*

-Ticket agent: *30 dinars.*

-Passenger: *Here you are.*

-Ticket agent: *Thank you. Have a safe trip.*



-Passenger: *Thanks a lot. Good bye.*

**Listen and answer the following questions:**

- 1) How many persons are talking? Who are they?
- 2) Circle the correct answer.  
They are at     a) the bus station  
                         b) the train station  
                         c) the airport
- 3) Is the girl / boy going to France?
- 4) How much is the ticket?
- 5) When does the train leave?

**b. Drawing. (10 min)**

Draw a train station and label it.

**Pronunciation practice**

The teacher writes the following pairs on the board, highlights the letters and the learners have to say whether these sounds are “**Similar**” or “**Different**”. They write **S** or **D**

<u>a</u> gent	.....	pl <u>a</u> tform
<u>p</u> assenger	.....	<u>b</u> aggage
<u>s</u> eat	.....	<u>l</u> eave
<u>t</u> icket	.....	arr <u>i</u> ve

*Extra Activity*

**Role play**

Following the model in **3-a**, enact a conversation at the ticket office.

**LESSON 3**

**AT THE AIRPORT**

**Objectives:** upon completion of this lesson, learners will be able to:

- **Name different airport parts.**
- **Identify some airport jobs.**
- **Ask for and give information at an airport**

**Language in focus:**

**Vocabulary:**

Plane / passport / cart / flight attendant / Check-in officer / to fly / ticket / window seat / aisle seat / trip / baggage

**Grammar:**

- May I?
- Would you like?
- Consolidation of present progressive
- Consolidation of WH questions: where

**Life skill:** *Effective communication / Collaboration*

**Value:** *Respect*

**Activities:**

1. Learners listen to the song. Then, sing it. (5 min)
2. Game: Fast word. (5 min)

The teacher arranges the class into rows. Give the first student in each row a piece of chalk. Divide the board into sections. (No more than six teams)

The teacher calls a letter and the students write as many words as they can from the previous lessons. Words must begin with the letter provided. It's better to time the activity (1 min for each letter). The team members help with hints.

Example:

T	B	P	S	A	G
Taxi	Bus	Plane	Ship	Airport	Get on
Train	Bus stop	Passenger	Stop	Arrive	Get off
Train station	Bicycle	Seat	Station		
Ticket	Bus station				
Time	Baggage				
Table					
Taxi stop					

3. Look, listen and say. (15 min) (audio)



plane – passport – flight attendant  
– baggage – cart – passenger – ticket –

check-in officer – to fly  
window seat - aisle seat

#### 4. Listening. (20 min) (audio) (poster)

##### a. Listen and repeat.

Check-in officer: *Good morning. Where are you flying?*

Passenger: *Good morning I'm flying to London.*

Check-in officer: *May I have your ticket and your passport, please?*

Passenger: *Here you go.*

Check-in officer: *Great, can you place your baggage here?*

Passenger: *Sure.*

Check-in officer: *Would you like an aisle or a window seat?*

Passenger: *Window seat, please.*

Check-in officer: *Ok, enjoy your trip*

Passenger: *Thank you.*

##### b. Listen and answer the questions:

*Where are they?*

*Who are they?*



##### c. Listen and reorder

- Place the baggage here.
- Choose the seat.
- Give the check-in officer the ticket and the passport.
- Say where you are going

## 5. Role play

The learners enact a conversation between a passenger and a check-in officer. They can use different places (Tunisia / France / London) and different seats (aisle / window).

### Pronunciation practice

The teacher writes these words and asks the following question:

What do these words have in common? Listen and find out:

Flight aisle

The highlighted letters are **SILENT**. They are not pronounced.

The teacher gives other examples from previous lessons and units:

Listen write comb

### *Extra activity*

#### **Game: Get everyone to stand on one leg!**

In turn, each learner asks 2 review questions

Examples:      *What's your name?*      *Where are you going?*

*Where is your passport?*      *Would you like a window seat?*

If they ask a correct question, they can sit down. If they ask a wrong question, they must remain standing on one leg until the turn comes around to them again. This should be fun and quick.

## LESSON 4

### TRAVEL BEHAVIOR

**Objectives:** Upon completion of this lesson, learners will be able to:

- Identify good and bad travel behavior on different means of transport.
- Speak about good travel behavior.

**Language in focus:**

**Vocabulary:**

never / speak loudly / seat / zebra crossing / lean out / platform / get off / naughty / shout / queue (line up)/ always/ elderly

**Grammar:**

Imperative

Always + Verb

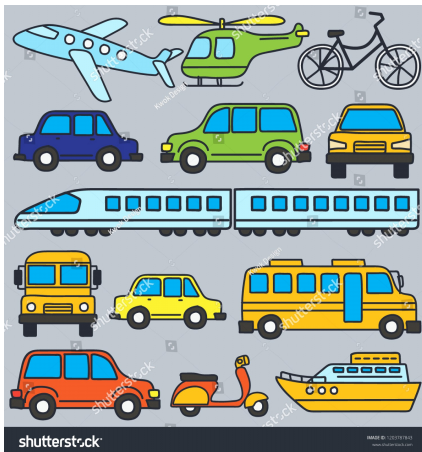
Never + Verb

Life skills: *Critical thinking*

Values: *Respect / Responsibility*

Activities:

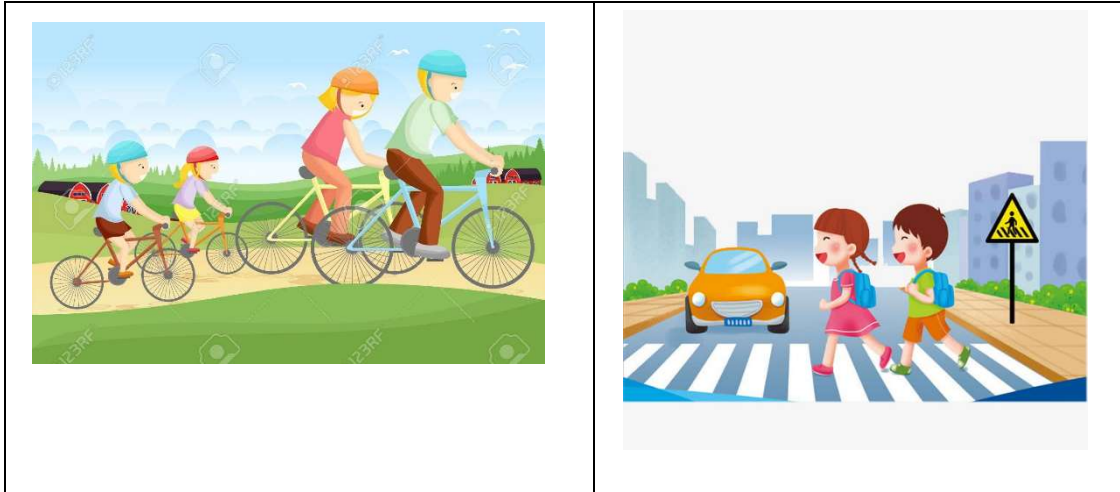
1. Learners listen to the song. Then, they sing it. (5 min)
2. Look, point to the means of transport and name them. (5min)



*taxi – car – bus – bike – train – plane*

3. Look at the pictures. Where are they? (10 min)





- a. At the airport.
- b. At the railway station.
- c. At the bus stop.
- d. At the taxi stop.
- e. In the bike ride.
- f. At the zebra crossing.

4. Draw a red circle (unacceptable) or a green one (acceptable). (10 min)



Jump The Queue





**5. Reading. (20 min)**

**a. Read and match.**



**Never lean out of the windows.**



**Don't play/be naughty on the platform.**



**Don't litter from your car.**



**Don't get off the bus while it is running.**



**Never shout/speak loudly on the bus.**



**Always thank the flight attendant for serving meals.**

<p><b>Give your seat to the mother with a baby.</b></p>	<p><b>Leave your seat to the elderly.</b></p>	<p><b>Always queue to get on the bus.</b></p>

b. Read, complete the table. Read the sentences using “always” or “never”.

		Always	Never

### Pronunciation practice

The teacher writes these words on the board and asks the learners, in groups or pairs, to find out words that have the same sounds.

Lean zebra agent train seat never speak  
plane leave platform station shout

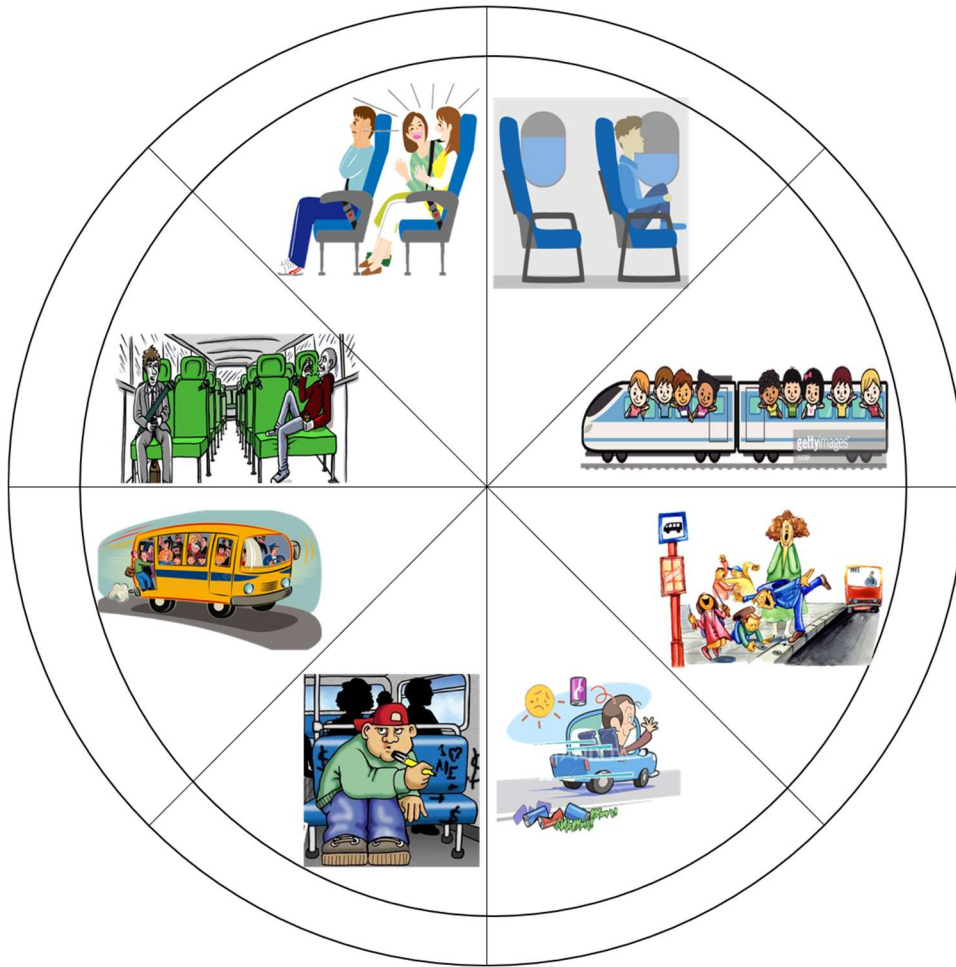
The words having the same sound are:

- plane station agent train
- leave speak lean seat

### Extra activity

1. Individually, learners roll the dice. When they land in a triangle, they make a sentence to describe the picture. Then, they say the correct behavior. They carry on until they go around the entire game board.





## LESSON 5

### ROAD SAFETY

**Objectives:** Upon completion of this lesson, learners will be able to:

- Identify road safety rules.
- Write about road safety and awareness.

**Language in focus:**

**Vocabulary:**

zebra crossing / traffic lights / speed bump / pavement / pedestrian / vehicles / stand in queue / board / safety helmet / traffic signs / seat belt / while

**Grammar:**

Imperative

**Life Skills:** *Critical thinking*

**Values:** *Respect / Responsibility*

## Activities

1. The learners sing the song. (5 min)

2. Game. (5 min)

The teacher writes the following letters, for example, on the board in columns and the learners try to find the means of transport starting with the letters proposed:

B	T
Bicycle	Train
Bus	Taxi
Boat	

The learner who finds the word and writes it correctly wins!

3. The teacher displays the following pictures. The learners listen to the audio, point and repeat. (5 min)



zebra crossing (crosswalk)



traffic lights



speed bump



pavement



pedestrian



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Vehicles



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stand in queue



Safety helmet



traffic signs

4. (20 min)

- a. The teacher shows flash cards at random, the learners listen to the audio and then raise their green signs for **YES** cards! And red signs for **NO** cards!

<b>Yes cards</b>	<b>No cards</b>
Crossing the road when the light is green.	Playing on the road.
Using the zebra crossing while crossing the road.	Crossing the road when the light is red.
Crossing after the vehicles stop.	Running after a ball on the road.
Looking to your left and right and again left before crossing the road.	Crossing before the vehicles stop.
Standing in queue to board the bus.	
Using the seat belt.	Using the mobile phone while driving.
Wearing your safety helmet while riding your bike.	
Walking on the pavement.	
Respecting traffic signs.	
Respecting pedestrians.	
Slowing down before a bump.	

- b.** On their notebooks, the learners classify the above statements into two types: Actions **to do** and Actions **not to do** and then they read them loudly.

<b>To do</b>	<b>Not to do</b>
Cross the road when the light is green	Play on the road
Use the zebra crossing while crossing the road.	Cross the road when the light is red.
Cross after the vehicles stop.	Run after a ball on the road.
Look to your left and right and again left before crossing the road.	Cross before the vehicles stop.
Stand in queue to board the bus.	
Use the seat belt.	Use the mobile phone while driving.
Wear your safety helmet while riding your bike.	
Walk on the pavement.	

Respect traffic signs.	
Respect pedestrians.	
Slow down before a bump.	

### 5. (20 min)

In groups, learners create a poster on road safety and awareness. The teacher should bring many pictures to help them work on it. Learners can also draw their own pictures and signs.

#### Pronunciation practice

The teacher writes this word on the board and asks the learners to write it down and underline the silent letter.

Signs

Going back to previous lessons, learners try to give other examples:

Flight aisle naughty lights

## LESSON 6

### CAR FREE DAY

**Objectives:** Upon completion of this lesson, learners will be able to:

- Identify the benefits of a car free day.
- Talk about the benefits of a car free day.

**Language in focus:**

**Vocabulary:**

car/ bicycle/ bus/ plane/ train/ air pollution/ noise pollution/ reduce/ save the earth / stay fit/ ride/ use/ public transport/ traffic/ increase

**Grammar:**

Must/mustn't

**Life skills:** *Critical thinking / Empathy / participation*

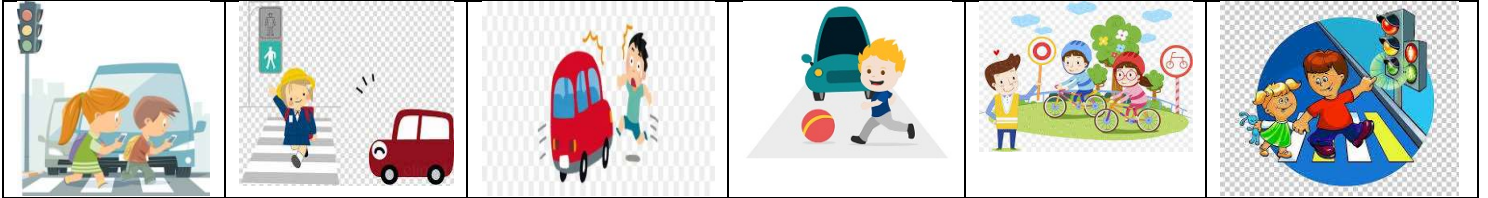
**Values:** *Responsibility / Respect*

## Activities:

1. Learners sing the song. (05 min)

2. Review (Road Safety) (05 min)

Learners hold up their Red/Green cards in response to road safety flashcards.



3. 2 Posters (car pollution/car free day) (5 min)

- What can you see in poster A? (children/car/bicycle/ red /green/orange/ schoolbag...)
- What do you see in poster B? (Children /women /men /bicycle /bus /dog...)
- Which poster do you prefer? Why? (Poster B/ it's clean)



4. Reading: Car free day poster (10 min)

September 22<sup>nd</sup>  **World car free day**

**Go Green!**

 **walk**

- to save the earth.
- to stay fit.



 **Ride a bike**

- to reduce air pollution.
- to reduce noise pollution.



 **Use public transport**

- to reduce traffic.
- to reduce car accidents.

5. Matching. (5 min)

Car accident



Air pollution



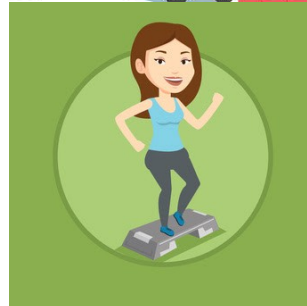
Stay fit



Noise pollution



Traffic



6. Circle the correct alternative: (10 min)

- We must walk to stay (*fit/fat*).
- We mustn't use the (*car/bicycle*) all the time.
- We must ride a bike to (*increase/reduce*) air pollution.
- We must walk to save (*train/earth*).
- We mustn't use the (*bus/car*) all the time to reduce road traffic.

7. The teacher asks the learners to work in groups of four or five to create their own car free day posters. The learners use flipchart papers to design these posters. Then, they present them to their classmates using the modals "must/mustn't". (20 min)

## Pronunciation practice

The teacher writes these words and pronounces them. The learners listen and find out what they have in common: It is the sound /ʃ/

pollution      shout      station      ship

Then learners write them down and practise.

## *Extra activity*

**Word search: the learners circle all words related to the car free day poster.**

c	a	v	F	i	t	n	p
a	d	a	T	b	n	u	o
r	i	d	E	k	o	m	l
t	j	b	F	a	i	r	l
h	l	u	S	f	s	e	u
s	o	s	Q	y	e	d	t
a	e	a	R	t	h	u	i
v	e	h	l	l	b	c	o
e	a	b	l	d	x	e	n
w	b	i	k	e	p	t	g



# PROGRESS CHECK

## ANSWER KEY

### UNIT I

#### READING COMPREHESION

- 1- c
- 2- a: true          b: false          c: true
- 3- Simon → uncle.  
Grace → aunt.  
Olivia → cousin.
- 4- a: children      b: pet          c: English
- 5- a. This is my grandmother. She tells us stories all the time!  
b. Oliver likes drawing.

#### LANGUAGE

- 1- T-shirt/ Dress/ Trainers/ Coat/ Skirt/ Trousers
- 2- They/ and/ walk/ can't
- 3- is/ am/ is/ is/ is/ are/ is/ am

#### WRITING

- 1- grandma/ teacher/ drawing/rabbit
- 2- Milly is wearing a pink T-shirt.  
My brother and I clean our rabbit's house.  
My favourite subject is science.  
The Browns live next to my house.

### UNIT II

#### READING COMPREHESION

- 1- My town.
- 2- True-false- true.  
Bakery → bread.  
Butcher → meat.  
greengrocery → vegetables.
- 3- John's school is big.

4- School- helpful-favorite.

### LANGUAGE

1-Cooker-lamp- fridge-bath- garden.

2-her-his-their .

3-who-he- where-next.

### WRITING

1- Funny- clever-short- blue- long-likes-fish

2- John is playing on the swing.

The cinema is near the hospital.

The children are sitting on the bench.

3- Sure / turn left / thank you.

## UNIT III

### READING COMPREHENSION

1. b- favourite day
2. False / True / false
- 3.

	Is playing football	Is swinging	Is Cycling on the path	Is climbing the monkey bars
<b>Adam</b>	✓			
<b>Greg</b>			✓	
<b>Tom</b>				✓
<b>Bella</b>		✓		

4. Bella likes Saturday because there no school on Saturday.
5. She has got four friends.
6. Personal answer.

### LANGUAGE

- 1.
2. are / riding /They
3. swings / seesaws / fun / can / careful

4.

*Mum:* -How about going to the playground?

*Jhon:* -Good idea.

*Mary:* -Let's play on the seesaw.

*John:* -Me first.

*Mary:* -No, it's my turn.

*John:* - Sorry, it's OK.

## WRITING

1.

a. Do you like swimming?

b. No, I don't.

2. Morris and Molly are swinging.

## PRONUNCIATION PRACTISE

1- Circle the different word :

a- playground – favaurite – path – day

b- b- swing – climb – with – his

## UNIT IV

### READING COMPREHENSION

1) d

2) a= Sue

b= her friends

c= her parents

d= April 7<sup>TH</sup> 3 o'clock

e= dance

f= sing

g= play games

h= pizza

i= burgers

j= sweets

k= chocolate

l= cookies

m= cake

n= soda

o= juice

3) a: false  
b: true  
c: false

4) 1= e  
2= c  
3= d  
4= b

## LANGUAGE

1)

- 20 : twenty
- 30: thirty
- 40: forty
- 50: fifty
- 60: sixty

2) 1: at / 2: In / 3: In / 4: on

3) a/

1: 16 balloons

2: 6 party hats

3: 2 banners

4: 6 spoons

5: 12 cups

6: 2 birthday glasses

7: 3 children

a)

a: hats/ b: cups

c: banners/ d: balloons/ e: spoons/

f: glasses

4)

a: Blow out / b: Add/ c: Decorate / d: Drink / e: Bake

5)

- 1: loves
- 2: plays
- 3: isn't playing
- 4: is riding

### **WRITING**

- 1/ I decorate the living room with balloons.
- 2/ Are they hanging garlands?
- 3/ The children sometimes play in the garden.
- 4 / My father is preparing a birthday cake.
- 5/ Is the sofa clean?

## **UNIT V**

### **READING COMPREHENSION**

1. a- eating habits
2. a- FALSE  
a- FALSE
3. Lunch: Salad / Spaghetti  
Dinner: Fish or meat / Rice

### **LANGUAGE**

1. a- table / b- thank / c- menu / d- order / e- fish and chips / f- desert / g- drinks / h- bill
2. Olive oil / French fries / Roast chicken / Fruit stand / Lettuce salad / Mineral water / Main course / Frying pan

### **WRITING**

1. French fries / Lemonade / Rice / Sushi / Soup / Spaghetti / Salad / Fish / Pizza
2. a- Don't sit improperly.  
b. My favourite dish is spaghetti.  
c. She doesn't eat healthy food.  
d. Sushi is a famous Japanese dish.
3. Butcher / Greengrocer / Bakery / Dessert / Vegetables / starter

## UNIT VI

### READING COMPREHENSION

1. The text is about going to school on foot
2. Mother: **False**      brother: **False**      daughter: **True**
3. Dad / rabbit
4. Careful / happy
- 5.

Look	2
Listen	3
Stop	1
Cross	5
Think	4

### LANGUAGE

1. **Land:** taxi – car – bicycle – train – motorbike - bus  
**Air:** plane  
**Water:** ship
2. **a.**by    **b.** at    **c.** on    **d.**by    **e.**at
3. gate / take off / cart / baggage / plane / arrival / seat / passport
4. 1.c    2.d    3.f    4.e    5.a    6.b
5. cars – ride – pollution – earth

### WRITING

1.
  - a. We always go to the park by taxi.
  - b. I never go to school on foot.
  - c. When is the next train?
2. Where are you flying?  
May I have  
Sure  
Would you like  
Enjoy your trip
3. 1. Wear your safety helmet.  
You must wear your safety helmet.  
Always wear your safety helmet.

2. Use the zebra crossing

You must use the zebra crossing.

Always use the zebra crossing to cross the road.

3. You must respect traffic lights.

You must stop when the light is red.

You mustn't cross when the light is red.

4. Never use the mobile phone while driving

Don't use the mobile phone while driving.

You mustn't use the mobile phone while driving.