

**Connect plus 1**

**2<sup>nd</sup> Term 2026**

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**Unit 7: Let's Go Shopping – Clothes and Needs****Overall Unit Goal:**

To enable students to identify and name common clothing items, distinguish between "this/that/these/those," ask and answer questions about what someone is wearing, and differentiate between needs and wants.

 **Lesson 1: This, That, These, Those – Identifying Clothes** **Learning Objectives**

- **Identify** and **name** basic clothing items (e.g., hat, scarf, pants, gloves, sweater).
- **Use** the demonstrative pronouns *this*, *that*, *these*, *those* correctly with singular and plural nouns.
- **Ask and answer** simple questions: "What is this/that?" "What are these/those?"

 **New Vocabulary**

Hat, scarf, pants, gloves, sweater, jacket, shirt, shoes, socks, dress, skirt, T-shirt.

 **New Structure****Demonstrative Pronouns**

- **This (Singular, near):** *This is a hat.* (Pointing to something close).
- **That (Singular, far):** *That is a scarf.* (Pointing to something farther away).
- **These (Plural, near):** *These are gloves.* (Items close by).
- **Those (Plural, far):** *Those are pants.* (Items farther away).
- **Question Form:** "What is **this/that**?" "It's a..." / "What are **these/those**?" "They're..."

 **Warm Up & Review**

"Good morning! Let's look at our clothes. What am I wearing? (*Point to your shirt*) This is a shirt. (*Point to a student's shoes across the room*) Those are shoes! Today we'll learn the words for clothes and how to point to things near and far."

 **Presentation**

1. Use the images on **Page 3**. Point to items and model: "This is a hat. That is a sweater." Emphasize proximity.
2. Introduce plural forms using the same images: "These are gloves. Those are pants."
3. Model the question and answer forms clearly. Use a puppet or student volunteer for a quick demonstration.

 **Practice (Pupil's Book Exercises)**

- **Ex. 2 – P.3:** *Look, listen and say.* Students repeat the vocabulary chorally.
- **Ex. 4 – P.3:** *Look at Exercise 2. Point, ask and answer.* Pair work: Students take turns pointing to items in the book and asking/answering using the target language.
- **Ex. 1 – P.4:** *Read and say.* Reinforces "These are..." and "Those are..."
- **Song – P.4:** *Listen, sing and complete.* A fun, engaging way to practice the structure.

 **Assessment**

**Point and Say:** Teacher points to an item on their own desk (e.g., a pencil) and an item across the room (e.g., a clock). Students say: "This is a pencil. That is a clock." (Can use clothing flashcards for variation).

**Draw and Label:** Students draw two clothing items (one near, one far in the drawing) and write a sentence for each: "This is a \_\_\_\_\_. Those are \_\_\_\_\_."

 **Evaluation**

- **The lesson:** It successfully introduced fundamental vocabulary and a key grammatical distinction (proximity and number) in a clear, visual way.
- **The students:** They participated actively in pointing and speaking activities, showing understanding of the difference between singular/plural and near/far.
- **The teacher:** They used Total Physical Response (pointing) and choral repetition effectively to reinforce learning.

## Lesson 2: Need vs. Want – Making Choices

### Learning Objectives

- **Categorize** items as either **needs** (essential) or **wants** (desirable but not essential).
- **Use** the verbs *need* and *want* in simple sentences (I need..., I want...).
- **Express** personal preferences related to clothing.

### New Vocabulary

Need, want, thirsty, hungry, cold, new, teddy bear, lollipop, water, jacket.

### Warm Up & Review

"Raise your hand if you like ice cream! Do you *need* ice cream to live? No, you *want* it because it's yummy. Do you *need* water? Yes! Today we'll learn the difference between things we *need* and things we *want*, especially when shopping."

### Presentation

1. Present the concepts using the images on **Page 5**.
2. Define clearly:
  - **Need:** Something you must have to live or be safe/healthy (e.g., water, food, warm clothes in winter).
  - **Want:** Something you would like to have but can live without (e.g., a toy, candy, a fancy hat).
3. Model sentences: "I **need** water. I **want** a new ball."

### Practice (Pupil's Book Exercises)

- **Ex. 1 – P.5:** *What do you need? What do you want? Look, sort and write.* Students categorize the pictured items into two lists.
- **Ex. 3 – P.15:** *Read and write need or want.* Students complete sentences based on context (e.g., "I'm thirsty. I **need** water.").

### Assessment

**Sorting Game:** Provide a set of picture cards (apple, video game, house, medicine, sunglasses, book). In pairs, students sort them into "Needs" and "Wants" piles and say one sentence for each.

**Finish the sentence:** "When it rains, I \_\_\_\_\_ an umbrella." (need) / "For my birthday, I \_\_\_\_\_ a bicycle." (want)

### Evaluation

- **The lesson:** It introduced important life skills (financial literacy, prioritization) alongside language learning.

- **The students:** They began to think critically about consumption and could justify their choices (e.g., "A jacket is a need because you get cold").
  - **The teacher:** They facilitated thoughtful discussion, allowing students to explain their reasoning, which deepened understanding.
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## Lesson 3: What Are You Wearing? – Describing Outfits

### Learning Objectives

- **Describe** what someone is wearing using the present continuous tense ('is wearing').
- **Answer** yes/no and Wh- questions about clothing.
- **Identify** and **use** adjectives of color and pattern (striped, checked).

### New Vocabulary

Wearing, striped, checked, favorite, scarf, gloves, pants, jacket, sweater, hat, coat.

**Colors:** Red, blue, yellow, green, black, white.

### New Structure

#### Present Continuous for Clothing

- **Rule:** Subject + am/is/are + wearing + clothing item.
- **Examples:**
  - I **am wearing** a blue shirt.
  - He/She **is wearing** a striped scarf.
  - They **are wearing** black pants.
- **Questions:** "What is he/she wearing?" "Is she wearing a jacket?"

### Warm Up & Review

"Let's play a quick game: I Spy! 'I spy with my little eye someone who is wearing... red!' Great! We often talk about what people are wearing. Let's learn how to describe outfits properly."

### Presentation

1. Use the reading on **Page 8**. Read aloud and point to the described items in the picture.
2. Highlight the structure: "**I am wearing** my favorite clothes. **This is** my striped scarf."
3. Introduce adjectives: **striped, checked**. Use the images on **Page 13** (chef's pants, firefighter's uniform) to illustrate "checked" and solid colors.

### Practice (Pupil's Book Exercises)

- **Ex. 1 & 2 – P.8:** *Look and read... / Read again and circle.* Reading comprehension and yes/no question practice.
- **Ex. 1 – P.9:** *Listen and check. What is she wearing?* Listening and description practice.
- **Ex. 2 – P.9:** *Look at the pictures. Say and find the differences.* Speaking practice comparing two pictures (a classic "spot the difference" game).

- **Ex. 1 & 2 – P.13:** *Look, listen and read... / Look again and answer.* Introduces professions and reinforces clothing description.

### Assessment

**Describe Your Partner:** In pairs, students take turns describing what their partner is wearing, using 2-3 sentences (e.g., "He is wearing a white shirt and blue pants. He is wearing black shoes.").

**Color by Instruction (P.10):** *Look, read and color.* Students follow written descriptions to color Nancy's outfit, testing reading comprehension.

### Evaluation

- **The lesson:** It effectively combined vocabulary, grammar, and reading comprehension in a highly engaging and personal context.
  - **The students:** They confidently described their own and others' clothing, moving from recognition to production.
  - **The teacher:** They used interactive games (spot the difference) and personalized tasks (describing a partner) to maintain high motivation.
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## Lesson 4: Sounds and Materials – Phonics and Where Clothes Come From

### Learning Objectives

- **Recognize** and **pronounce** the /ɜ:r/ sound spelled with **ir** and **ur**.
- **Understand** the basic origin of common materials (fabric from cotton, wool from sheep).
- **Use** the passive structure "is made of/from" in simple sentences.

### New Vocabulary

Fabric, cotton, wool, flour, wheat, made of, made from.

**Phonics:** shirt, skirt, bird, fur, curl, turn.

### New Structure

#### Passive Voice (Simple Introduction)

- **Rule:** Object + is made of + **material**.
- **Rule:** Object + is made from + **source/origin**.
- **Examples:**
  - A T-shirt **is made of** fabric.
  - Fabric **is made from** cotton.
  - Bread **is made from** flour.

### Warm Up & Review

"Listen to these words: *shirt, skirt, bird*. What sound do you hear in the middle? /ur/! Today we'll practice that sound. We'll also be detectives: Where does your T-shirt come from? Let's trace it back!"

### Presentation

1. **Phonics (Page 11):** Present the **ir** and **ur** words. Model the /ɜ:r/ sound. Have students underline the letters and repeat.
2. **Materials (Page 12):** Use the diagrams to explain the chain:
  - Cotton plant -> Fabric -> T-shirt.
  - Wheat -> Flour -> Bread.
3. Simply explain *made of* (what it is now) vs. *made from* (what it was originally).

### Practice (Pupil's Book Exercises)

- **Ex. 1, 2 & 3 – P.11:** Listen, point and say. / Underline ir and ur. / Write and say. Phonics practice.

- **Ex. 1 – P.12:** *Listen and complete.* Students fill in the missing words (cotton, wheat) in the passive sentences.
- **Discussion:** "Where does wool come from?" (Sheep). "What is your bag made of?" (Plastic, fabric).

### Assessment

**Phonics Sort:** Provide a list of words: shirt, cat, fur, dog, curl, hat. Students circle the words with the /ɜ:r/ sound.

**Complete the sentence:** "My sweater is made \_\_\_ wool." (of) / "Paper is made \_\_\_ trees." (from)

### Evaluation

- **The lesson:** It introduced basic science/concepts (materials) and phonics in a simple, accessible way, broadening the scope of the unit.
  - **The students:** They enjoyed the "detective" work of tracing origins and successfully practiced the target phonics sound.
  - **The teacher:** They connected language learning to other areas of knowledge (science, economics) in an age-appropriate manner.
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 Lesson 5: My Style – Creative Project Learning Objectives


- **Synthesize** unit vocabulary and structures to describe personal clothing preferences.
- **Create** a simple personal album page or poster.
- **Present** information about "school clothes" vs. "weekend clothes."

 Warm Up & Review

"We've learned so many clothes words! Now, let's think about YOU. Do you wear the same thing to school as you do on the weekend? What's your favorite thing to wear? Today, you'll create a page all about your style."

 Presentation

1. Introduce the project on **Page 14**: "In your album..."
2. Model the task: Show a sample drawing of yourself with two outfits. Write the two sentences:
  - "At school, I wear [a uniform/a blue shirt]."
  - "On weekends, I wear [a T-shirt and jeans]."
3. Brainstorm vocabulary for school clothes (uniform, shirt, tie, skirt) and weekend clothes (T-shirt, jeans, sweatshirt, dress).

 Practice (Pupil's Book & Project Work)

- **Ex. 1 & 2 – P.15**: *Look and complete. / Read and complete.* General review of unit vocabulary and structures.
- **Project – P.14**: Students **draw or stick a picture** of themselves. They then **write** the two sentences describing their typical school and weekend outfits.

 Assessment

The **completed album page** is the main assessment. Evaluate based on:

1. **Visual**: Clear drawing/stick figure with identifiable clothing.
2. **Writing**: Two complete sentences using "I wear..." with appropriate vocabulary.
3. **Presentation**: Student can point to their picture and say their sentences aloud.

 Evaluation

- **The lesson**: It provided a personalized, creative culmination to the unit, allowing students to express their identity.
- **The students**: They took pride in creating their page and sharing their personal style, using the target language meaningfully.

- **The teacher:** They celebrated individuality and created a non-threatening environment for students to produce written and spoken language about themselves.
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#### Unit Wrap-up:

This unit built a strong foundation in everyday vocabulary and essential grammar. It moved from identifying objects, to understanding basic economics (needs/wants), to describing people, to exploring origins (phonics/materials), culminating in a personal project. The progression ensured students could use the language to t

## Unit 8 Off to work!

### UNIT OVERVIEW

- **Theme:** Community Helpers & Daily Routines
- **Language Focus:** Jobs vocabulary, present simple tense (He/She works...), questions with *What/Where*, prepositions of place.
- **Final Outcome:** Students can describe common jobs, workplaces, and basic daily routines of professionals.
- **Number of Lessons:** 5

### LESSON 1: Welcome to the Bakery!

Lesson Duration: 45 minutes

#### Learning Objectives:

- **Identify** the job of a baker and the place called a bakery.
- **Name** at least three items associated with a bakery (bread, cake, smell).
- **Ask and answer** the question “**What’s this?**” in the context of stores.

#### New Vocabulary:

- **Nouns:** baker, bakery, bread, cake, sugar, butter, eggs, flour, milk.
- **Verbs:** make, sell, smell, mix, add, bake.
- **Adjective:** delicious.

#### New Structure:

- **Question: What’s this (store)?**
  - **Answer: It’s a (bakery).**
  - *Example: “What’s this?” – “It’s a bakery.”*
- **Question: What does a baker do?**
  - **Answer: He/She makes (bread and cakes).**

#### Warm-up & Review (5 mins):

“Good morning, class! Let’s play a quick game. I will do an action, and you guess the job. (Pretend to drive) – A driver! (Pretend to write on the board) – A teacher! Great! Today, we are going to learn about a place that smells wonderful in the morning. Can you guess where?”

 **Presentation (15 mins):**

1. Hold up the book to **Page 1**. Point to the picture. “Look at this picture. **What’s this store?**” Elicit guesses, then say, “It’s a **bakery**.” Write “BAKERY” on the board. Have students repeat.
2. Point to the person inside. “This is a **baker**. A baker **works** in a bakery.” Write “BAKER” under bakery. Have students repeat.
3. Ask the question from the book: “**What does a baker do?**” Read the answer: “He makes and sells **bread** and **cakes**.” Mime the actions of making bread.
4. Introduce the sense: “When you walk near a bakery, what do you do? You **smell!** It **smells delicious!**” Act out smelling something wonderful.

 **Practice (20 mins):**

*Act as Teacher: Guide students through each exercise step-by-step.*

1. **Page 1: “Look, listen and read.”**
  - “Now, let’s listen to the conversation.” Play the audio or read the dialogue expressively.
  - “Listen again and repeat after me.” Do choral and individual repetition.
  - “Now, you be ‘Student A’ and I’ll be ‘Student B’. Let’s read together.”
2. **Page 2: “Listen and tick.”**
  - “We know a baker makes cakes. Let’s listen to a recipe for a cake. You have a list of ingredients. When you hear the ingredient, put a tick (✓) next to it.”
  - Play the audio twice. Afterward, ask: “What do you need first? (Sugar and butter). Good!”
3. **Page 2: “Look, write and say.”**
  - Point to the images of ingredients. “Look at these pictures. To make a cake, what do you need?”
  - Instruct students to write the words in the blanks: “I need **eggs** and **flour**.” (Accept any correct combination from the recipe).
  - Have students say their completed sentences to a partner.

 **Assessment (3 mins):****“Draw and Match” Activity:**

- On a small whiteboard or paper, draw a simple picture of a loaf of bread and a cake on one side.
- Draw three job options: a Baker, a Teacher, a Driver on the other side.
- Ask: “Who makes these? Draw a line to match.” (Correct answer: Baker).

 Evaluation:

- It introduced the topic through sensory description (smell) and clear visual aids.
  - **They** successfully identified a bakery and the baker's main tasks by listening and repeating.
  - **They** effectively used miming and guided questioning to build context for new vocabulary.
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 LESSON 2: People and Their Jobs

Lesson Duration: 45 minutes

 Learning Objectives:

- **Identify** and name at least six common professions (e.g., engineer, teacher, dentist).
- **Use** the question “**What does he/she do?**” and its answer “**He’s/She’s a [job].**” correctly.
- **Distinguish** between goods people make and services they provide.

 New Vocabulary:

- **Jobs:** engineer, teacher, dentist, nurse, vet, firefighter, police officer.
- **Verbs:** teach, help, look after, make.
- **Concepts:** goods, services.

 New Structure:

- **Question: What does he/she do?**
  - **Answer: He’s/She’s a (teacher).**
  - *Examples:*
    - “What does he do?” – “He’s an engineer.”
    - “What does she do?” – “She’s a dentist.”
- **Statement: A (baker) makes (bread).** (Goods)
  - **Statement: A (nurse) looks after (sick people).** (Service)


 Warm-up & Review (5 mins):

“Hello everyone! Let’s remember our last lesson. I’ll say a sentence, and you say the job. Ready? ‘He works in a bakery. He makes bread.’ (A baker!). Excellent! Today we will learn about many more important jobs.”

 Presentation (15 mins):

1. Use flashcards or point to **Page 4/5**. Introduce each job with a clear picture and a simple defining action.
  - “This is an **engineer**. Engineers build buildings and bridges.” (Mime building).
  - “This is a **teacher**. Teachers work in schools. They **teach** children.”
  - Continue with dentist, nurse, vet, firefighter.
2. Drill the Q&A pattern. Hold up a card of a man (engineer). Ask: “**What does he do?**” Model: “**He’s an engineer.**” Repeat with a female card (teacher): “**What does she do?**” – “**She’s a teacher.**”

3. Introduce the concept on **Page 5**: “Some people **make** things, like bread. These are **goods**. Some people **help** us. This is a **service**.”

 **Practice (20 mins):**

1. **Page 4: “Ask and answer.” & “Look, listen and complete.”**

- Model the dialogue with a student: “What does he do?” – “He’s an engineer.”
- Have students work in pairs to ask and answer about the pictures.
- For the song/chant activity, play the audio. Students listen and fill in the blanks (engineer, she, dentist, you). Sing it together as a class.

2. **Page 5: “Look and sort.” / “What goods...services...?”**

- “Look at these pictures. Let’s put them in two groups. Group 1: People who **make things**. Group 2: People who **help**.”
- Guide the discussion: “A baker makes bread. That’s a good. A nurse helps sick people. That’s a service.”

3. **Page 6: “Look, write and say.”**

- “Now let’s complete the sentences. Look at the firefighter. ‘I am a firefighter. I help people.’”
- Students use the words in the box (teach, help, am, are) to complete the sentences for the teacher, nurses, and vets.
- Discuss the final question: “What do you want to be?” Elicit answers: “I want to be a nurse. I want to help people.”

 **Assessment (3 mins):**

**“Choose and Write” Activity:**

- Write on the board:
  1. What does \_\_\_ do? (she/he) She \_\_\_ a doctor. (is/am)
  2. A firefighter \_\_\_ people. (help/helps)
- Students choose the correct word to complete the sentences.

 **Evaluation:**

- **It** built upon previous knowledge by introducing a wider range of jobs and a key grammatical structure (he/she + is).
- **They** demonstrated understanding by correctly matching jobs to actions and using the “What does he/she do?” structure in pair work.
- **They** successfully facilitated the conceptual shift from concrete items (goods) to actions (services).

 LESSON 3: Places of Work

Lesson Duration: 45 minutes

 Learning Objectives:

- **Name** common workplaces (hospital, school, farm, fire station, etc.).
- **Use** the preposition “in” and “at” with workplaces correctly in sentences.
- **Describe** where family members work using “My [family member] works in/at a [place].”

 New Vocabulary:

- **Places:** hospital, school, farm, fire station, building site, office, kitchen, factory.
- **Family:** mom, dad, grandfather.

 New Structure:

- **Where does he/she work? → He/She works in a (hospital).**
  - *Note:* Use **in** for general places (in a hospital, in a school). Use **at** for more specific or named locations if introduced later (at *Greenway* School).
- **My (mom) is a (doctor). She works in a (hospital).**

 Warm-up & Review (5 mins):

“Let’s start with a quick quiz! I’ll name a job, you tell me *what they do*. Engineer? (Builds things). Nurse? (Helps sick people). Fantastic! Now, today’s big question is: **Where** do these people do their work?”

 Presentation (15 mins):

1. Show pictures of workplaces (**Page 7**). “This is a **hospital**. Who works here? (Doctors and nurses). Yes, a nurse **works in a hospital**.”
2. Write the sentence frame on the board: “**A \_\_\_\_\_ works in a \_\_\_\_\_.**” Use flashcards to fill it in together: “A teacher works in a school.” “A firefighter works in a fire station.”
3. Introduce the family context from **Page 8**. “This is Sam’s mom. She is a doctor. **Where does she work?**” Point to the sentence: “She **works in a hospital**.”

 Practice (20 mins):

1. **Page 7: “Listen and write.” & “Look and match.” / “Now say.”**
  - Play the audio. Students listen and write the correct workplace word next to each job.
  - For “Look and match,” students draw lines connecting the person (e.g., teacher) to their workplace (school).
  - “Now say” practice: Students say full sentences: “A teacher works in a school.”

**2. Page 8: "Look, listen and complete."**

- "Let's meet this family. Listen to the descriptions and fill in the missing words."
- Play the audio. Pause after each sentence for students to write (e.g., "works," "hospital," "looks").
- Check answers by having students read the completed paragraphs aloud.

**3. Page 9: "Write and say."**

- Students look at the pictures and the word bank to complete the sentences about where people work (e.g., "My brother works on a farm." "She works at a school.").
- Focus on the preposition "on" for farm.

 **Assessment (3 mins):****"Reorder the Sentence" Activity:**

- Write the jumbled words on the board: **works / hospital. / a / in / My sister**
- Ask students to write the correct sentence in their notebooks: **"My sister works in a hospital."**

 **Evaluation:**

- **It** effectively linked known jobs to new vocabulary (workplaces) using clear visual matching and listening activities.
  - **They** were able to produce simple sentences describing workplaces and began using the target structure in a personal context (my mom...).
  - **They** provided clear models for prepositions ('in' vs. 'on') and checked understanding through sentence completion.
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 LESSON 4: A Day in the Life

Lesson Duration: 45 minutes

 Learning Objectives:

- **Read** and understand a simple daily routine of a professional.
- **Tell** the time on the hour (o'clock).
- **Sequence** events in order using time connectors.

 New Vocabulary:

- **Jobs:** architect.
- **Daily Actions:** go to (the office), talk to (a customer), eat lunch, have ideas, draw, go home, by bus.
- **Time:** ...o'clock, at (nine) o'clock.

 New Structure:

- **Telling Time:** At (nine) o'clock.
- **Sequencing:** First, she goes to the office. Then, she talks to a customer. Next, she eats lunch.
- **Transport:** She goes home by bus.

 Warm-up & Review (5 mins):

“What time is it now? (Look at the clock). Good! Today we will learn to talk about time and what people do at different times. What do you do at eight o'clock? (I go to school). Great! Let's follow a lady named Sara through her day.”

 Presentation (15 mins):

1. Introduce the character on **Page 11**. “This is Sara. She is an **architect**. An architect draws plans for buildings.”
2. Use a large clock manipulative. “She goes to her office **at nine o'clock**.” Set the clock to 9:00. “What time is it? (Nine o'clock).”
3. Go through each picture and time on the page. “**At eleven o'clock**, what does she do? She talks to a customer.” Connect the time on the clock with each action.

 Practice (20 mins):

## 1. Page 11: "Read and complete the clocks."

- Students read the text (teacher can read aloud for support).
- They draw the clock hands on the blank clock faces to show the times mentioned in the story (9:00, 11:00, 2:00, 3:00, 4:00).

## 2. Page 12: "Look and read." / "Who helps you?"

- Read about different helpers. "A police officer helps us cross the road."
- Guide the personalization questions: "Who helps you?" (My mom helps me). "Who do you help?" (I help my little brother). Have students discuss in pairs.

## 3. Page 13: "Read and complete." / "Read again and circle Yes or No."

- Students read about Ramy (chef), Dina (journalist), and Magda (seamstress). They complete the sentences with the tools they use (fridge, computer, sewing machine).
- For the comprehension check, students circle "Yes" or "No" for the statements about the texts.

 Assessment (3 mins):

## "True or False" about Sara's Day:

- Say statements: "Sara is a teacher. (False). Sara eats lunch at two o'clock. (True). Sara goes home by car. (False)."
- Students show thumbs up for True, thumbs down for False.

 Evaluation:

- It integrated telling time with reading comprehension, making the routine tangible.
- They could sequence events based on time and extract specific information from short texts.
- They connected the topic of jobs to the personal world of the students through "helping" questions.

 LESSON 5: How Things Are Made & Unit Review

Lesson Duration: 45 minutes

 Learning Objectives:

- **Understand** a simple sequence of production (from wheat to bread).
- **Use** the present simple tense to describe processes.
- **Create** a short, personalized written and visual response about helping.

 New Vocabulary:

- **Production:** farmer, grow, wheat, factory, flour, tractor, cut, buy.
- **Sequence:** first, then, next, finally.

 New Structure:

- **Sequencing:**
  - **First**, Samy grows wheat.
  - **Then**, Talia makes flour.
  - **Next**, Amir makes bread.
  - **Finally**, Mariam buys the bread.
- **Process:** He uses a (tractor) to (cut) the wheat.

 Warm-up & Review (5 mins):

“We’ve learned about many jobs. Let’s think about the bread from our first lesson. Where does bread come from? Does it just appear in the bakery? (No!). Today, we’ll learn the story of bread, from the field to your table!”

 Presentation (15 mins):

1. Use **Page 14** pictures. Tell the story as a sequence. “**First**, this is Samy. He is a **farmer**. He **grows wheat**.” Show the tractor. “He **uses a tractor to cut the wheat**.”
2. Continue: “**Then**, the wheat goes to a **factory**. Talia works here. She **makes flour** from the wheat.”
3. “**Next**, the flour goes to the **bakery**. Amir the baker **makes bread**.”
4. “**Finally**, Mariam **buys** the bread at the bakery.” Emphasize the connection between all the jobs.

 Practice (20 mins):

1. **Page 14:** “Listen, read and put in order.”
  - Students listen to the story. The pictures might be jumbled. Their task is to number the pictures (1-4) in the correct order of the process.

**2. Page 15: “Who helps you? Draw, stick and write.” & “Who do you help?”**

- This is a creative and personal activity. Students draw a picture of someone who helps them and complete the sentence.
- On the second part, they draw and write about someone they help.
- Teacher circulates to assist with vocabulary and spelling.

**3. Page 16: “Look, match and complete.” & “Write the words in order.”**

- **Match and Complete:** Students match tools (stethoscope, hose, etc.) to the correct job and write the job word.
- **Write in Order:** This is a key grammar consolidation activity. Students unscramble words to make correct sentences in the Present Simple tense.
  - *Example:* “works - She - hospital. - a - in” → **“She works in a hospital.”**

 **Assessment (5 mins):****“Write a Sequence” Mini-Project:**

- Provide 4 blank boxes on a sheet.
- Give a prompt: “How do we get milk?” OR “How do we get a book?”
- Students draw and write one simple sentence in each box (e.g., 1. A farmer has cows. 2. The cow makes milk. 3. A factory puts milk in bottles. 4. We buy milk at the store.).

 **Evaluation:**

- **It** successfully reviewed the unit’s jobs vocabulary and grammar through a thematic, process-based story and creative personalization.
- **They** demonstrated an understanding of simple processes and could produce basic sentences using the unit’s target structures.
- **They** facilitated a multi-skill lesson (listening, reading, writing, drawing) that catered to different learning styles and provided a satisfying conclusion to the unit.

## Unit 9 At the Market

### UNIT OVERVIEW

- **Theme:** Food, Shopping, and Prices
- **Language Focus:** Food vocabulary, quantities, prices, the verb *like*, polite requests with *Can I have...?*, asking about cost with *How much...?*
- **Final Outcome:** Students can name common fruits and vegetables, express likes/dislikes, make simple purchases at a market, and understand basic prices.
- **Number of Lessons:** 5

### LESSON 1: Lovely Fruits!

**Lesson Duration:** 45 minutes

#### Learning Objectives:

- **Identify** and name at least eight common fruits.
- **Ask for** fruit politely using “**Can I have..., please?**”
- **Respond** to requests using “**Yes, here you are.**”

#### New Vocabulary:

- **Fruits:** apple, banana, orange, pineapple, guava, date, watermelon, fig, mango.

#### New Structure:

- **Request:** **Can I have (an apple), please?**
- **Response:** **Yes, here you are.**
- **Polite Language:** *Please* and *Thank you.*

#### Warm-up & Review (5 mins):

“Good morning! Let’s play ‘I Spy’. I spy with my little eye something... yellow and curved. (A banana!). Yes! Today, we are going to learn the names of many delicious fruits we can eat and buy.”

#### Presentation (15 mins):

1. Use realia, flashcards, or **Page 2** pictures. Hold up or point to each fruit. Say clearly: “This is a **banana**. Banana.” Have students repeat. Continue with apple, orange, pineapple, etc.
2. Introduce the polite request. Show a picture of an apple. Say, “I want an apple. I say: ‘**Can I have an apple, please?**’” Write the question on the board.

- Pick up a pretend apple and hand it to a student, saying, “Yes, here you are.” Write the response on the board.
- Model the short dialogue several times with different fruits.

### Practice (20 mins):

*Act as Teacher: Guide students through each exercise.*

#### 1. Page 2: “Look, listen and say.”

- “Point to each fruit as you hear its name.” Play the audio or say the words.
- “Now, let’s say them together. Banana, apple, orange...”

#### 2. Page 2: “Ask and answer.” (Using the market scene picture)

- Point to a student. “You are the customer. I am the seller. Ask me for a banana.” Prompt: “Can I have a banana, please?”
- I respond: “Yes, here you are.” Have students practice in pairs, pointing to different fruits in the picture.

#### 3. Page 3: “Look, listen and complete. Sing.”

- “Now let’s sing a song about fruits!” Play the song. Students listen and fill in the fruit names in the blanks.
- Sing the song together as a class, using gestures for each fruit.

### Assessment (3 mins):

#### “Role-Play Quick Check”:

- Teacher holds up a fruit flashcard (e.g., orange).
- Student must ask: “Can I have an orange, please?”
- Teacher responds, and student must say “Thank you.”

### Evaluation:

- It** introduced high-frequency fruit vocabulary through clear visuals and choral repetition.
  - They** could name most fruits and use the polite request structure with visual prompts.
  - They** created an engaging, multi-sensory lesson using a song to reinforce vocabulary.
-

 LESSON 2: Do You Like Vegetables?

Lesson Duration: 45 minutes

 Learning Objectives:

- **Identify** and name common vegetables.
- **Ask and answer** questions about food preferences using “**Do you like...?**” and “**Yes, I do.**” / “**No, I don’t.**”
- **Sort** food items into categories (fruit/vegetable).

 New Vocabulary:

- **Vegetables:** potato, carrot, cucumber, onion.
- **Recycled:** Fruits from Lesson 1.
- **Adjectives:** healthy.

 New Structure:


- **Question:** Do you like (cucumbers)?
- **Answers:** Yes, I do. / No, I don’t.
- **Statement:** I like (carrots). / I don’t like (onions).

 Warm-up & Review (5 mins):

“Let’s sing our fruit song from last time! (Sing together). Wonderful! Fruits are very healthy. What other healthy food can we eat that grows in the ground? (Elicit ‘vegetables’). Today we learn about vegetables and what we like.”

 Presentation (15 mins):

1. Introduce vegetables using pictures or real items. “This is a **potato**. Potato.” Drill pronunciation (focus on /p/ and /t/). Continue with carrot, cucumber, onion.
2. Introduce the question. Point to a picture of a carrot. Make a happy face. “I like carrots. So, I ask you: **Do you like carrots?**” Write the question on the board.
3. Teach the short answers. Nod and say, “**Yes, I do.**” Shake head and say, “**No, I don’t.**” Write them on the board.
4. Model a full exchange with students.

 Practice (20 mins):

## 1. Page 4: "Look, sort and write."

- Students look at all the food pictures. "Let's make two groups: Fruits and Vegetables." Guide them to write the correct words under each heading.
- Discuss: "What healthy food do you like?" Students complete the sentence: "I like \_\_\_\_\_."

## 2. Page 5: "Listen and match."

- "Listen to three short conversations. Match the sentence to the correct picture." Play the audio twice. Check answers as a class.

## 3. Page 5: "Look and complete."

- Students complete the two polite request dialogues using the pictures as clues (e.g., "Can I have two oranges, please?").

## 4. Page 5: "Write (✓) or (X). Then ask a friend."

- Students put a tick (✓) for foods they like and a cross (X) for foods they don't like.
- Then, they walk around and ask at least two friends: "Do you like mangoes?" and mark their friend's answers.

 Assessment (3 mins):

## "Survey the Teacher":

- Students take turns asking the teacher: "Do you like [a food from the list]?"
- Teacher answers, and the class notes the answers (Yes/No) on the board.

 Evaluation:

- It effectively contrasted fruits and vegetables while introducing the crucial grammar of yes/no questions with *do*.
- They were able to categorize foods and use "Do you like...?" accurately in a controlled survey activity.
- They managed a variety of activity types (sorting, listening, speaking survey) to cater to different learners.

 LESSON 3: Shopping at the Market

Lesson Duration: 45 minutes

 Learning Objectives:

- **Understand** a simple narrative about a family shopping trip.
- **Use** the verbs **need, buy, put, pay** in context.
- **Write** a short paragraph about a market visit using a model.

 New Vocabulary:

- **Nouns:** market, family, list, bag.
- **Verbs:** need, buy, put, pay for.

 New Structure:


- **Stating Needs:** We need (potatoes and carrots).
- **Describing Actions:** We buy (them) and we put (them) in the bag.
- **Sequencing:** First, we need... We buy... and we put... Finally, we pay.

 Warm-up & Review (5 mins):

“Do you go shopping with your family? Where? (Supermarket, market). What do you say you *need* before you go? (We need bread, milk...). Today, we’ll read about Nesma and her family at the *market*.”

 Presentation (15 mins):

1. Set the scene using **Page 7**. “This is Nesma. She is at the **market**. She is with her **family**. Her mom has a **shopping list**.”
2. Read the story aloud, pointing to the pictures. Emphasize the key verbs. “What do they **need** first? Potatoes and carrots. So, they **buy** potatoes and carrots. Then, they **put** them in the **bag**.”
3. Read the second part. “What do they **need** next? Dates and bananas. They **buy** them and **put** them in the bag.”
4. Highlight the final step: “**We pay for our food.**” Mime taking out money and giving it to the seller.

 Practice (20 mins):

1. **Page 7: “Read again. Check (✓) the food they buy.”**
  - Students read the story independently or in pairs. They look at the pictures of food and put a tick (✓) next to the items that Nesma’s family bought (potatoes, carrots, dates, bananas).
2. **Page 7: “Draw and write about the market.”**
  - This is a personalized writing activity. Students draw a simple picture of themselves at a market.

- They complete the sentences using the story as a model:
  - My name is \_\_\_\_\_.
  - I'm at the market with \_\_\_\_\_.
  - We need \_\_\_\_\_ and \_\_\_\_\_.
  - I like \_\_\_\_\_.
- Teacher provides support and circulates to help with spelling.

 **Assessment (3 mins):**

**“Picture Sequence Retell”:**

- Teacher shows four simple pictures on the board: 1) List, 2) Buying potatoes, 3) Putting in bag, 4) Paying money.
- In pairs, students describe the pictures using: “First, they need... Then, they buy... Next, they put... Finally, they pay.”

 **Evaluation:**

- **It** connected isolated vocabulary to a real-life context through a simple, relatable story.
- **They** demonstrated comprehension by identifying specific items from the text and applied the model to create their own short text.
- **They** used pictures effectively to support reading comprehension and scaffold the creative writing task.

 LESSON 4: How Much Does It Cost?

Lesson Duration: 45 minutes

 Learning Objectives:

- Ask about price using “How much is/are...?”
- State prices using “That’s ... LE, please.”
- Read and calculate simple total costs from a shopping list.

 New Vocabulary:

- **Money/Price:** How much?, cost, LE (Egyptian Pound), money.
- **Shopping List:** item, honey, shopping list.

 New Structure:

- **Question (singular):** How much is the (honey)? / How much is that?
- **Question (plural):** How much are (two apples)?
- **Answer:** That’s (10) LE, please.
- **Transaction Language:** “Here you are.” / “Thank you.”

 Warm-up & Review (5 mins):

“When Nesma’s family paid for their food, they used **money**. In Egypt, we use **Pounds** or **LE**. If I want to buy this banana (hold up picture), what question do I ask? (How much?). Today, we learn to ask about prices.”

 Presentation (15 mins):

1. Use **Page 8** (price tags). Point to the honey. “Look at the price tag. It says 15 LE. So, **How much does the honey cost?** It costs 15 LE.” Write the Q&A on the board.
2. Point to the dates. “How much **do** the dates **cost?** They cost 10 LE.” Highlight *is* for singular, *are/do* for plural.
3. Introduce the common market phrase. Hold out your hand. “When the seller tells you the price, they say: ‘**That’s 10 LE, please.**’ Then you give the money and say ‘**Here you are.**’”
4. Model a full dialogue with a student volunteer.

 Practice (20 mins):

1. **Page 8: “Look, read and answer.”**
  - Students read the price tags and answer the four questions in full sentences (e.g., “The honey costs 15 LE.”).
2. **Page 8: “How much money do you need?”**

- Students look at the illustrated shopping list (e.g., 1 honey, 2 watermelons). They look at the prices from the previous activity and calculate the total money needed. They write the number.

### 3. Page 11: “Listen and say.” & “Ask and answer.”

- Play the audio for the model dialogue: “How much are two apples?” – “That’s 10 LE.”
- Students then practice the dialogue in pairs using the price chart on Page 11 (e.g., “How much are 10 carrots?” – “That’s 2 LE.”).

#### Assessment (3 mins):

##### “Price Quiz”:

- Teacher shows a flashcard of an item with a price written on it (e.g., watermelon - 3 LE).
- Students must ask the correct question: “How much is the watermelon?” Teacher answers.

#### Evaluation:

- It introduced practical, transactional language necessary for real-world shopping.
- **They** could form both singular and plural price questions and perform basic calculations with prices.
- **They** integrated math skills (addition) with language learning in a meaningful way.

 **LESSON 5: Market Role-Play & Unit Review**

**Lesson Duration:** 45 minutes

 **Learning Objectives:**

- **Role-play** a complete shopping dialogue at a market stall.
- **Create** a personal shopping list with calculated prices.
- **Consolidate** unit vocabulary and structures through review exercises.

 **New Vocabulary:**

- **Recycled & Consolidated:** All fruits, vegetables, numbers, prices, market language.
- **Phonics:** oi/oy sound (coin, toy, boy, boil).

 **New Structure:**

- **Integrated Dialogue:**
  - Customer: “Hello, can I have some (oranges), please?”
  - Seller: “Yes, here you are.”
  - Customer: “Thank you. How much is that?”
  - Seller: “That’s (15 LE), please.”
- **Writing Conventions:** Capital letters, apostrophes, full stops.

 **Warm-up & Review (5 mins):**

“Let’s get ready for a big market day! First, let’s practice our ‘oi’ sound like in ‘coin’ – we need coins to go shopping! Say after me: coin, toy, boy, boil. Excellent! Today, you will be buyers and sellers.”

 **Presentation (10 mins):**

1. Review the full shopping dialogue on **Page 10**. Write the four key lines on the board.
2. Model the role-play with a confident student. Use props (play food, pretend money).
3. Highlight the **Remember** box on Page 10 about writing: starting with a capital letter, using an apostrophe in *That’s*, and ending with a full stop.

 **Practice (25 mins):**

1. **Page 10: “Work in pairs. Choose items from the box. Ask and answer.”**
  - This is the main role-play activity. Students work in pairs. One is the seller with the price list (3 LE, 10 LE, etc.). The other is the customer. They practice the full dialogue, choosing different items each time.

- Teacher monitors and assists.

2. **Page 13: “Make a shopping list. Choose and write the items. Say how much it is.”**

- Students create their own shopping list. They draw or write 3-4 items and write the price for each (using realistic prices from the unit).
- They then calculate the total and practice saying: “I need [total] LE.”

3. **Page 14: “Look, match and complete.” & “Complete the sentences.”**

- **Match and Complete:** Students match sellers to their typical goods (e.g., fruit seller – apples) and write the job.
- **Complete Sentences:** This is a grammar and vocabulary review. Students choose from the given words (six, you, don't, like, Yes, here) to complete three key unit sentences.

 **Assessment (3 mins):**

**“Perform a Dialogue”:**

- Select one or two pairs to perform their market role-play in front of the class.
- Class gives a round of applause. Teacher provides positive feedback on pronunciation and fluency.

 **Evaluation:**

- **It** successfully integrated all unit components into a culminating, communicative task (role-play) and a personalized project (shopping list).
- **They** actively used the target language in a semi-authentic context and reviewed core grammar through written exercises.
- **They** created a lively, student-centered class where the focus was on communication and practical application of learned material.

## Review 3

### Fiction Reader & Comprehensive Review

#### UNIT OVERVIEW

- **Theme:** Integrated Review (Jobs, Clothes, Food, Shopping, Helping).
- **Language Focus:** Review of key vocabulary, structures, and phonics from previous units. Introduction to a simple nonfiction process (from cotton to clothes).
- **Final Outcome:** Students can demonstrate consolidated knowledge of Units 7-9 through listening, reading, writing, and speaking tasks.
- **Number of Lessons:** 2

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#### REVIEW LESSON 1: Integrated Skills Check

Lesson Duration: 45 minutes

#### Learning Objectives:

- **Demonstrate** listening comprehension by identifying pictured items and numbering scenes.
- **Answer** a variety of Wh- and Yes/No questions from previous units.
- **Follow** written instructions to draw and color clothing items.

#### Review Vocabulary:

- **Food:** oranges, watermelon, fruits.
- **Clothes:** T-shirt, shoes, scarf, striped, plain.
- **General:** buy, see, need, want to be, help, cost.

#### Review Structures:

- **Questions:**
  - **Can you see...?** → Yes, I can./No, I can't.
  - **Where can you buy...?** → At the market/supermarket.
  - **How much does... cost?** → It's ... LE.
  - **What do you need/want to be?**
  - **Who helps you? / Who do you help?**

### Warm-up & Review (5 mins):

"Good morning, detectives! Today is review day. We need to use all our English skills: listening, reading, and speaking. Let's warm up! I'll say a category, you shout words: **Fruits!** (apple, banana...). **Jobs!** (teacher, nurse...). **Clothes!** (T-shirt, skirt...). Excellent! Let's begin."

### Presentation (10 mins):

1. Briefly flip through the first few pages of the review. "Today we will do activities that mix everything we've learned. We'll listen carefully, read instructions, and answer questions."
2. Remind students of key question words written on the board: **What, Where, Who, How much, Can you...**

### Practice (25 mins):

*Act as Teacher: Guide students through each exercise step-by-step.*

#### 1. Page 1: "Look, listen and number."

- "Look at the two big pictures. You will hear sentences about them. Listen carefully and write the number 1 or 2 in the small box next to each picture to show which one the sentence describes."
- Play the audio or read the scripts clearly. Check answers as a class.
- **Follow-up Questions:** Ask the questions in the book: "Can you see oranges? Where can you buy oranges?... What other fruits can you see?" Have students answer in full sentences.

#### 2. Page 2: "Read, draw and color."

- "Now, let's read and follow instructions. Read sentence 1: 'This is a plain blue T-shirt.' On your paper, **draw** a simple T-shirt and **color** it blue."
- Continue with sentences 2 and 3 (black shoes, striped scarf). Monitor students to ensure they are following the written descriptions accurately.
- For "Look at me. I'm pretty!" encourage students to add a happy face to their drawing.

#### 3. Page 2: "Match the questions and answers."

- "Here are important questions from our units. Draw a line from the question (1, 2, 3...) to the correct answer (a, b, c...)."
- Let students work independently, then check in pairs. Review answers as a class, having students read the full Q&A pairs aloud.

 Assessment (3 mins):

## "Quick-Fire Q&amp;A":

- Point to a student and ask one of the review questions from Page 2 at random (e.g., "What do you want to be?").
- The student must give a grammatically correct answer. Ask 3-4 different students different questions.

 Evaluation:

- **It** effectively tested discrete skills (listening for gist, reading for detail) using familiar but mixed content.
  - **They** successfully followed multi-step written instructions and matched questions to logical answers, showing comprehension.
  - **They** facilitated a fast-paced lesson that kept students engaged with varied activity types.
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## REVIEW LESSON 2: Phonics, Reading & Process Description

**Lesson Duration:** 45 minutes

### Learning Objectives:

- **Identify** and **write** words containing the target phonics sounds **ar, igh, oi/oy**.
- **Read** and **understand** a simple nonfiction text describing a process (from cotton to clothes).
- **Match** sentences to summarize the stages of the cotton process.

### New & Review Vocabulary:

- **Phonics:** farmer, firefighter, night, light, coin, boy, boil, shark, car, farm, fur, skirt, nurse.
- **Process:** grow, cotton plants, machines, fields, fiber, factories, threads, fabric, make, sew.
- **Products:** towels, bedsheets, clothes.

### Review Structures:

- **Present Simple for processes:** We grow... Cotton goes... People make... Machines take... We can use...
- **Describing Clothing:** He/She is wearing... / Her/His ... are...

### Warm-up & Review (5 mins):

"Let's start with a sound hunt! I'll say a word. If it has the 'ar' sound like in 'car', clap once. If it has the 'igh' sound like in 'night', stand up. Ready? Farmer (clap). Light (stand). Firefighter (clap). Good! Today we review sounds and read how our clothes are made!"

### Presentation (15 mins):

1. **Phonics Focus:** Use **Page 4**. For activity 1, say the incomplete words: "f \_ mer" (farmer), "n \_ t" (night). Students guess the missing letters (**ar, igh**). Complete the words on the board.
2. For activity 2, read the word groups. Students circle the two words in each group that share the same vowel sound (e.g., coin & boil /oi/; farmer & firefighter /ar/).
3. **Introduce the Text:** Show **Page 5**. "Look at these pictures. They show a story. This story is not about a person, but about a plant: **cotton**. How does cotton become a T-shirt? Let's read."

### Practice (20 mins):

1. **Page 4: "Write and say."**
  - Students complete the sentences describing what the farmer is wearing and what the girl is wearing, using the phonics clues and pictures (e.g., "The farmer works on a farm. He is wearing a yellow hat and a red shirt. His boots are black.").

**2. Page 5: "Listen, look and read."**

- Read the text aloud slowly, pointing to each picture as you read the corresponding sentence. Students follow along.
- Ask simple comprehension questions after each box: "Where do we grow cotton?" (In Egypt). "Where does cotton go?" (To factories). "What do we make from the fabric?" (Bedsheets, towels, clothes).

**3. Page 6: "Read again and match."**

- Students reread the text silently or in pairs. They draw a line to match the sentence beginnings (1-5) with the correct endings (a-e) to summarize the process.
- Check answers by having students read the full, matched sentences aloud (e.g., "Cotton grows in Egypt.").

**4. Page 6: "What do you wear that is made from cotton?"**

- This personalizes the topic. Ask students to look at their own clothes or the drawings from Lesson 1. "Is your T-shirt cotton? Your socks?" Students complete the sentence: "I wear \_\_\_\_\_." (e.g., I wear a cotton T-shirt.).

 **Assessment (3 mins):****"Sequence Strip" Activity:**

- Prepare 4 simple picture cards: 1) Cotton plant, 2) Factory, 3) Fabric, 4) T-shirt.
- In groups, students must put them in order and say one sentence for each picture using language from the text (e.g., "We grow cotton." "Machines make fabric.").

 **Evaluation:**

- **It** successfully combined phonics revision with content-based reading (CLIL - Content and Language Integrated Learning).
- **They** decoded words using phonics clues, extracted key information from a nonfiction text, and applied it to a personal context.
- **They** helped students see the real-world application of language by connecting English to a everyday material (cotton).

## Unit 10 Out and about

### Weather, Seasons, and Senses

#### UNIT OVERVIEW

- **Theme:** Weather, Seasons, Outdoor Activities, and Sensory Descriptions.
- **Language Focus:** Weather vocabulary, seasonal activities, adjectives (e.g., sunny, cold), present simple for routines, questions with *What...like?* and *What shall we do?*
- **Final Outcome:** Students can describe the weather, talk about their favorite season and activities, and use their senses to describe a place.
- **Number of Lessons:** 5

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#### LESSON 1: What's the Weather Like?

**Lesson Duration:** 45 minutes

#### Learning Objectives:

- **Identify** and name six common weather conditions.
- **Ask and answer** the question “**What's the weather like?**”
- **Suggest** and agree on an activity using “**What shall we do? Let's...**”

#### New Vocabulary:

- **Weather:** sunny, rainy, cloudy, windy, snowy, stormy.
- **Activities:** go outside, read a book, go swimming, play a board game, play football, watch a movie.

#### New Structure:

- **Question:** What's the weather like (today)?
- **Answer:** It's (sunny).
- **Suggestion:** What shall we do? → Let's (go outside)!

#### Warm-up & Review (5 mins):

“Good morning! Let's look out the window. What do you see? Is the sky blue? Is there sun? Is it cloudy? We talk about this using the word **weather**. Today, we learn to talk about the weather and decide what to do!”

 **Presentation (15 mins):**

1. Use **Page 2** pictures or flashcards. Point to the sun. “When we see the sun, the weather is **sunny**. It’s sunny.” Have students repeat with gestures (making a sun with arms).
2. Introduce all six weather types with clear pictures and gestures (e.g., wiggle fingers for rain, sway for windy).
3. Introduce the key question. Point to a ‘sunny’ card. “**What’s the weather like?**” Prompt the answer: “**It’s sunny.**” Drill the Q&A.
4. Introduce activities. Link them to weather: “It’s sunny! What shall we do? **Let’s go outside!**” “It’s rainy. What shall we do? **Let’s read a book or watch a movie.**”

 **Practice (20 mins):**

*Act as Teacher: Guide students through each exercise.*

1. **Page 2: “Listen, read and say.” (Activities)**
  - “Look at the activities. Listen and point.” Say each activity phrase. Students repeat and mime the action (e.g., pretend to swim).
2. **Page 2: “Listen, read and say.” (Weather Dialogue)**
  - Play or read the short dialogue: “What’s the weather like today? It’s sunny. What shall we do? Let’s go outside!”
  - Students practice in pairs, substituting different weather and activity pairs.
3. **Page 2: “Ask and answer.”**
  - Students use the picture prompts (sunny/play football, rainy/watch movie) to ask and answer in pairs:
    - A: “What’s the weather like?”
    - B: “It’s sunny.”
    - A: “What shall we do?”
    - B: “Let’s play football!”

 Assessment (3 mins):

## “Weather Forecaster” Game:

- Teacher holds up a weather flashcard without showing the class.
- A student comes to the front, looks at the card, and acts out the weather (e.g., shivering for cold, fanning for hot).
- The class guesses and asks: “What’s the weather like?”
- The forecaster answers: “It’s snowy!”

 Evaluation:

- **It** introduced high-frequency, useful language through clear visual and physical cues (mime).
  - **They** successfully paired weather conditions with appropriate activities and used the suggestion structure.
  - **They** created an interactive environment where language was immediately applicable through role-play.
-

 LESSON 2: My Favorite Season

Lesson Duration: 45 minutes

 Learning Objectives:

- **Name** the four seasons.
- **Describe** the typical weather and an activity for each season.
- **State** a preference using “**My favorite season is... because I...**”
- **Express** likes and dislikes related to seasons.

 New Vocabulary:

- **Seasons:** spring, summer, fall (autumn), winter.
- **Adjectives:** cold, hot, warm, windy.
- **Connector:** because.

 New Structure:


- **Statement:** I like (spring). I (go outside).
- **Statement:** I don't like (winter). It's (cold).
- **Preference:** My favorite season is (summer) because I (go swimming).

 Warm-up & Review (5 mins):

“Let's remember our weather words. (Show 'sunny' card). What's the weather like? (It's sunny). Good! 'Sunny' weather often comes in one part of the year. We call these parts **seasons**. How many seasons are there? (Four!). Let's learn them.”

 Presentation (15 mins):

1. Introduce the four seasons using **Page 4** pictures or separate imagery showing clear differences (flowers for spring, sun/beach for summer, leaves for fall, snow for winter).
2. Associate each season with its key weather: “**Spring** is warm. **Summer** is hot. **Fall** is windy. **Winter** is cold.”
3. Read the text on Page 4 aloud. “This child likes spring. Why? He goes outside and plays with friends. He likes fall, but it's windy. He doesn't like winter. It's cold. His **favorite** season is summer. Why? Because he goes to the beach and goes swimming.”
4. Highlight the word **because** to give a reason.

 Practice (20 mins):

## 1. Page 4: "Read again and check (✓)."

- Students reread the text and put a tick in the table to show what is true for each season according to the child (e.g., under 'spring', tick 'play with friends').

## 2. Page 4: "What's your favorite season? Draw and write."

- This is a personalized output activity. Students draw a picture representing their favorite season.
- They complete the sentences: "My favorite season is \_\_\_\_\_. I \_\_\_\_\_." Teacher circulates to help with spelling and encourage the use of 'because' (e.g., "My favorite season is summer because I eat ice cream.").

## 3. Page 5: "Look and match."

- Students match the small weather/season symbols to the correct season picture.

 Assessment (3 mins):

## "Season Charades":

- Write the four seasons on small pieces of paper.
- A student picks one and acts out a typical activity or weather for that season (e.g., building a snowman for winter).
- The class guesses: "It's winter!"

 Evaluation:

- It expanded from weather to the broader concept of seasons, adding a layer of personal expression (likes/dislikes).
- They could associate activities and weather with each season and state a personal preference with a simple reason.
- They used a model text effectively to scaffold the students' own written and drawn production.

 LESSON 3: My Senses in the Park

Lesson Duration: 45 minutes

 Learning Objectives:

- Name the five senses.
- Use the structure “I can see/hear/smell/touch/taste...” to describe a environment.
- Read a short narrative and **identify** sensory details.

 New Vocabulary:

- **Senses:** see, hear, smell, touch, taste.
- **Nouns (Park):** trees, flowers, birds, children, bench, grass, ice cream.
- **Adjectives (Texture/Taste):** shiny, smooth, hard, delicious.

 New Structure:


- **Sensory Statements:** I can see (trees). I can hear (birds). I can smell (flowers). I can touch (the grass). I can taste (ice cream).
- **Past Simple (Introduction):** She saw... She picked... It was...

 Warm-up & Review (5 mins):

“Close your eyes for a moment. What can you **hear**? (Students listen). What can you **smell**? We use our **senses** to understand the world. What are your five senses? (See, hear, smell, touch, taste). Today, we use English to describe what our senses find!”

 Presentation (15 mins):

1. Introduce each sense with a clear action: point to eyes (see), cup hand to ear (hear), sniff (smell), pat arm (touch), point to tongue (taste).
2. Use **Page 5** park scene. Model sentences: “Look at the park. **I can see** trees and flowers. **I can hear** birds. **I can smell** the flowers. **I can touch** the grass. **I can taste** ice cream.”
3. Introduce the short story on **Page 6**. “We will read about Reem at the beach. Let’s find what she sees, hears, touches, and smells.”

 Practice (20 mins):

1. **Page 5: “What can your senses find in the park? Look and complete.”**
  - Students look at the park picture and write or draw what they perceive with each sense in the table (e.g., under “I can see” they write “birds”).

**2. Page 6: "Read the story and answer the questions."**

- Read the story aloud as students follow. Pre-teach key words: shiny, shell, smooth, hard, waves.
- Students answer the four comprehension questions in full sentences (e.g., "Reem sees a shiny, pink shell.").

**3. Page 6: "Complete the table." (Simple Story Elements)**

- Introduce basic story terms: **Characters** (who), **Setting** (where). Students write: Character 1: Reem, Character 2: Mom, Setting/Place: The beach.

**Assessment (3 mins):****"Sense Walk" Imagining:**

- Say: "Imagine you are in a garden. Tell me one thing for each sense."
- Go around the class quickly: "Sara, what can you see? (I can see a red flower). Ahmed, what can you hear? (I can hear a bee)."

**Evaluation:**

- It successfully linked language learning to a fundamental human experience (the senses), making it highly engaging.
  - **They** could extract specific information from a narrative text and use sensory verbs accurately to describe a scene.
  - **They** introduced basic literary analysis (character/setting) in an age-appropriate way.
-

 LESSON 4: Describing Animals

Lesson Duration: 45 minutes

 Learning Objectives:

- Use adjectives of size, color, and nature to describe animals.
- Ask and answer questions about animals using “What is it/are they?” and “Is it/Are they...?”
- Identify the correct adjective-noun word order.

 New Vocabulary:

- **Adjectives:** dangerous, beautiful, tall, long, thin, small, short, big, gray, pink, brown, black, green, orange.
- **Animals:** snake, giraffe, crocodile, monkey, elephant, flamingo, fox, ant, penguin, fennec fox, camel, parrot, lion, turtle, whale.

 New Structure:

- **Description:** It's a (long), (green) snake. / They are (tall) giraffes.
- **Question (Identity):** What is it? → It's a (snake).
- **Question (Quality):** Is it (dangerous)? → Yes, it is. / No, it isn't.
  - Are they (tall)? → Yes, they are. / No, they aren't.

 Warm-up & Review (5 mins):

“Let’s play a guessing game. I’m thinking of an animal. It’s big. It’s gray. It has a long nose. What is it? (An elephant!). Good! You used words like **big** and **gray**. These are **adjectives**. Today we learn many adjectives to describe animals.”

 Presentation (15 mins):

1. Use **Page 9 & 10** pictures. Introduce animals with a strong descriptive focus. “Look. **It's a snake. It's long and thin. Is it dangerous?** Yes, it is.”
2. Contrast pairs: “**It's a tall giraffe. They are tall giraffes.**” “**It's a small monkey. It's got a small head and short legs.**” Emphasize the adjective-noun order.
3. Teach the two question types. Write on board:
  - **What is it?** (For identity)
  - **Is it (dangerous)?** (For a quality – yes/no answer).

 Practice (20 mins):

1. **Page 9: “Read and practice.” & “Ask and answer.”**
  - Students practice the model dialogue for guessing the snake.

- Then, using the picture grid on Page 9, they play a guessing game in pairs. Student A thinks of an animal. Student B asks: “Is it dangerous/tall/big?” etc., until guessing “What is it?”

2. **Page 10: “Look and complete.”**

- Students use the adjectives in the box (pink, small, gray) to complete the descriptions of the elephant, flamingo, and fox (e.g., “It’s a big, gray elephant.”).

3. **Page 10: “Circle the correct words.”**

- Students choose the correct pair of adjectives to match the picture of the ant, feather, and snake, focusing on accurate description.



**Assessment (3 mins):**

**“Create a Creature”:**

- Teacher says: “Draw an animal. Don’t show your friend. Describe it using two adjectives. For example: ‘It’s a small, blue animal.’ Your friend must guess or draw what they hear.”



**Evaluation:**

- **It** focused on building descriptive language (adjectives), a key skill for fluency.
  - **They** used adjectives accurately before nouns and formed correct yes/no questions about qualities.
  - **They** set up effective pair work for a communicative guessing game, practicing questions extensively.
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 **LESSON 5: Habitats and Story Planning**

**Lesson Duration:** 45 minutes

 **Learning Objectives:**

- **Identify** three extreme habitats and their key characteristics.
- **Match** animals to their correct habitats.
- **Plan** a simple story using a graphic organizer (characters, setting, weather, events).

 **New Vocabulary:**

- **Habitats:** Antarctica, South Pole, ice, desert (Sahara Desert), rain, rainforest (Amazon Rainforest).
- **Concepts:** all the time, there is/isn't any...

 **Review & New Structures:**

- **Describing Habitats:** It is very (cold/hot/rainy). There is (ice)/There isn't any (rain). (Penguins) live there.
- **Story Language:** Characters:, Setting:, What's the weather like?, What are the events?

 **Warm-up & Review (5 mins):**

“Where does a penguin live? In a hot desert? (No!). Every animal has a home, called a **habitat**. Today we'll visit three amazing places on Earth: a very cold one, a very hot one, and a very wet one! Then, we'll plan our own story.”

 **Presentation (15 mins):**

1. Use **Page 11** to introduce the three habitats. For each, emphasize the climate and a defining feature.
  - **Antarctica:** Very, very cold. Ice all the time. Penguins.
  - **Sahara Desert:** Very, very hot. No rain. Fennec foxes and camels.
  - **Amazon Rainforest:** Very rainy and hot. Monkeys and parrots.
2. Read the short texts aloud. Ask: “Which place is cold? Which place has no rain? Which place has lots of rain?”
3. Introduce the story plan on **Page 12**. “Every story needs a plan. Who is in the story? (Characters). Where are they? (Setting). What's the weather like? What happens? (Events).”

 **Practice (20 mins):**

1. **Page 11: “Read again and match.”**
  - Students match the habitat (1,2,3) to the correct descriptive phrase (a, b, c).
2. **Page 12: “Plan a story. Look and complete.”**

- Using the picture prompts (e.g., children, a forest, sunny weather, finding an animal), students complete the story planner with words or short sentences.
- Teacher guides by asking questions: “Who are your characters? (Two children). Where is the setting? (In a forest).”

### 3. Page 13: “Look and write.” / “Draw your story.”

- Based on their plan, students write 2-3 simple sentences to tell their story in the space provided.
- They then draw a picture to illustrate their story.



#### Assessment (3 mins):

#### “Habitat Quiz”:

- Show animal flashcards (penguin, camel, monkey).
- Students must say the correct habitat: “A penguin lives in Antarctica.”



#### Evaluation:

- It combined geography (habitats) with language learning and creative writing.
- **They** understood the link between environment and animal life and applied story elements to create a simple narrative plan.
- **They** provided a strong framework (graphic organizer) that empowered students to move from receptive understanding to productive storytelling.

تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

مذكرات وملازم / مراجعات وملخصات / امتحانات / كتب الوزارة /  
أدلة المعلم / دفاتر التحضير / سجلات مدرسية / أوراق تأسيس

امسح الكود بموبايلك علشان تقدر تثبت التطبيق

وتقدر ف أي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكثيرة

