Connect plus 3

2nd Term 2026

Mr Ibrahim-El-Ashram

Unit 7: Families & Life Stages

📘 Lesson 1: Family Members & Life Stages

🎯 Learning Objectives

Identify and **name** different family members (nephew, niece).
Categorize the six main stages of human life (baby, toddler, child, teenager, adult, elderly person).

📖 New Vocabulary

Nephew, niece, baby, toddler, child, teenager, adult, elderly person, life stages

---

📐 Key Language

Describing stages:

- I am a **child**. I go to school.
- My grandma is an **elderly person**. She used to work.

🔥 Warm Up & Review

Teacher: "Good morning, everyone! Let's think about your family. How many brothers and sisters? Do you have a baby cousin? What about your grandparents? Today we learn special words for family members and the different times in a person's life."

📑 Presentation

Teacher: Uses pages 1 and 2. "Look at this big family. The boy says, 'My **nephew**, Tarek, is a baby. My **niece**, Lama, is learning to walk.' A nephew is the son of your brother or sister. A niece is the daughter." Then moves to page 4. "Now, let's look at life. A **baby** can't walk. A **toddler** is learning to walk. A **child** goes to school..."

✍️ Practice

1. **Ex. 2 – Look and write (p.3)**
   Teacher: "Look at the family tree picture. Can you write the correct family words? Listen to check."
2. **Ex. 3 – Who am I? Read and write (p.4)**
   Teacher: "Read the descriptions. 'I can walk, run, jump... I go to work.' Which life stage is this? An **adult**."
3. **Ex. 5 – Think and say (p.4)**
   Teacher: "What is good about being a toddler? 'It is fun because you are learning a lot.' What is good about being a child?"

📝 Assessment

Complete the sentence:
My mother's sister is my _____. (aunt)
The daughter of my uncle is my _____. (cousin)
Match the life stage to an activity (e.g., Toddler - learning to walk).

✅ Evaluation

It clearly introduced extended family vocabulary and the concept of life stages in an age-appropriate way.
They were able to identify family members in a tree and match descriptions to the correct life stage.
They used visual aids (family tree, pictures) effectively and prompted positive discussion about each life stage.

📘 Lesson 2: Talking About Time (Tenses Review)

🎯 Learning Objectives

Distinguish and **use** different verb tenses: present simple, present continuous, past simple, and present perfect.
Apply "used to" to talk about past habits and abilities.

📖 Review Grammar

Present Simple (routines), Present Continuous (now), Past Simple (finished past), Present Perfect (experience), Used to (past habit/state)

🔥 Warm Up & Review

Teacher: "Let's talk about time. What do you **do** every day? (I go to school). What **are** you **doing** right now? (We are learning English). What **did** you **do** yesterday? Today we review all these different ways to talk about time."

📑 Presentation

Teacher: Presents the timeline and sentences on page 5. "Look: 'I **go** to school.' This is every day - present simple. 'Last year I **learned** to swim.' This is finished - past simple. 'My sister **is learning** to read.' This is happening now - present continuous." Moves to page 7. "'I **used to** have long hair.' This was true in the past, but not now."

✍️ Practice

1. **Ex. 2 – Read and circle (p.6)**
   Teacher: "Circle the correct tense: 'Last month we visit / **visited** my grandparents.' Which tense is for last month? Past simple."
2. **Ex. 3 – Read, think and answer (p.6)**
   Teacher: "Now, answer about yourself using different tenses. 'What do you usually do on Mondays?' Use present simple."
3. **Ex. 1 – Read and match (p.7) & Ex. 1 – Look and write (p.8)**
   Teacher: "Match the 'used to' sentences. Now, look at Talia's pictures. Complete: 'Talia didn't use to wear glasses. Now she wears glasses.'"

📝 Assessment

Choose the correct verb form:

I (am eating / **eat**) breakfast at 7 AM every day. (eat - present simple)

Write one sentence about your past using "used to" and one about your present using "now I can...".

✅ Evaluation

It provided an excellent, structured review of verb tenses, a crucial area for language development at this level.

They demonstrated improved accuracy in selecting the correct tense based on time markers and context.

They successfully clarified the differences between the tenses and used the "used to" structure to create clear before/after comparisons.

📘 Lesson 3: Phonics, Punctuation & Twins

🎯 Learning Objectives

Pronounce and **spell** words containing the /u:/ sound spelled **ew, u-e, ue**.
Use basic punctuation (**period, comma, question mark, exclamation mark**) correctly in sentences.
Understand the concept of twins and use related vocabulary.

📖 New Vocabulary

Twin, identical, non-identical, sibling, similar, different

📐 Phonics & Writing Skills

Sound /u:/: new, blue, flute, cube, true.
Punctuation Rules: . ! ? ,

🔥 Warm Up & Review

Teacher: "Let's say some long 'oo' sounds: 'blue', 'glue', 'tube'. Good! Now, look at this sentence: 'my brother is tall' Is it finished? What's missing? A capital letter and a period! Today we work on sounds, punctuation, and a special topic: twins!"

📚 Presentation

Teacher: Starts with phonics on page 9. "The /u:/ sound can be **ew** (new), **u-e** (flute), **ue** (blue)." Moves to punctuation on page 10. "We end sentences with a **period (.)**. We ask questions with a **question mark (?)**. We show surprise with an **exclamation mark (!)**. We use **commas (,)** in lists." Introduces twins on page 11. "**Twins** are two siblings born together. They can be **identical** (same) or **non-identical**."

✍️ Practice

1. **Ex. 2 & 3 – Read and say / Look, write and say (p.9)**
   Teacher: "Underline the /u:/ sound. Now, write words in the correct column: **flew** (ew), **cube** (u-e)."
2. **Ex. 5 – Write the correct punctuation (p.10)**
   Teacher: "Add the missing punctuation to these sentences. Number 1 already has a question mark. Number 2: 'Stop! That road is dangerous.' needs an exclamation mark."

3. **Ex. 2 & 3 – Find the words / Read and circle (p.12)**
   Teacher: "Find the word that means 'brother or sister' (sibling). Now, read about Malak and Younis. Are they identical? Maybe not. Does Younis wear glasses? The text doesn't say, so circle 'maybe'."

📝 Assessment

Add punctuation: "i like apples bananas and oranges" (I like apples, bananas, and oranges.)
True or False: Identical twins can be a brother and a sister. (False)

✅ Evaluation

It effectively combined technical language skills (phonics, punctuation) with an engaging content topic (twins).
They practiced the target sound, applied punctuation rules to correct sentences, and used logic with the twin reading comprehension.
They taught the punctuation rules clearly with the "Tip!" box and facilitated good inferencing skills with the "maybe" answers in the twin exercise.

📘 Lesson 4: Animal Families & Adaptations (Science Link)

🎯 Learning Objectives

Define and **use** key biology terms related to inheritance and adaptation.
Explain how specific physical traits help an animal survive in its environment.

📖 New Vocabulary

Adapt, trait, inherit, litter, newborn, offspring, organism, species, survival, characteristic, predator

---

📐 Science Language

Cause and Effect:

- Long ears **help** the rabbit **to hear** predators.
- White fur **helps** the polar bear **to hide** in the snow.

🔥 Warm Up & Review

Teacher: "Do you look like your parents? Maybe you have your mom's eyes or your dad's smile. Animals are the same! Baby animals **inherit** traits from their parents. Today we learn the science words for this and how animals change to survive."

📚 Presentation

Teacher: Introduces the bolded words from page 13. "**To adapt** means to change to fit your home. A **trait** is a special feature, like fur color. Animals **inherit** traits from parents." Reads the rabbit text. "Rabbit **offspring** inherit traits. Long ears are a **characteristic** that helps with **survival**. They are an **adaptation**."

✍️ Practice

1. **Ex. 1 – Read and listen to definitions (p.13)**
   Teacher: "Let's listen to and read the definitions of our new science words."
2. **Ex. 3 – Read again and write T or F (p.15)**
   Teacher: "After reading, decide: 'Newborn rabbits look like their parents.' True or False? (False, they look different)."

3. **Ex. 4 – Read adaptations and match (p.15)**
   Teacher: "Match the adaptation to the animal. 'A layer of fat to keep warm' - which animal lives in the cold? A polar bear."
4. **Ex. 5 – Think and share (p.16)**
   Teacher: "Can you think of another animal adaptation? Think about a desert, like a camel."

📝 Assessment

Use the word in a sentence: *inherit* (e.g., I inherit my curly hair from my father).
Draw and label an animal with one adaptation and explain it.

✅ Evaluation

It was a rich, cross-curricular lesson that introduced sophisticated scientific concepts in an accessible way, greatly expanding academic vocabulary.
They engaged deeply with the new terminology and could apply it to understand and explain animal adaptations.
They successfully bridged the gap between language learning and science, providing clear definitions and contextualized examples.

📘 Lesson 5: Plant Adaptations & Project

🎯 Learning Objectives

Describe how plants adapt to different habitats (rainforest, desert, water).
Create a model or display showing an animal or plant in its habitat and explain its adaptations.

📖 Review Vocabulary

Habitat, adaptation, characteristic, reproduce, pollen, seeds, roots, leaves, stem

---

📐 Project Language

Presenting:

- I made a display of a **polar bear's habitat**.
- It has **white fur** to **camouflage** in the snow.
- This is an **adaptation** for **survival**.

🔥 Warm Up & Review

Teacher: "We learned how animals adapt. Do plants adapt too? Of course! Think of a cactus in the desert. How is it different from a tree in the forest? Today we explore plant adaptations and start our big project!"

📑 Presentation

Teacher: Reads pages 17 and 19. "Plants also **adapt**. Rainforest plants have **drip-tip leaves** so heavy rain falls off. **Pitcher plants** eat insects! Desert plants like the **date palm** have **deep roots** to find water. Your project is to show an animal *or* plant and explain its adaptations."

✍️ Practice

1. **Ex. 5 – Read again and circle (p.20)**
   Teacher: "Read and choose: 'Tall rainforest trees have wide leaves / **roots** for support.'"
2. **Ex. 6 – Think and share (p.20)**
   Teacher: "How might a plant adapt in a wetland? Maybe it has roots that can live in water."
3. **Project Work – Choose, think and plan / Make and write (pp.21-22)**
   Teacher: "Now, plan your project. Choose your organism. What habitat will you show? What materials will you use? Draw and write labels to explain the adaptations."

📝 Assessment

Project Presentation: Students show their display and state:

1. This is a [organism].
2. It lives in the [habitat].
3. It has [adaptation] to help it [survive/function].

✅ Evaluation

It culminated in a hands-on, creative project that allowed students to synthesize and present everything they learned about adaptation.
They were highly motivated during the project work, applying their knowledge to create and label their displays thoughtfully.
They facilitated the project-based learning process effectively, guiding students through planning, creating, and preparing to present their work.

Unit 8: Art, Artifacts & The Past

📘 Lesson 1: Artifacts & Museum Treasures

🎯 Learning Objectives

Identify and **name** common types of artifacts found in museums.
Ask and **answer** questions about artifacts using the target vocabulary.

📖 New Vocabulary

Artifact, bracelet, clay, jewelry, necklace, portrait, sculpture, tool

---

📐 Key Language

What is this? It's a **sculpture**.
What are these? They are **tools**.

🔥 Warm Up & Review

Teacher: "Good morning! Have you ever been to a museum? What did you see? Old pots? Statues? Paintings? Today we learn the special words for these old objects, which we call **artifacts**."

📚 Presentation

Teacher: Uses the story on pages 1-3. "Look, the family is at the museum. They see **statues** (sculptures), **jewelry** like **bracelets** and **necklaces**, **tools**, and **clay artifacts**." Presents the vocabulary clearly with images from page 4.

✍️ Practice

1. **Ex. 1 – Look, listen and write (p.3)**
   Teacher: "Look at the pictures of artifacts. Listen to the word and write it down."
2. **Ex. 2 – Ask and answer (p.4)**
   Teacher: "With a partner, use the pictures to ask and answer: 'What's this?' 'It's a portrait.'"
3. **Ex. 3 – Play 'Guess the artifact' (p.4)**
   Teacher: "Let's play a game! I'll describe an artifact, and you guess what it is. 'People wear this on their wrist. It can be made of gold.' (A bracelet)."

📝 Assessment

Match the word to the picture: Provide images of a necklace, a tool, and a sculpture for students to label.
Describe it: Choose one artifact and describe it to the class in one sentence.

✅ Evaluation

It successfully introduced the unit's theme and core vocabulary through an engaging museum context.
They were able to name the different artifacts and participated actively in the guessing game.
They created an interactive learning environment by using the visuals for pair work and the whole-class game.

📘 Lesson 2: Countable vs. Uncountable Nouns

🎯 Learning Objectives

Distinguish between countable (e.g., books, sculptures) and uncountable nouns (e.g., clay, water, wood).
Form questions correctly using **"How many..."** (countable) and **"How much..."** (uncountable).

📖 Review Vocabulary

Nouns: sculpture, tool, bowl, book, clay, metal, wood, water

📐 New Grammar

Countable vs. Uncountable Nouns & Questions

- **Countable:** a sculpture, two **sculptures**. **How many sculptures** are there?
- **Uncountable:** some clay, a lot of **wood**. **How much wood** is there?

🔥 Warm Up & Review

Teacher: "Let's count: one pen, two pens, three pens. Can we count water? One water, two waters? No! Some things we can count, some we can't. Today's grammar is very important for asking questions correctly."

📑 Presentation

Teacher: Uses the examples on page 6. "We **can count books** (1,2,3). We **can't count clay**. We say 'some clay'. To ask about things we count, we say **'How many...?'** To ask about things we don't count, we say **'How much...?'**"
Presents the chart on page 8.

✍️ Practice

1. **Ex. 2 – Read and complete (p.6) & Ex. 3 – Look around you (p.6)**
   Teacher: "Complete the rule. Now, look around our classroom. Point and say: 'There are some desks.' (Countable) 'I can see some air.' (Uncountable)."
2. **Ex. 4 – Look, read and match (p.7)**
   Teacher: "Look at the picture. Ask the question: 'How many bracelets?' Match it to the answer: 'There are six bracelets.'"
3. **Ex. 6 – Read and circle (p.8)**
   Teacher: "Circle the correct question word: 'How **much / many** wood is there?' (How much)."

📝 Assessment

Categorize: Sort a list of nouns (e.g., milk, portrait, sand, pencil) into Countable and Uncountable columns.
Ask a question: Show a picture of a lot of water and a few tools. Students write: "How much water is there?" and "How many tools are there?"

✅ Evaluation

It provided clear, rule-based instruction on a fundamental grammatical distinction, using ample visual support.
They grasped the concept and began to apply it correctly in forming questions, though practice with irregular nouns will be needed.
They used the classroom environment for immediate practice and provided clear examples to illustrate the difference between the two question forms.

📘 Lesson 3: Opinions on History & Phonics (-ture, -sure)

🎯 Learning Objectives

Express personal opinions about learning history and visiting museums.
Pronounce and **identify** words ending in the sounds **-ture** (sculpture) and **-sure** (measure, treasure).
Use apostrophes for contractions and possession.

📖 New Vocabulary

Opinion words: interesting, busy, prefer, culture, behavior, mistakes
Phonics: sculpture, adventure, measure, pleasure, treasure, creature

---

📐 Grammar & Phonics Focus

Apostrophes:

- **Contraction:** I am → I'm, do not → don't.
- **Possession:** Amr's bag, grandparents' apartment.
  Phonics: The /tʃə/ sound spelled -ture and the /ʒə/ sound spelled -sure.

🔥 Warm Up & Review

Teacher: "Do you like history? Why or why not? It's okay to have different opinions! Also, let's listen to endings: 'sculpt**ture**', 'meas**sure**'. The endings sound a bit different. Today we talk about opinions and these special sounds."

📚 Presentation

Teacher: Presents the opinion survey on page 9. "Read these ideas about learning history. Which do you agree with? You can tick more than one." Then moves to phonics on page 11. "Listen to these words: sculpt**ure**, meas**ure**. The endings are -ture and -sure." Finally, explains apostrophes using the Tip on page 12.

✍️ Practice

1. **Ex. 1 – Read and think (p.9) & Ex. 2 – Discuss (p.10)**
   Teacher: "Tick your opinions. Now, discuss with a friend. Do you have the same ideas? Say: 'I love learning about artifacts.'"
2. **Ex. 1 & 2 – Listen, point and say / Underline (p.11)**
   Teacher: "Point to the words. Now, listen and underline the parts that say -ture and -sure."
3. **Ex. 4 & 5 – Look and complete / Write the apostrophes (p.12)**
   Teacher: "Complete the contraction table. Now, add the missing apostrophes to the sentences: 'It's Zayn's football.'"

📝 Assessment

Write the contraction: She will → (She'll). They are → (They're).
Find the possessive: Underline the word showing possession in: "My sister's book is on the table."

✅ Evaluation

It balanced personal expression, pronunciation, and writing mechanics in one lesson, catering to different skills.
They shared their opinions respectfully, practiced the target sounds, and learned the rules for using apostrophes.
They facilitated a good discussion, provided clear phonics models, and used the "Tip" box effectively to teach grammar rules.

📘 Lesson 4: Ancient Egyptian Art & Tomb Artifacts

🎯 Learning Objectives

Extract specific information about Ancient Egyptian art and burial practices from a text.
Define and **use** key historical and archaeological terms.

📖 New Vocabulary

Archaeologist, tomb, gold, afterlife, model, survive, Pharaoh, temple

---

📐 Reading Skills

Scanning for specific information.
Using context to understand new vocabulary.

🔥 Warm Up & Review

Teacher: "When we think of Egypt's past, what comes to mind? Pyramids? Mummies? Gold masks? Today we read about why Egypt has so many amazing old artifacts and what they tell us about people's beliefs."

📚 Presentation

Teacher: Reads the text on page 13 with the class. "Ancient Egyptian art is famous. **Archaeologists** find artifacts in **tombs**. People believed artifacts helped in the **afterlife**. They put small **models** of boats and animals in tombs." Pre-teaches the bolded key terms.

✍️ Practice

1. **Ex. 2 – Read again and match (p.13)**
   Teacher: "Match the word to its definition. What is an **archaeologist**? A person who studies artifacts."
2. **Ex. 3 – Read and answer (p.14)**
   Teacher: "Answer in full sentences. 'Why can we see lots of objects from the past in Egypt today?' Because Egypt is a very dry country, so artifacts **survive**."
3. **Discussion**
   Teacher: "Why do you think people made models for tombs? What does it tell us about what they valued?"

📝 Assessment

Complete the sentence: A person who digs up old artifacts to study them is an _____. (archaeologist)
Short answer: Name one thing Ancient Egyptians put in tombs and why. (Models of boats; for the afterlife)

✅ Evaluation

It provided rich, culturally relevant content that deepened students' understanding of their heritage while building academic reading skills.
They engaged with the historical text, learned specialized vocabulary, and could answer comprehension questions based on the reading.
They guided students through the text, helping them connect new words to definitions and infer reasons behind historical practices.

📘 Lesson 5: Art Skills, Patterns & Monument Project

🎯 Learning Objectives

Understand and **describe** the basic art technique of shading to create depth.
Identify geometric shapes in patterns and understand how they are used in art and architecture.
Research and **present** a fact file on an Egyptian monument.

📖 New Vocabulary

Shading, three-dimensional, sketch, geometric pattern, abstract, realistic, tile, angle, measure, ruler, repeat

---

📐 Art & Math Language

Describing process: First, you **make a sketch**. Then, you **add shading**.
Describing patterns: The pattern is made of repeating **triangles** and **squares**.

🔥 Warm Up & Review

Teacher: "Look at this circle I've drawn. Does it look flat or like a ball? To make it look like a ball, we use **shading**. Also, look at the tiles on the floor. What shapes do you see? Today we mix art, math, and a final project!"

📚 Presentation

Teacher: Explains shading using page 15. "Shading makes a flat drawing look **three-dimensional**. You need to see where the light is." Then discusses geometric patterns on page 17. "A **geometric pattern** uses shapes like triangles and squares. We **measure** and **repeat** them." Introduces the project on page 19.

✍️ Practice

1. **Ex. 2 – Think and order the steps (p.16)**
   Teacher: "Put the steps for drawing with shading in the correct order."
2. **Ex. 5 – Read and complete (p.18)**
   Teacher: "Complete the sentences about making patterns: 'To make a pattern, you **repeat** the same shape.'"
3. **Project Work – Write a fact file / Show and tell (pp.19-21)**
   Teacher: "Choose an Egyptian monument. Research or use the book to find: When was it built? Who built it? What was it used for? Prepare your fact file to present to the class."

📝 Assessment

Art Task: Make a simple sketch of a sphere or cube and add basic shading to show light and shadow.
Project Presentation: Students present their monument fact file using sentences like: "The Citadel was built in 1176. It was used by the rulers of Egypt."

✅ Evaluation

It was a creative and integrative lesson that combined art instruction, mathematical observation, and a research-based final project.
They followed the steps for shading, identified geometric shapes in patterns, and gathered information for their project presentations.
They supported the development of both fine motor (drawing) and research/presentation skills, allowing students to showcase their learning in multiple ways.

Unit 9: Health & Medicine

📘 Lesson 1: Hospitals & Health Problems

🎯 Learning Objectives

Identify common reasons for hospital visits (injury, disease, infection).
Describe medical procedures and treatments (X-ray, surgery, scan, medicine).

📖 New Vocabulary

Hospital, injury, disease, infection, treatment, medicine, X-ray, surgery, operation, scan, sore, hurt, broken bone

---

📐 Key Language

Reasons and Treatments:

- He has an **injury**. He needs an **X-ray**.
- She has an **infection**. She takes **medicine**.

🔥 Warm Up & Review

Teacher: "Good morning! Has anyone ever visited a hospital? Why did you go? Maybe you were sick, or you hurt yourself. Today we learn all the words we need to talk about health problems and how doctors help us."

📑 Presentation

Teacher: Uses the story on page 1. "Hany is at the **hospital** because he has an **injury**. He hurt his elbow." Then reads the explanatory text on page 3. "A hospital is for **treatment**. Doctors help with **diseases**, **infections**, and **injuries**. They might give you **medicine**, do **surgery**, or use an **X-ray** or **scan** to see inside your body."

✍️ Practice

1. **Ex. 1 – Listen and read (p.3)**
   Teacher: "Let's read together about what happens at a hospital."
2. **Ex. 2 – Read again. Find the words and match (p.4)**
   Teacher: "Find the word in the text that matches the definition: 'a way of making someone better' is **treatment**."
3. **Ex. 3 – Ask and answer (p.4)**
   Teacher: "Talk with a partner. Ask: 'Have you ever been to hospital?' Answer: 'Yes, I have. I had an infection.'"

📝 Assessment

Match the problem to the treatment:

1. Broken leg --- (Have an X-ray / Wear a cast)
2. Sore throat --- (Take medicine)
   Write: One sentence about a time you or someone you know visited a doctor or hospital.

✅ Evaluation

It effectively introduced a wide range of essential health-related vocabulary within a clear, functional context.
They learned the terms for different health issues and corresponding treatments and were able to share limited personal experiences.
They used the introductory story to engage students and the informational text to provide clear definitions and context.

📘 Lesson 2: First Conditional & Homophones

🎯 Learning Objectives

Form sentences using the **first conditional (if + present simple, will/can/might + base verb)** to talk about likely results.
Identify and **distinguish** between common **homophones** (where/wear, right/write).

📖 New Vocabulary

Condition, result, homophone, flour/flower, plain/plane

📐 New Grammar & Phonics

First Conditional (Real Possibility):

- **If** you touch fire, **you get** burned.
- **If** you don't eat, **you will be** hungry.
  Homophones: where/wear, right/write, flour/flower, plain/plane

---

🔥 Warm Up & Review

Teacher: "Let's think about cause and effect. What happens if you don't study? (You might fail). What happens if you eat too much candy? (You might get a stomachache). Today we learn the grammar for these 'if... then...' sentences. Also, some words sound the same but are spelled differently!"

📑 Presentation

Teacher: Presents the first conditional on page 5. "Look: **If** my sister has an accident, **she cries**. The 'if' part is the condition. The second part is the result." Then introduces homophones on page 7. "Listen: **where** and **wear**. They sound the same! **Where** asks about a place. **Wear** is about clothes."

✍️ Practice

1. **Ex. 2 – Read and circle (p.5)**
   Teacher: "Circle the correct verb: 'If you fall over, you **hurt** / hurts yourself.'"
2. **Ex. 4 – What happens? (p.6)**
   Teacher: "Finish the conditional sentences: 'If you don't eat fruit every day,... you might not be healthy.'"

3. **Ex. 2 – Read and circle (p.7) & Ex. 4 – Read, check and write (p.8)**
   Teacher: "Circle the correct homophone. Now, write 'flour' or 'flower': 'I picked a beautiful **flower**.'"

📝 Assessment

Complete the first conditional:
If it rains tomorrow, _____. (we will stay inside)
Choose the correct homophone:
Please (right / **write**) your name on the paper.

✅ Evaluation

It taught two important but distinct language points: a key grammar structure for talking about possibilities and a spelling/vocabulary challenge (homophones).
They successfully formed simple first conditional sentences and could select the correct homophone based on meaning and context.
They used clear, relatable examples for the grammar and provided practice with common homophone pairs that are frequent sources of error.

📘 Lesson 3: Rules & Advice (Must / Mustn't)

🎯 Learning Objectives

Give rules and strong advice using **"must"** (obligation) and **"mustn't"** (prohibition).
Apply these modals to create rules for different settings (hospital, school).

📖 New Vocabulary

Rules, must, mustn't (must not), rest, visitor, helmet, bandage

---

📐 New Grammar

Modals for Obligation & Prohibition:

- You **must** wear a helmet. (It is necessary).
- You **mustn't** play soccer in the hospital. (It is forbidden).

🔥 Warm Up & Review

Teacher: "What are some rules in our classroom? 'Sit quietly.' 'Raise your hand.' In English, for very strong rules, we use **must** and **mustn't**. What's a rule at the hospital? Today we learn to give strong advice and rules."

📑 Presentation

Teacher: Uses the pictures on page 9. "Look: 'You **must** take these three times a day.' (The medicine).
'You **mustn't** eat here.' (In a hospital room). 'Must' means it is very important to do. 'Mustn't' means it is very important NOT to do."

✍️ Practice

1. **Ex. 1 – Listen, read and number (p.9)**
   Teacher: "Listen and match the rule to the correct picture."
2. **Ex. 2 – Read and circle (p.10)**
   Teacher: "Circle 'must' or 'mustn't' for these hospital rules: 'You **must** / mustn't play loud music.' (mustn't)."
3. **Ex. 3 – Make a list of rules for your school (p.10)**
   Teacher: "Now, create school rules. Use 'We must...' and 'We mustn't...'. For example: 'We must arrive on time.'"

📝 Assessment

Create two rules: One for a library using "must", one for a swimming pool using "mustn't".
Identify the rule: Is this "must" or "mustn't"? "_____ use your phone during the test." (mustn't)

✅ Evaluation

It focused on practical, functional language for understanding and creating rules, an important social skill.
They quickly grasped the difference between "must" and "mustn't" and could apply them to generate appropriate rules for familiar contexts.
They used clear visual cues (signs with red circles) to teach prohibition and empowered students to create their own rules for their classroom.

📘 Lesson 4: Medical Tools & Ancient Medicine

🎯 Learning Objectives

Identify and **describe** the function of common medical tools and equipment.
Understand the historical context of medicine by learning about treatments in Ancient Egypt.

📖 New Vocabulary

Bandage, blood pressure monitor, crutches, face mask, first-aid kit, stethoscope, syringe, wheelchair, paramedic, herb, papyrus, treatment

---

📐 Functional Language

Tool and Function:

- A **stethoscope** is used to listen to your heart.
- **Crutches** help you walk if your leg is hurt.

🔥 Warm Up & Review

Teacher: "What tools does a doctor use? Let's list them. What about tools for first aid? Also, how did people get better before modern hospitals? Did they have medicine? Today we look at medical tools and travel back in time to Ancient Egypt!"

📚 Presentation

Teacher: Introduces the tools on page 13. "This is a **stethoscope**. Doctors use it to listen. These are **crutches**. You use them if you can't put weight on your leg." Then reads the text on page 15. "Ancient Egyptian doctors used **herbs** like mint and aloe. They wrote about treatments on **papyrus** scrolls."

✍️ Practice

1. **Ex. 2 – Read and match (p.13)**
   Teacher: "Match the tool to its use: 'Doctors listen to your heart... with a **stethoscope**.'"
2. **Ex. 2 – Read and tick or cross (p.16)**
   Teacher: "After reading, decide: 'We don't use any medicines from ancient Egypt today.' True or False? (False - we still use honey and some herbs)."
3. **Discussion – Ex. 4 (p.16)**
   Teacher: "Can you think of other traditional medicines? How can we learn about them?"

📝 Assessment

Draw and label two medical tools and write one sentence about what each is for.
True or False: Ancient Egyptian doctors could do surgery. (True)

✅ Evaluation

It combined practical knowledge (modern medical tools) with historical and cultural learning, showing the progression of science.
They learned the names and purposes of various medical items and gained an appreciation for historical medical knowledge from their own culture.
They facilitated connections between past and present, highlighting how some ancient practices are still valid today.

📘 Lesson 5: Flying Doctors & Doctor's Bag Project

🎯 Learning Objectives

Explain the need for and function of the Flying Doctor Service in Australia.
Create a model "doctor's bag" with key medical tools and **present** its contents and their uses.

📖 New Vocabulary

Flying doctors, emergency, ambulance, paramedic, helicopter, pilot, medical equipment, service

---

📐 Project Language

Presenting:

- This is my **stethoscope**. I use it to **listen to a patient's heart**.
- This is a **face mask**. I **must** wear it to protect myself and the patient.

🔥 Warm Up & Review

Teacher: "Imagine you live far, far away from any town or hospital. You get sick. How does a doctor reach you? In some countries, doctors fly in airplanes! Today we learn about these 'flying doctors' and make our own doctor's kit."

📚 Presentation

Teacher: Reads the text on pages 17-18. "In Australia, the country is huge. Some people live very far from hospitals. The **Flying Doctor Service** uses **airplanes** to bring doctors and **medical equipment**. The doctors are also **pilots**." Introduces the project on page 19. "Your project is to make a doctor's bag with important tools."

✍️ Practice

1. **Ex. 2 – Read again and complete (p.18)**
   Teacher: "Complete the sentences: 'In an **emergency**, you can go to hospital in an ambulance.'"
2. **Ex. 3 – Read and answer (p.18)**
   Teacher: "Why do people need flying doctors in Australia? Because they live far from towns and hospitals."
3. **Project Work – Think and plan / Show and tell (pp.19-21)**
   Teacher: "Plan your doctor's bag. What will you include? A stethoscope, a mask...? Make your items. Prepare to present them to the class, explaining what each item is for."

📝 Assessment

Project Presentation: Students show their doctor's bag and describe at least two items using: "This is a _____. Doctors use it to _____."
Short Answer: What is one reason helicopters or planes are used in emergencies? (To reach people quickly / To reach remote areas)

✅ Evaluation

It concluded with a fascinating case study of innovation in healthcare and a highly engaging, hands-on project that consolidated the unit's vocabulary.
They were interested in the concept of flying doctors and enthusiastically created and presented their doctor's bag projects, using the target language accurately.
They successfully linked geography to social services and provided a creative outlet for students to demonstrate their understanding of medical tools and their functions.

Review Unit 3: Consolidation (Units 7-9)

📘 Lesson 1: Vocabulary & Concepts Review

🎯 Learning Objectives

Recall and **apply** key vocabulary from Units 7 (Families & Life Stages), 8 (Art & Artifacts), and 9 (Health & Medicine).
Categorize words based on their meaning and unit theme.

📖 Review Vocabulary

A wide review including: toddler, sculpture, bandage, bracelet, inherit, stethoscope, archaeologist, species, injury, portrait, artifact, elderly person, baby, adult.

🔥 Warm Up & Review

Teacher: "Welcome back! We've covered so much this term: families, art, history, and health. Let's see what you remember. I'll say a clue, and you shout the word. Ready? 'A very young child learning to walk.' (Toddler!) 'Something an archaeologist finds.' (Artifact!). Great! Let's dive into the review pages."

📚 Presentation

Teacher: "Today is all about remembering. We will look at pictures and choose words, read definitions and match them, and put words into sentences. This helps make sure all the new words are stuck in our brains!"

✍️ Practice

1. **Ex. 1 – Look, choose and write (p.1)**
   Teacher: "Look at the four pictures at the top. Which word matches each one? Write 'sculpture' under the statue, 'bandage' under the wrapped knee, etc."
2. **Ex. 2 – Read and choose (p.1)**
   Teacher: "Read the sentence and choose the correct word from the pair. Number 1: 'To _____ is to get characteristics from your parents.' Is it 'behave' or 'inherit'? (Inherit)."
3. **Ex. 3 – Look, choose and write (p.1)**
   Teacher: "Look at the three pictures of people at different life stages. Label them: baby, adult, elderly person."

📝 Assessment

Vocabulary Quiz: Provide 5 definitions from Ex. 2 and have students write the correct word.
Picture Labeling: Show three new images (e.g., a teenager, a necklace, a syringe) and have students write the correct label.

✅ Evaluation

It was an efficient and comprehensive vocabulary review that tested recall across three different units.
They demonstrated strong retention of the core vocabulary, successfully matching words to images, definitions, and concepts.
They managed the review activity briskly, providing immediate clarification and ensuring all students were engaged in the recall process.

📘 Lesson 2: Grammar & Listening Comprehension

🎯 Learning Objectives

Demonstrate understanding of **countable/uncountable nouns** and **quantifiers (some, any)** through a listening task.
Complete a summary text by selecting the correct unit-related vocabulary from a provided box.

📖 Review Grammar & Vocabulary

Countable/Uncountable nouns with *there is/are*, *some*, *any*.
Thematic vocabulary: twins, traits, patterns, plants, artifacts.

🔥 Warm Up & Review

Teacher: "Let's review a tricky grammar point. If I say 'There is some clay,' is clay countable? (No). If I say 'There aren't any sculptures,' are sculptures countable? (Yes). We'll practice this by listening. Also, we'll fill in a big summary text with words from our units."

📑 Presentation

Teacher: "First, we'll do a listening exercise. You need to listen carefully to sentences and tick the picture that matches. Then, we'll tackle a 'cloze' text on page 3. You must choose the best word from the box to complete each paragraph about twins, animals, patterns, plants, and archaeology."

✍️ Practice

1. **Ex. 1 – Listen and tick the correct picture (p.2)**
   Teacher: "Listen to the sentence. For example: 'There isn't any water.' Look at the two pictures. Which one shows 'no water'? Tick it."
2. **Ex. 1 – Read and complete (p.3)**
   Teacher: "Now, read the text. The first blank is about twins. The sentence says they look the same. What word from the box means 'exactly the same'? **Identical**."
3. **Ex. 2 – Look, read Exercise 1 again and number (p.4)**
   Teacher: "After filling the gaps, look at the pictures on page 4. They relate to the completed paragraphs. Number them according to the topic (1 for twins, 2 for rabbits, etc.)."

📝 Assessment

Grammar Spot: Write two sentences on the board: one with a countable noun error (e.g., *There are some clay*) and one correct. Have students identify and correct the error.
Summary: In one sentence, state one thing you learned about twins and one thing about how plants reproduce.

✅ Evaluation

It effectively combined a discrete-point grammar/listening check with an integrated skills task (reading and vocabulary use in context).
They showed good listening comprehension for quantifiers and successfully used contextual clues to select the correct thematic vocabulary for the summary text.
They guided students through the multi-step text completion task, ensuring they referred back to the completed text for the picture numbering activity.

📘 Lesson 3: Comprehension & Phonics Wrap-up

🎯 Learning Objectives

Answer comprehension questions based on the reviewed text to demonstrate understanding.
Sort words based on their phonetic endings (**-ture, -sure** and others) through a listening activity.

📖 Review Skills

Reading comprehension, phonics recognition.

🔥 Warm Up & Review

Teacher: "We filled that big text yesterday. Now, let's see if you understood it! I'll ask you some questions. Also, remember our sound families? Like 'sculpt**ure**' and 'treas**ure**'? We'll do one last phonics sorting activity to make those sounds clear."

📚 Presentation

Teacher: "First, we'll answer questions about the text on page 3. You'll need to think and find the answers. Then, we'll listen to words and sort them into columns based on their ending sounds. Your ears will have to work hard!"

✍️ Practice

1. **Ex. 3 – Look, read and answer (p.4)**
   Teacher: "Answer these questions in full sentences. Question 1: 'Can identical twins be one sister and one brother?' Look at the text. It says 'Identical twins are always two sisters or two brothers.' So the answer is...?" (No, they cannot).

2. **Ex. 2 – Listen and write the words in the correct column (p.5)**
   Teacher: "You will hear words. Some end with the /tʃə/ sound (like 'picture'), some with the /ʒə/ sound (like 'measure'), and maybe others. Write each word you hear in the correct column of the table."

📝 Assessment

Comprehension Check: Ask one additional inference question not directly in the text, e.g., "Why do you think people put models of boats in tombs?"
Phonics Quick Fire: Say three words (e.g., *adventure*, *pleasure*, *future*) and have students identify the common ending sound for two of them.

✅ **Evaluation**

It provided a final check on detailed comprehension and reinforced phonics patterns, ensuring a well-rounded end to the review.

They could retrieve specific information from the text to answer questions and discriminated between the target sounds in the listening activity.

They facilitated critical thinking with the comprehension questions and provided clear instructions for the final phonics task, ensuring auditory skills were assessed.

Unit 10: Magnets & Forces

📘 Lesson 1: Introduction to Magnets

🎯 Learning Objectives

Define what a magnet is and **identify** its basic properties (poles, attraction, repulsion).
Understand the function of a compass and its connection to magnetism.

📖 New Vocabulary

Magnet, attract, repel, poles (north, south), compass, needle, magnetic field, navigate, metal

---

📐 Key Concepts

Properties of Magnets:

- Magnets **attract** some metals.
- Opposite poles **attract**. Like poles **repel**.
- A compass uses a magnetic **needle** to point **north**.

🔥 Warm Up & Review

Teacher: "Good morning! Have you ever played with magnets? What do they stick to? What happens if you try to push two magnets together? Today we start a science unit all about magnets and forces. Let's begin with an adventure in the park!"

📑 Presentation

Teacher: Uses the story on pages 1-2. "The children are going on an adventure. They need a **map** and a **compass**. Why? A **compass** shows direction." Introduces the core vocabulary on page 3. "A **magnet** is a piece of metal. It has two **poles**: **north** and **south**. If you put two north poles together, they **repel**. North and south **attract**."

✍️ Practice

1. **Ex. 2 – Look, listen and write (p.3)**
   Teacher: "Listen to the key words and write them down. Let's practice saying them: **attract**, **repel**, **compass**."

2. **Ex. 3 & 4 – Read and write / Listen and check (p.4)**
   Teacher: "Complete the summary text about magnets. The scrambled word for 'metal' is 'ltema'. Now, let's listen to check our answers and pronunciation."

3. **Ex. 1 – Look and complete (p.5)**
   Teacher: "Label the compass rose with the four cardinal directions: **north**, **south**, **east**, **west**."

📝 **Assessment**

True or False:

1. Magnets attract all objects. (False)

2. The needle in a compass is a magnet. (True)
   Draw a simple magnet and label its north and south poles.

✅ **Evaluation**

It effectively introduced the fundamental concepts and vocabulary of magnetism in a clear and engaging way.
They learned the key properties of magnets and understood the basic purpose of a compass.
They used a story context, scrambled word puzzles, and diagram labeling to cater to different learning styles and reinforce understanding.

📘 Lesson 2: First Conditional for Predictions

🎯 Learning Objectives

Use the **first conditional (if + present simple, will + base verb)** to make predictions about likely future events, particularly in scientific contexts.
Apply the first conditional to give advice and warnings.

📖 Review Vocabulary

Predict, happen, learn, pick up, stick, get lost, get wet, be cold, be hungry

---

📐 New Grammar

First Conditional for Predictions:

- **If** you put two north poles together, **they will repel** each other.
- **If** you don't wear a jacket, **you'll be** cold.
- What **will** happen **if** we move the book?

🔥 Warm Up & Review

Teacher: "Yesterday we learned that magnets behave in certain ways. What **will** happen **if** I put two south poles together? (They will repel). Today we learn the grammar to make these kinds of predictions for magnets and for everyday life."

📑 Presentation

Teacher: Presents the sentences on page 7. "Look at this scientific rule: **If** you put two north poles together, **they will repel**. The 'if' part is the condition. The 'will' part is the certain result." Shows the everyday examples on page 8. "We also use it for advice: **If** you take an umbrella, **you won't get** wet."

✍️ Practice

1. **Ex. 2 – Read and circle (p.7)**
   Teacher: "Circle the correct verb form: 'If you watch this video, you **learn / will learn** about magnets.' (will learn)."
2. **Ex. 3 – Read and match (p.8)**
   Teacher: "Match the 'if' clause with the correct result clause. 'If you don't eat breakfast,... you'll be hungry.'"
3. **Ex. 3 – Read and order (p.14)**
   Teacher: "Put the words in order to make a first conditional question: 'If we use a compass, will we get lost?'"

📝 Assessment

Complete the sentence:
If you heat ice, _____. (it will melt)
Create a warning: Use "If you..." and "you will..." to warn about touching a hot stove.

✅ Evaluation

It solidified the use of the first conditional, moving from recognition to production, and applied it to both scientific predictions and practical advice.
They could accurately form first conditional sentences and questions, demonstrating understanding of the cause-effect relationship.
They provided ample practice with matching, sentence completion, and word ordering to build fluency with this important structure.

📘 Lesson 3: Forces – Push, Pull & Friction

🎯 Learning Objectives

Identify and **demonstrate** three basic forces: **push**, **pull**, and **friction**.
Describe the effect of friction on moving objects.

📖 New Vocabulary

Force, push, pull, friction, contact force, slow down, direction, move

---

📐 Science Language

Describing Forces:

- You **push** a cart to move it **forwards**.
- You **pull** a door to **open** it.
- **Friction** between surfaces **slows down** movement.

🔥 Warm Up & Review

Teacher: "Stand up! **Push** your chair in gently. Now, **pull** it out. You just used forces! Rub your hands together fast. Feel the heat? That's **friction**. Today we name and explore these different forces."

📑 Presentation

Teacher: Reads the text on page 11. "A **force** makes things move. **Magnetism** is one force. **Push** moves something away. **Pull** brings it closer. **Friction** happens when two surfaces touch and it slows movement." Uses the images to demonstrate each force.

✍️ Practice

1. **Ex. 2 – Read and correct the sentences (p.12)**
   Teacher: "Sentence 1 says: 'A push force brings something towards you.' That's wrong. What force does that? **Pull**. Correct it."
2. **Ex. 3 – Look and write (p.12)**
   Teacher: "Look at the pictures. Is the person using a push, pull, or is friction shown? Write the correct word under each picture."
3. **Ex. 1 – Read, ask and answer (p.13)**
   Teacher: "Practice the first conditional with forces. Ask your partner: 'If I pull on the door handle, will I open it?' 'Yes, you will.'"

📝 Assessment

Act it out: Give a student a command using a force (e.g., "Show me a **push**.") They must demonstrate.
Explain: In one sentence, what does friction do to a moving ball? (It slows it down).

✅ Evaluation

It made abstract physics concepts (forces) concrete through physical demonstration and clear examples.
They could correctly identify and name the three forces and describe friction's effect.
They incorporated kinesthetic learning (acting out forces) and paired it with written practice to reinforce the new vocabulary.

📘 Lesson 4: Science Experiments & Phonics

🎯 Learning Objectives

Follow the steps of a simple friction experiment and **record** results.
Pronounce the soft **'g'** sound (/dʒ/) as in **'energy'**, **'danger'**, **'giraffe'**.

📖 New Vocabulary

Experiment, ramp, measure, distance, change, energy, village, danger, giraffe

---

📐 Phonics Focus & Procedural Language

Soft 'g' sound /dʒ/: energy, village, giraffe, danger, change.
Experiment steps: Roll the car. Measure the distance. Change the ramp.

🔥 Warm Up & Review

Teacher: "Let's make the /j/ sound: 'jump', 'jam'. Good! Now, the letter 'g' can sometimes make that sound too: 'giant'. Today we practice that sound and become scientists by doing an experiment about **friction**!"

📑 Presentation

Teacher: Starts with phonics on page 15. "Listen: **energy**, **danger**, **giraffe**. The 'g' sounds like 'j'. It's often before 'e', 'i', or 'y'." Then introduces the experiment on page 17. "We will test **friction**. We roll a car down a **ramp**. Then we change the ramp's surface and see if the **distance** changes."

✍️ Practice

1. **Ex. 2 & 3 – Listen and say / Underline (p.15)**
   Teacher: "Say the words with the soft 'g'. Now, underline the 'g' in 'village', 'danger', 'giraffe'."
2. **Experiment – Friction experiment (pp.17-18)**
   Teacher: "Let's do the experiment together. First, roll the car on a smooth ramp. **Measure** how far it goes. Now, put sand on the ramp. What **will** happen? Let's test and write the results in the table."
3. **Ex. 4 & 5 – Read and circle / Listen and check (p.18)**
   Teacher: "Circle the correct word: 'Friction... makes things move more quickly / **slowly**.' Now, let's listen to check."

📝 Assessment

Phonics Sort: Write the words *game*, *gem*, *gym*, *go*. Have students circle the ones with the soft 'g' sound (gem, gym).
Experiment Conclusion: State one thing you learned from the friction experiment.

✅ Evaluation

It was a highly engaging lesson that combined hands-on science with targeted phonics practice.
They actively participated in the experiment, recorded observations, and practiced the soft 'g' pronunciation.
They successfully managed a practical activity, ensuring safety and clear procedures, while integrating language skills throughout.

📘 Lesson 5: Uses of Magnets & DIY Compass Project

🎯 Learning Objectives

Identify practical applications of magnets in medicine, industry, and farming.
Construct a simple working compass and **explain** how it functions.

📖 New Vocabulary

MRI scan, recycling, sort, swallow, digestive system, information, save lives, protect, rotate

---

📐 Project & Presentation Language

Explaining uses: Magnets are used in... to...
Describing the project: I made a compass. The needle points north because...

🔥 Warm Up & Review

Teacher: "We know what magnets do. But how are they useful in the real world, beyond sticking notes on the fridge? Today we discover amazing uses in hospitals, farms, and factories. Then, we'll make our own **compass**!"

📚 Presentation

Teacher: Reads the text on page 19. "Magnets save **lives** in hospitals with **MRI scans**. In factories, big magnets **sort** metal for **recycling**. Farmers give cows a magnet to **swallow** to protect their **digestive system**." Then introduces the DIY compass project on pages 21-22.

✍️ Practice

1. **Ex. 2 – Look and write information (p.20)**
   Teacher: "Complete the sentences with the new words: 'Using an MRI scan in hospital can save **lives**.'"
2. **Project – Make a compass (pp.21-23)**
   Teacher: "Follow the steps to create your compass. Cut the foam circle. Magnetize the needle. Assemble it. Now, test it! Place it on water. Where does it point? (North). Why? (The needle is a magnet attracted to Earth's magnetic north)."
3. **Presentation**
   Teacher: "Show your compass to the class and explain: 'This is my compass. The needle points north because it is a magnet.'"

📝 Assessment

Name two uses of magnets discussed in the lesson (e.g., MRI scans, sorting recycling).
Project Success: Does the homemade compass needle rotate and settle pointing in one consistent direction?

✅ Evaluation

It provided a fascinating look at the real-world importance of magnets and culminated in a rewarding, hands-on project that demonstrated a core scientific principle.
They were engaged by the diverse applications of magnets and successfully constructed a functional compass, understanding the reason it worked.
They guided students through a multi-step construction project and connected the project back to the unit's foundational concepts about magnetism.

Unit 11: Communication & Transportation - A Journey Through Time

Overall Unit Goal:
To enable students to compare past and present communication and transportation methods, describe technology, and discuss the pros and cons of different choices, using the **passive voice** in simple present and past tenses.

📘 Lesson 1: Talking Through Time – Old & New Ways to Communicate

📌 Learning Objectives

- **Identify** and **name** different communication tools from the past and present.
- **Describe** how communication tools were/are used using simple vocabulary.
- **Compare** past and present methods using "used to" and "is/are used for."

🔤 New Vocabulary

Telegraph, Morse code, typewriter, letter, email, World Wide Web, radio, television, telephone, cell phone, laptop, click, signal, wire, code.

⚙️ New Structure

Passive Voice (Simple Present)

- **Rule:** Object + am/is/are + past participle (V3) + (by + agent).
- **Examples:**
    - Messages **are sent** by email.
    - The computer **is used** for games.
    - Telegrams **were written** in Morse code. *(past preview)*

🔥 Warm Up & Review

"Good morning, class! Let's think. How did you say 'hello' to your friend yesterday? Did you call, message, or see them? Now, imagine 100 years ago—no phones! How do you think people sent messages far away? Let's share ideas."

📚 Presentation

1. Display images from **Page 1** (telegraph) and **Page 3** (various communication tools).
2. Introduce each tool: "This is a **telegraph**. It **was used** to send clicks called Morse code. This is an **email**. It **is used** to send messages on a computer."
3. Use a **timeline** on the board to place tools from past (telegraph, letter) to present (smartphone, video call).

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

- **Ex. 1 – P.1:** *Look, listen and read.* Listen to the audio. Ask: "What is a 'click' in Morse code?"
- **Ex. 2 – P.3:** *Look and guess when each one was used.* In pairs, students match tools to eras (past/present).
- **Ex. 3 – P.3:** *Listen and check.* Play audio to confirm guesses.
- **Ex. 4 – P.4:** *Look and write email, letter, or both.* Students complete sentences comparing letters and emails.

📝 **Assessment**

Choose the correct word:

1. Long ago, messages (are / were) sent by telegraph.
2. Today, emails (are / is) sent from computers.
3. A letter (need / needs) a stamp.

✅ **Evaluation**

- **The lesson:** It successfully introduced key communication vocabulary and initiated the concept of past versus present.
- **The students:** They engaged with historical images and participated in guessing activities, showing curiosity about old technology.
- **The teacher:** They facilitated clear comparisons and provided visual support to make abstract concepts (like Morse code) tangible.

📘 Lesson 2: How It Works – Understanding Technology in Sentences

📌 Learning Objectives

- **Use** the passive voice in the simple present tense to describe common uses of technology.
- **Form** negative passive sentences with "is/are not used."
- **Ask and answer** yes/no questions in the passive voice.

⚙️ New Structure

Passive Voice: Negative & Questions

- **Negative:** Object + is/are + **not** + past participle.
    - *Computers are **not used** in all lessons.*
- **Yes/No Questions:** Is/Are + object + past participle?
    - ***Is** the phone **used** for videos?*

🔥 Warm Up & Review

"Let's play *'What am I?'* I'm made of metal and plastic. You use me to type. I have a screen. What am I? (A laptop!) Now, tell me: What **is** a computer **used for**?"

📚 Presentation

1. Present sentences from **P.5**: "Billions of emails **are sent** every day."
2. Contrast with negative form: "A computer **is not made** of wood!"
3. Model question form: "**Is** the World Wide Web **used** by lots of people?" – "Yes, it is!"

💪 Practice (Pupil's Book Exercises)

- **Ex. 1 – P.5:** *Listen, read and say.* Choral repetition of passive sentences.
- **Ex. 2 – P.6:** *Read and circle.* Students choose correct verb forms (is/are, upload/uploaded).
- **Ex. 3 – P.6:** *Look and make negative sentences.* Students transform affirmative passive sentences into negatives.
- **Ex. 4 – P.6:** *Look, ask and answer, then guess.* Pair work: Students ask yes/no passive questions to guess a device (e.g., "Is it used for sending emails?").

📝 Assessment

Reorder the words to make a correct passive sentence:

1. (sent / are / every day / emails) → *Emails are sent every day.*
2. (not / wood / a computer / made of / is) → *A computer is not made of wood.*

✅ **Evaluation**

- **The lesson:** It effectively built grammatical accuracy by moving from recognition to controlled production of the passive voice.
- **The students:** They demonstrated understanding by correctly forming negative and interrogative passive sentences during pair work.
- **The teacher:** They provided clear grammatical models and scaffolded practice from choral repetition to guided dialogue.

📘 Lesson 3: Stories from the Past – The Passive in History

📌 Learning Objectives

- **Use** the simple past passive (was/were + V3) to talk about historical inventions.
- **Sequence** historical events using time markers (in the 1830s, in 1876, in 1971).
- **Read** a short historical text for specific information.

🔤 New Vocabulary

Developed, invented, delivered, replaced, directly, imagined, telegram, information, eventually.

⚙️ New Structure

Passive Voice (Simple Past)

- **Rule:** Object + was/were + past participle (V3) + (by + agent).
- **Examples:**
  - The telegraph **was invented** in the 1830s.
  - Many messages **were sent** all over the world.
  - The first email **was sent** in 1971.

🔥 Warm Up & Review

"Look at this old photo (telegraph office). What do you see? What **was used** here? Let's remember: *'is used'* is for now. What about the past? We say *'was used'* or *'were used'*."

📚 Presentation

1. Use **timeline** from Lesson 1, now adding **past passive verbs**.
2. Read the text on **P.7** aloud, highlighting past passive sentences.
3. Write the rule and examples on the board, contrasting with present passive.

💪 Practice (Pupil's Book Exercises)

- **Ex. 1 – P.7:** *Listen, read and say.* Focus on pronunciation and meaning of past passive sentences.
- **Ex. 2 – P.7:** *Read and circle.* Students choose the correct past tense passive verb forms in a cloze text about the telegraph.

📝 Assessment

Complete the paragraph with: was invented, were sent, was called, were written

"The telephone (1) _____ in 1876. Before that, messages (2) _____ by telegraph. They (3) _____ a telegram. Telegrams (4) _____ in Morse code."

✅ **Evaluation**

- **The lesson:** It successfully contextualized the past passive within a historical narrative, making grammar meaningful.
- **The students:** They showed improved comprehension of historical sequencing and correctly identified past passive forms in the text.
- **The teacher:** They effectively linked grammar to content, using the timeline to visualize the shift from present to past tense.

📘 Lesson 4: Machines & Movement – Exploring Computers and Transport

📌 Learning Objectives

- **Identify** and **label** parts of a computer and types of transportation.
- **Categorize** transportation by purpose (within a city, long journeys, on water).
- **Discuss** simple pros and cons using adjectives (quick, slow, cheap, expensive, safe, dangerous).

🔤 New Vocabulary

Computer Parts: keyboard, mouse, monitor, printer, (external) hard drive, CPU, memory, storage.
Transport: bike, bus, car, train, high-speed train, electric car, horse and cart, steam train, boat.

🔥 Warm Up & Review

"Show me on your fingers: How many parts of a computer can you name? Let's list them! Now, close your eyes. What transportation did you use to come to school? Let's make a list on the board."

📚 Presentation

1. **Computer Parts (P.8):** Use a large image or realia. "This is the **CPU**. It is the **brain** of the computer."
2. **Transport Types (P.11-12):** Use flashcards. "This is a **high-speed train**. It is used for **long journeys**."

💪 Practice (Pupil's Book Exercises)

- **Ex. 1 & 2 – P.8:** *Look and write / Read and match.* Label computer parts and match components to definitions (CPU, memory, storage).
- **Ex. 1 – P.11:** *Read and number.* Sequence transport inventions chronologically.
- **Ex. 3 – P.12:** *Read and complete the table.* Categorize vehicles by their use.

📝 Assessment

Draw and label a computer with 4 main parts. Then, **write one sentence** for two types of transport (e.g., "A bike is used in a city.").

✅ Evaluation

- **The lesson:** It efficiently combined two thematic areas (technology and transport) through clear categorization tasks.
- **The students:** They successfully labeled diagrams and sorted vocabulary, applying new terms in written form.
- **The teacher:** They managed the transition between two topics smoothly, using visual organizers (tables, diagrams) to aid comprehension.

📘 Lesson 5: Making Choices – A Project on Future Transport

📌 Learning Objectives

- **Synthesize** unit vocabulary and structures to describe an imaginary vehicle.
- **Collaborate** in a group to discuss pros and cons of transport choices.
- **Create** and **present** a simple project (drawing + paragraph).

🔥 Warm Up & Review

"Think about Adam (P.13) and Sara (P.15). What was their problem? What did they need? Let's list the **pros** (good things) and **cons** (bad things) for bike, bus, car, and train."

📚 Presentation

1. Review the meaning of **pros and cons**.
2. Read scenarios for Adam and Sara. Model decision-making: "Adam wants cheap and safe. A bike is cheap but maybe not safe in traffic. A bus is safe and cheap but maybe slow."
3. Introduce the final project: "Today, you will become inventors! You will design a new vehicle for the future."

💪 Practice (Pupil's Book Exercises)

- **Ex. 2 – P.14:** *Read again and write True or False.* Comprehension check on pros/cons of city transport.
- **Ex. 4 & 5 – P.15-16:** *Read again and complete / Look and say.* Group discussion: What transport should Adam and Sara choose? Justify answers.
- **Project – P.17-19:** Guide students through steps 1-4: brainstorming, drawing, writing, presenting.

📝 Assessment

The final project serves as the main assessment. Evaluate based on:

1. Completeness of the design (drawing with labels).
2. Correct use of vocabulary and structures in the descriptive paragraph.
3. Clarity and confidence during the short presentation.

✅ Evaluation

- **The lesson:** It successfully integrated all unit elements into a creative, productive task that promoted critical thinking and communication.
- **The students:** They collaborated effectively, applied vocabulary and grammar in a new context, and engaged enthusiastically in the design project.

- **The teacher:** They facilitated brainstorming, supported differentiated output, and created a supportive environment for project presentation.

✨ **Unit Wrap-up:**

This unit plan ensures a progressive journey from vocabulary acquisition and grammatical understanding to creative application. Each lesson builds on the previous one, incorporating listening, speaking, reading, and writing skills, culminating in a student-centered project that fosters 21st-century skills like collaboration and innovation.

Unit 12: Making the News – Stories and Media

Overall Unit Goal:
To enable students to understand the process of creating and distributing news, identify different news sources, comprehend basic news stories, and produce their own simple news article using appropriate structure and language.

📰 Lesson 1: The Story Factory – How a Newspaper is Made

📌 Learning Objectives

- **Describe** the five main stages in producing a newspaper.
- **Match** job titles (editor, journalist, etc.) to their roles and responsibilities.
- **Identify** the sequence of events from writing to distribution.

🔤 New Vocabulary

Editor, journalist, layout specialist, printing press, distribution, article, copies, metal plate, packed, overnight.

🔥 Warm Up & Review

"Good morning! Let's start with a quick question: Have you ever seen a newspaper? What do you think is inside? How do you think all those stories and pictures get there? Today, we're going to be detectives and discover how a newspaper is made, from an idea to your hands!"

📚 Presentation

1. Display the diagram/images from **Pages 2-3**. Walk through the process step-by-step:
   Stage 1: Writing – Journalists and editors work on stories.
   Stage 2: Layout – Specialists design the pages.
   Stage 3: Production – The printing press makes copies.
   Stage 4: Distribution – Newspapers are packed and sent to shops.
2. Introduce and explain each key job role clearly, using simple definitions.

💪 Practice (Pupil's Book Exercises)

- **Reading (P.2-3):** Read the text "Stories" and "Production" and "Distribution" together.
- **Ex. 2 – P.4:** *Read again and match.* Students match the job/process (1-5) to its description (a-e).
- **Ex. 3 – P.4:** *Choose one of the five main areas...* Guide students to choose one stage (e.g., Distribution). Use the "Tip!" box to brainstorm details as a class before they write their paragraph.

📝 Assessment

Complete the sequence: Provide a jumbled list of the 4 main stages (Layout, Distribution, Writing, Printing). Students number them 1-4 in the correct order. Then, **write one sentence** about what a journalist does.

✅ **Evaluation**

- **The lesson:** It effectively introduced the newspaper production process as a clear, logical sequence, making a complex topic accessible.
- **The students:** They successfully matched roles to descriptions and began to understand the collaborative nature of news production.
- **The teacher:** They acted as a facilitator, using visual aids and guided questions to build understanding before independent writing.

📰 Lesson 2: News from Everywhere – Different News Sources

📌 Learning Objectives

- **Identify** and **compare** four different news sources: newspapers, TV, radio, and social media.
- **Express** a simple opinion on the best news source, giving a reason.
- **Understand** the concept of "live" news and "updated" news.

🔤 New Vocabulary

Newsreader, presenter, live, updated, social media, smartphone, report, article, phone in, share.

⚙️ New Structure

Expressing Opinion

- **Structure:** I think (that)... is the best place to learn about the news because...
- **Examples:**
    - I think **TV is the best** because you can watch videos.
    - I think **newspapers are the best** because you can read lots of articles.

🔥 Warm Up & Review

"Yesterday we learned how newspapers are made. But where ELSE can we get news? Let's make a list. Do you, your parents, or older siblings use any of these? Which one is the fastest?"

📚 Presentation

1. Introduce the four characters from **P.5-6**: Bella (Newspapers), Adam (TV), Gamila (Radio), Aser (Social Media).
2. For each source, highlight its key feature:
    - **Newspapers:** Many articles, sports news, not live.
    - **TV News:** Live, has videos, newsreaders.
    - **Radio News:** Listen in car, presenters explain, can phone in.
    - **Social Media:** On phone, updated very fast, but sometimes not true.

💪 Practice (Pupil's Book Exercises)

- **Reading (P.5-6):** Read the four profiles. Ask comprehension questions: "Who watches live news? Who listens in the car?"
- **Ex. 2 – P.6:** *Read again and match.* Students match the news source (1-4) to its feature (a-d).
- **Ex. 3 – P.6:** *What do you think is the best place...?* In pairs, students discuss and share opinions using the target structure.

📝 Assessment

True or False?

1. TV news is always live. (T)
2. You can only read newspapers on paper. (F - can be online)
3. On social media, all stories are true. (F)
   Then, write: "I get news from _____. It is good because _____."

✅ Evaluation

- **The lesson:** It successfully contrasted different media formats, highlighting their unique advantages and a key caution (social media reliability).
- **The students:** They engaged in comparative discussion and used the target language to give reasoned opinions.
- **The teacher:** They managed pair discussions effectively, ensuring each student had a chance to speak and justify their choice.

Lesson 3: Headlines and Stories – Understanding the News

Learning Objectives

- **Decode** simple newspaper headlines and predict story content.
- **Match** headlines to corresponding news stories and photos.
- **Infer** the main topic of a story from a headline and image.

New Vocabulary

Headline, flood, damaged, discovery, exploration, planet, champion, competition, medicine, protect, disease, scientist.

Warm Up & Review

"Look at the board. I've written one word: **WIN!** What kind of story could have this word in the headline? Sports? A competition? A prize? Headlines give us a big clue about the story. Let's learn how to read them."

Presentation

1. Present the four headlines from **P.7**: *Rain, Rain, Rain; Return of the Champions!; A Win for Medicine; Space Discovery.*
2. Model the skill: "Look at 'Space Discovery'. What do you *discover* in space? Planets, stars, rockets. So this story is probably about scientists finding something new in space."
3. Read the four story leads (A-D) together, linking each to its headline.

Practice (Pupil's Book Exercises)

- **Ex. 1 – P.7:** *Match the headlines to the news stories.* Students work individually or in pairs to match.
- **Ex. 2 – P.8:** *Look at the photos and write the headline.* Students use the images to recall and write the correct headline.
- **Ex. 4 – P.8:** *Choose one of the stories and write more information.* Students expand on one story with 1-2 more sentences (e.g., "The rain caused traffic problems. People stayed home.").

Assessment

Create a headline: Show a simple image (e.g., children planting trees). Students write a possible headline (e.g., "Green Day at School"). Then, **write the first sentence** of the story.

Evaluation

- **The lesson:** It developed crucial reading skills like prediction and inference, using headlines as engaging, manageable texts.
- **The students:** They demonstrated comprehension by correctly matching text to visuals and began creatively extending stories.

- **The teacher:** They provided strong modeling of thinking processes ("This headline makes me think of...") to build student confidence.

📰 Lesson 4: Becoming a Journalist – Planning a News Story

📌 Learning Objectives

- **Plan** a simple news story by selecting a topic and making notes on key details (who, what, when, where).
- **Select** or create a suitable image to accompany a story.
- **Understand** the role of a copy editor in checking work.

🔥 Warm Up & Review

"We've read news stories. Now, you are the journalists! What makes something 'news'? Is it something new? Exciting? Important? What has happened recently in our class, school, or city that could be news?"

📚 Presentation

1. Introduce the project on **P.9-10**: *Write a news story.*
2. Go through the "You will need:" list and the idea box (Events in class, local events, sports, world news, weather).
3. Use the example about **Omar and the tortoise** to model the planning steps:
    - **Step 1:** Choose idea (a zoo visit).
    - **Step 2:** Make notes (Who: Omar, What: saw tortoise/made cake, When: Friday).
    - **Step 3:** Choose/draw picture (tortoise or cake).
    - **Step 4:** Write story in template.
    - **Step 5:** Swap with a friend to check (copy editing).

💪 Practice (Pupil's Book Exercises)

This lesson is dedicated to the **Project Steps 1-3 on P.9-10**.

- Guide students through **choosing their story topic** from the box or their own idea.
- Provide a graphic organizer (a simple 5W's chart: Who, What, When, Where, Why/How) for students to **make their notes**.
- Students **sketch or describe the picture** they will use.

📝 Assessment

Submit your completed planning sheet (topic and 5W's notes) and your sketch/description of the image. The teacher provides feedback before the writing stage.

✅ Evaluation

- **The lesson:** It provided a structured, scaffolded approach to the creative process, breaking down story writing into manageable steps.

- **The students:** They generated personal ideas and organized key information logically in their plans.
- **The teacher:** They circulated effectively, conferring with students to help refine topics and details, ensuring all were on track.

📰 Lesson 5: Front Page News – Writing and Presenting a Story

📌 Learning Objectives

- **Write** a short, coherent news story based on a plan.
- **Assemble** a final "newspaper article" with a headline, text, and image.
- **Present** a story to peers using appropriate presentation language.

⚙️ New Structure

Presentation Language

- **Structures:**
  - "This is an interesting article about..." (P.11)
  - "When I went home, I..." (Sequencing)
  - "My story is about..."

🔥 Warm Up & Review

"Today is publishing day! Let's remember the parts of a news article: a catchy **headline**, the **story** itself with details, and a **picture**. What was the last step in our plan? Yes, checking with a friend!"

📚 Presentation

1. Review the **newspaper template** concept.
2. Model writing the first two sentences of a story based on a sample plan from last lesson.
3. Demonstrate the "copy edit" step by swapping with a volunteer and checking for capital letters, full stops, and clear meaning.
4. Model the presentation phrase from **P.11**: "This is an interesting article about..."

💪 Practice (Pupil's Book Exercises)

This lesson completes the **Project Steps 4-6 on P.10-11**.

- **Step 4:** Students **write their final story** and assemble it with their image on a provided template or sheet of paper.
- **Step 5:** Students **swap work with a partner** for peer editing (check for spelling, punctuation, clarity).
- **Step 6:** Students **present their article** to a small group or the class using the target language.

📝 Assessment

The **final newspaper article** and the **presentation** serve as the primary assessment. Use a simple rubric evaluating:

1. **Content:** Story matches plan, has a beginning/middle/end.
2. **Language:** Uses complete sentences, correct spelling/punctuation.
3. **Presentation:** Speaks clearly, uses the target phrase ("This is an article about...").

✅ **Evaluation**

- **The lesson:** It successfully culminated the unit with a tangible, creative product, integrating writing, collaboration, and speaking skills.
- **The students:** They took pride in producing and sharing their work, applying unit vocabulary and concepts in a personal context.
- **The teacher:** They created a celebratory "newsroom" atmosphere, facilitated peer feedback, and provided a platform for confident presentation.

✨ **Unit Wrap-up:**

This unit took students on a journey from passive consumers to active producers of news. It built media literacy by exploring sources and processes, then empowered students through a hands-on project that required planning, writing, editing, and presentation—mirroring the real-world journalistic process.

Reader Unit:

Nesma's Invention

Overall Unit Goal:
To develop students' reading comprehension, fluency, and vocabulary through an engaging narrative about creativity, problem-solving, and persistence. The unit focuses on understanding sequence, character motivation, and key scientific concepts.

📖 Lesson 1: The Spark of an Idea (Pages 5-12)

📌 Learning Objectives

- **Predict** the story's content based on the title and initial pages.
- **Identify** the main characters and the story's initial problem.
- **Define** key unit vocabulary in context.

🔤 New Vocabulary

Inventor, invention, competition, prize, science equipment, brilliant, take part, advertisement, newsletter, drawing, plan.

🔥 Warm Up & Review

"Good morning, readers! Look at the cover: 'Nesma's Invention'. What do you think an 'invention' is? Have you ever tried to invent something or make something new? Let's share ideas. Today, we start a story about a girl named Nesma who wants to be an inventor."

📚 Presentation

1. Introduce the story and main character, Nesma.
2. Pre-teach key vocabulary using images from **Pages 2-4** (e.g., inventor, prize, science equipment).
3. Do a **picture walk** through Pages 5-12. Ask predictive questions: "What is Nesma reading? How does she feel on page 9? What is in the old box?"

💪 Practice (Reader Exercises)

- **Guided Reading:** Read Pages 5-12 aloud as a class, with students following in their books.
- **Discussion:** Stop at key points to check understanding:
    - P.5: Why is Nesma excited?
    - P.8-9: Why is she sad?
    - P.11-12: What does she discover?

- **Vocabulary in Context:** Find and highlight the new vocabulary words in the text.

📝 **Assessment**

Match the vocabulary word to its meaning:

1. inventor a) a contest
2. competition b) a person who makes new things
3. prize c) something you win
   Short Answer: Why does Nesma want to enter the competition? (Two reasons: it looks fun, the prize helps the school).

✅ **Evaluation**

- **The lesson:** It successfully built interest in the narrative and established the protagonist's goal and initial challenge.
- **The students:** They engaged with the pictures and made relevant predictions about the story's direction.
- **The teacher:** They effectively modeled fluent reading and used questioning to guide comprehension.

📖 Lesson 2: A Family Secret and a New Plan (Pages 13-19)

📌 Learning Objectives

- **Infer** character traits from actions and dialogue (Nesma is persistent, creative).
- **Understand** Grandma's invention and the problem she couldn't solve.
- **Describe** Nesma's solution using new scientific vocabulary.

🔤 New Vocabulary

Earthquake, navigate, track, magnet, motor, panel, solar energy, wire, spring, upside down, frame.

⚙️ New Structure

Past Ability / Inability: could / couldn't

- **Examples:**
  - Grandma *couldn't find* a way.
  - Nesma *could* use magnets.
  - The car *couldn't* travel very far.

🔥 Warm Up & Review

"Let's remember: What did Nesma find in her grandma's box? What was her grandma's invention? What was the problem with it? Today, we'll see if Nesma can solve that problem."

📚 Presentation

1. Focus on **Page 13**: Read Grandma's note. Clarify the problem (car couldn't stay on the track) and the purpose (helping after an earthquake).
2. Introduce the scientific terms: **magnet, spring, motor, solar panel**. Use images and simple definitions.
3. Highlight the key moment on **Page 14**: "As Nesma looked at the plan, she had an idea." Connect her science lessons to the solution.

💪 Practice (Reader Exercises)

- **Paired Reading:** Students read Pages 13-19 in pairs.
- **Comprehension Check (Ex. 7 – P.27):** Identify who said key quotes (e.g., "I tried to make a car..." – Grandma).
- **Sequencing (Ex. 3 – P.25):** Look and number the events from this section in order.
- **Discuss:** How did Nesma and Laila work as a team? What materials did they use?

📝 Assessment

True or False (from Ex. 4 – P.27):

2. The prize will help the school. (T)
5. Nesma's dad showed her a box of his drawings. (F – they were Grandma's)
6. Grandma found a way to make the car travel upside down. (F)

Complete: Nesma's idea was to use _____ to make the car stay on the track. (magnets)

✅ **Evaluation**

- **The lesson:** It effectively bridged the historical inspiration (Grandma) with the modern solution, integrating science concepts into the narrative.
- **The students:** They understood the cause-and-effect relationship between the problem and the proposed magnetic solution.
- **The teacher:** They facilitated discussions that linked the story to simple STEM principles.

📖 Lesson 3: Trial, Error, and Success! (Pages 15-22)

📌 Learning Objectives

- **Sequence** the steps Nesma and Laila took to build and improve their invention.
- **Explain** why the first model failed and how they fixed it.
- **Identify** the climax and resolution of the story.

🔤 New Vocabulary

Attach, connect, power, model, judges, medal, nervous, excited.

🔥 Warm Up & Review

"Yesterday, Nesma had a brilliant idea. What was it? Did it work perfectly the first time? What do scientists and inventors do when their first try doesn't work? They try again! Let's read about their second try."

📚 Presentation

1. Contrast the two attempts:
    - **First Attempt (P.16):** Used a spring. Problem: Not fast enough.
    - **Second Attempt (P.17-19):** Added solar panel and motor. Result: It worked!
2. Discuss the feelings on **P.20-22**: nervousness at the competition, pride in winning.

💪 Practice (Reader Exercises)

- **Guided Reading & Drama:** Read Pages 15-22. Assign parts (Nesma, Laila, Narrator, Judges) for a dramatic read-aloud of key dialogues.
- **Cause and Effect:** Create a simple T-chart as a class: *Problem* (Car slow) | *Solution* (Add solar power).
- **Ex. 8 – P.28:** Read and answer the comprehension questions about the process.

📝 Assessment

Order the steps:
( ) They added a solar panel and motor.
( ) They won a medal.
( ) The car was slow.
( ) They built a frame and used magnets.
( ) Nesma read about the competition.
Correct the Sentence (Ex. 9 – P.29): "They put the car in the water..." (Correct: in the sun).

✅ Evaluation

- **The lesson:** It highlighted the iterative process of invention and the value of perseverance and teamwork.

- **The students:** They successfully followed the sequence of events and understood the reasons for the design changes.
- **The teacher:** They used role-play to increase engagement and deepen understanding of character emotions.

📖 Lesson 4: Review and Comprehension Deep Dive

📌 Learning Objectives

- **Demonstrate** overall comprehension of the story's plot, characters, and themes.
- **Use** vocabulary from the unit accurately in new contexts.
- **Summarize** the main events of the story.

🔥 Warm Up & Review

"Let's tell the story together! I'll start: 'Nesma saw an advertisement...' Who can tell me what happened next?" Do a quick, collaborative oral summary from beginning to end.

📚 Presentation

1. Review the **complete story arc** using a story map on the board: Beginning (Problem/Desire) -> Middle (Attempts, Help, New Idea) -> End (Success).
2. Revisit challenging vocabulary. Play a quick "Word Detective" game: give a definition, students find the word.
3. Discuss the **themes**: Creativity, Learning from the past, Teamwork, Never giving up.

💪 Practice (Reader Exercises)

This lesson consolidates all exercises.

- **Ex. 1 – P.23:** *Crossword Puzzle.* Complete in pairs (covers key vocab).
- **Ex. 5 – P.27:** *Read and match.* Connect sentence halves about Nesma's journey.
- **Ex. 6 – P.28:** *Look and match* sentences to story illustrations.
- **Discussion (Ex. 3 & 6 from P.25-26):** Verify the correct sequence of pictures and dialogues.

📝 Assessment

Write a short summary paragraph (5-7 sentences) answering: Who is Nesma? What did she want to do? What problem did she face? How did she solve it? What was the result?
Rubric: Includes key characters, correct sequence, use of at least 3 unit vocabulary words.

✅ Evaluation

- **The lesson:** It provided a comprehensive review, allowing students to synthesize the entire narrative.
- **The students:** They applied their understanding in varied formats (puzzle, matching, writing), showing consolidated knowledge.
- **The teacher:** They assessed individual comprehension through the summary task and facilitated collaborative review activities.

📖 Lesson 5: My Invention Project – Inspired by Nesma

📌 Learning Objectives

- **Create** a simple plan for an original invention that solves a problem.
- **Present** the invention idea using vocabulary and structures from the unit.
- **Provide** constructive feedback on peers' ideas.

🔥 Warm Up & Review

"Nesma was inspired by her grandma's old drawings. What inspires you? What's a small problem you see at home, school, or in your city? Could you invent something to help?"

📚 Presentation

1. Introduce the **final project**: "You are an inventor."
2. Present a simple planning framework mirroring Nesma's process:
    - **Step 1:** Name your invention.
    - **Step 2:** What problem does it solve? (e.g., "It's hard to carry books." / "Plants need water when I'm away.")
    - **Step 3:** How does it work? (Use words like *motor, solar panel, magnet, spring* if applicable).
    - **Step 4:** Draw a simple labeled sketch.
3. Model an example: "My invention is the *Auto-Pet Feeder*. It solves the problem of feeding my cat when I'm at school. It uses a timer and a motor to open a food box."

💪 Practice (Project Work)

- Students work individually or in pairs to **brainstorm and plan** their invention using the framework.
- They create a **poster** with: Invention Name, Problem, How it Works, and a Drawing.
- **Gallery Walk / Presentations:** Students present their invention poster to a small group, using the language: "My invention is called... It solves the problem of... It works by..."

📝 Assessment

Evaluate the **invention poster and presentation** based on:

1. **Clarity:** Is the problem and solution clear?
2. **Creativity:** Is it an original idea?
3. **Language:** Use of at least 3 vocabulary words from the unit.

4. **Presentation:** Speaks clearly about their idea.

✅ **Evaluation**

- **The lesson:** It successfully translated reading comprehension into a creative, productive output, applying the unit's themes.
- **The students:** They engaged enthusiastically in the design process, demonstrating understanding by applying story concepts to their own ideas.
- **The teacher:** They fostered a supportive "inventor's workshop" environment, encouraging creativity and celebrating all ideas.

✨ **Unit Wrap-up:**

This reader unit moved beyond simple decoding to build deeper literacy skills: inference, sequencing, and thematic understanding. By connecting the story to a hands-on project, it made reading personally relevant and empowering, showing students that they too can be thinkers, problem-solvers, and inventors.