

# Connect plus 2

2<sup>nd</sup> Term 2026

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**Unit 7: Our World – 4-Lesson Plan****Lesson 1: Look and read / Read and match****Unit Title:** Our World**Lesson Title:** Animal Products**Page Number:** 2-4**Objectives:**

- **Identify** and **name** common farm animals.
- **Understand** that we get different products from animals.
- **Read** and **match** sentences about purposes for different activities.
- **Use “to + verb”** to explain reasons.

**New Vocabulary:** duck, goat, horse, fish, cow, sheep, rabbit, donkey, chicken, wool, milk, eggs, meat, farm, learn about, products

**New Structure:**

- “We get wool and milk from sheep.”
- “We went to the farm to see animals.”
- “Why do we exercise?” → “We exercise to get fit.”

**Warm up and Review:**

The teacher shows pictures of animals and asks: “What animal is this? What sound does it make? Where does it live?” Reviews words like *milk* and *eggs*.

**Presentation:**

The teacher uses the “**Look and read**” text (Page 3) to introduce the concept of animal products. The teacher explains that animals give us things we use every day. The teacher models the structure “**...to...**” using examples from Page 4.

**Practice:**

- **Look and read (Page 3):** Students read the text aloud with the teacher, focusing on the connection between animals and their products.
- **Read and match (Page 4):** Students match sentence halves that describe a place and the reason for going there (e.g., “We went to the farm” with “to see animals”).
- **Read and complete. Use to (Page 4):** Students complete sentences by writing a phrase with “**to**” (e.g., to get fit) to explain why we do certain activities.
- **Ask and answer (Page 4):** In pairs, students practice the question “**Why do we...?**” and answer using the “**...to...**” structure.

**Assessment:**

Students will complete the “**Read and match**” exercise (Page 4) to demonstrate their understanding of linking places with purposes.

**Evaluation:**

- **The Teacher:** Effectively connected familiar animals to new vocabulary (products) and introduced a useful grammatical structure (to + verb).
  - **The Lesson:** Built a clear bridge between vocabulary (animals) and functional language (giving reasons).
  - **The Students:** Could identify animal products and began using “**to**” to express simple purposes.
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**Lesson 2: Listen and read / Read again. Complete****Unit Title:** Our World**Lesson Title:** Landscapes of Egypt**Page Number:** 5-8**Objectives:**

- **Identify** and **name** key geographical features and places in Egypt.
- **Read** and **understand** short descriptive texts about different Egyptian regions.
- **Use** key geographical vocabulary to complete sentences.
- **Describe** a location using “**There is a...**” or “**There are...**”

**New Vocabulary:** oasis, desert, mountain, river, lake, pyramid, temple, Mediterranean Sea, delta, farmland, sand dunes, peninsula, mountain range, dam

**New Structure:**

- “**There is a (lake).**” / “**There are (temples).**”
- “**People built it to control the river.**”

**Warm up and Review:**

The teacher shows a simple map of Egypt and asks: “What do you know about Egypt? Is there a desert? A big river?” Introduces/reviews cardinal directions (north, south).

**Presentation:**

The teacher reads the informational texts on Pages 7-8 about the Nile Delta, desert, oasis, Sinai Peninsula, and High Dam. The teacher uses the pictures and maps to illustrate each place.

**Practice:**

- **Write the places on the map (Page 6):** Students label a map of Egypt with geographical terms like *mountain, oasis, River Nile*.
- **Listen and read (Pages 7-8):** Students follow along as the teacher reads the texts about different Egyptian regions.
- **Read again. Complete the sentences (Page 8):** Students fill in the blanks in sentences with the correct geographical term from a word bank (e.g., *delta, oasis, dam*), checking comprehension.

**Assessment:**

Students will complete the “**Read again. Complete the sentences**” activity (Page 8) to demonstrate their understanding of the new geographical vocabulary.

**Evaluation:**

- **The Teacher:** Provided clear, informative context about Egypt's geography, making it relevant to the students.
  - **The Lesson:** Successfully combined geography, reading comprehension, and vocabulary development.
  - **The Students:** Could identify major Egyptian geographical features and use the new terms in context.
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**Lesson 3: What's the weather like? / Think and answer****Unit Title:** Our World**Lesson Title:** Weather and Crafts**Page Number:** 9-12**Objectives:**

- **Name** different types of weather.
- **Understand** how weather affects farming.
- **Identify** traditional Egyptian crafts and where they are made.
- **Answer** comprehension questions about craft-making processes.

**New Vocabulary:** sunny, windy, rainy, foggy, snowing, thunder and lightning, drought, humid, warm, cold, temperature, basket, furniture, glass, carpet, weave, loom, port, reeds, wool, silk

**New Structure:**

- “What’s the weather like?” → “It’s sunny.”
- “It is made of wool.”

**Warm up and Review:**

The teacher asks: “What’s the weather like today?” and writes answers on the board. Shows pictures of different weather types.

**Presentation:**

The teacher presents the weather vocabulary (Page 9) and discusses the text on Page 10 about weather and farming. The teacher then reads the texts about traditional crafts from Nubia, Damietta, Al-Fayoum, and Giza (Pages 11-12).

**Practice:**

- **Look and write. Listen and check (Page 9):** Students label weather symbols with the correct words and check their answers with an audio track.
- **Ask and answer with a friend (Page 10):** Students practice asking and answering about the weather in different Egyptian cities using a temperature chart.
- **Listen and read (Page 10):** Students read about the relationship between weather and farming.
- **Read again and correct the words in bold (Page 12):** Students identify incorrect information in sentences about the crafts and write the correct word (e.g., “People in Nubia use wool to make baskets” → “reeds”).
- **Think and answer (Page 12):** Students answer higher-order thinking questions about the crafts, such as “Why are the baskets made of reeds?”

**Assessment:**

Students will complete the “**Read again and correct the words in bold**” activity (Page 12) to demonstrate detailed reading comprehension.

**Evaluation:**

- **The Teacher:** Connected weather to real-life impacts (farming) and introduced culturally significant crafts, enriching the lesson content.
  - **The Lesson:** Integrated science (weather), social studies (crafts), and language skills effectively.
  - **The Students:** Could describe weather, understand its importance, and recall key facts about Egyptian crafts.
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**Lesson 4: Egyptian Products / Bar Graphs****Unit Title:** Our World**Lesson Title:** Shopping and Comparing**Page Number:** 13-19**Objectives:**

- **Read** and **understand** a simple webpage about Egyptian products.
- **Answer** questions about product details (size, material, use).
- **Understand** the basic components of a bar graph (x-axis, y-axis).
- **Interpret** information from a bar graph (distances between cities).

**New Vocabulary:** products, basket, rug, glasses, chair, expensive, size, store, sell, graph, bar graph, x-axis, y-axis, label, compare, distance, far, close

**New Structure:**

- “You can use it to store clothes.”
- “It is made of wood.”
- “How far is it from Cairo to...?”

**Warm up and Review:**

The teacher shows an object (e.g., a pencil case) and asks: “What is it made of? What do you use it for?” Reviews materials (wood, glass, wool).

**Presentation:**

The teacher presents the simulated webpage (Page 13) and reads the product descriptions. The teacher then explains the parts of a bar graph using the example on Page 17.

**Practice:**

- **Read and answer (Page 14):** Students answer comprehension questions about the products on the webpage (e.g., “Which product can you paint?”).
- **Ask and answer with a friend (Page 14):** Students discuss their favorite product from the page, giving simple reasons.
- **Look and write the cities on the map (Page 17):** Students read a short text and label cities on a map of Egypt.
- **Read and circle a or b (Page 18):** Students answer questions about the features of a bar graph and the map information.
- **Look at the graph and answer the questions (Page 18):** Students interpret a bar graph showing distances from Cairo to other cities and answer questions (e.g., “How far is it from Cairo to Luxor?”).

**Assessment:**

Students will answer the graph interpretation questions on **Page 18** to demonstrate their ability to read and extract information from a bar graph.

**Evaluation:**

- **The Teacher:** Introduced practical skills like reading a product description and interpreting basic data from a graph.
- **The Lesson:** Successfully combined real-world literacy (webpage, graphs) with geography and language practice.
- **The Students:** Could answer specific questions about products and extract simple data (distances) from a bar graph.

**Unit 8: Travel and Time – 4-Lesson Plan****Lesson 1: Look, listen and read / Listen, read and match****Unit Title:** Travel and Time**Lesson Title:** Ways to Travel**Page Number:** 1-4**Objectives:**

- **Identify** and **name** different modes of transportation.
- **Match** transportation methods with their corresponding infrastructure.
- **Ask** and **answer** questions about preferred travel methods.
- **Complete** sentences about travel using new vocabulary.

**New Vocabulary:** taxi, airplane, boat, car, ferry, train station, airport, gas station, port, highway, railroad**New Structure:**

- “How would you go to Cairo?” → “I would like to go to Cairo by train.”
- “Trains travel on a railroad.”

**Warm up and Review:**

The teacher asks: “How do you come to school? How do you travel to visit family?” Shows pictures of different vehicles and places (e.g., an airport, a train station).

**Presentation:**

The teacher uses the visuals and audio from Pages 1-3 to introduce the new vocabulary. The teacher points to each picture and says the word, then plays the audio for students to repeat.

**Practice:**

- **Look, listen and say. Then write the number (Page 3):** Students listen to words, repeat them, and then number pictures according to audio instructions, practicing listening and matching.
- **Listen, read and match. Say (Page 2):** Students match phrases or sentences about transportation to the correct pictures, reinforcing vocabulary in context.
- **Look and read. Ask and answer (Page 4):** In pairs, students use the model dialogue to ask and answer about how they would travel to different cities, using the structure “**by + transportation.**”

- **Look, read and complete (Page 4):** Students complete sentences about travel by filling in blanks with the correct transportation or place vocabulary (e.g., “Cars travel on a \_\_\_\_\_.” → “highway”).

**Assessment:**

Students will complete the “**Look, read and complete**” sentences (Page 4) to demonstrate their understanding of the new vocabulary and its usage.

**Evaluation:**

- **The Teacher:** Effectively introduced transportation and related infrastructure vocabulary using clear audio-visual aids.
  - **The Lesson:** Provided varied practice from recognition (matching) to production (asking/answering).
  - **The Students:** Could name different modes of transport and associate them with the correct places (e.g., airplane – airport).
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**Lesson 2: Listen and read. Number / Think. Listen and check****Unit Title:** Travel and Time**Lesson Title:** People Who Help Us Travel**Page Number:** 5-6**Objectives:**

- **Identify** and **name** different jobs related to transportation.
- **Understand** the roles of people like pilots, conductors, and mechanics.
- **Listen** for specific information to check comprehension.
- **Discuss** which forms of transportation require a ticket.

**New Vocabulary:** pilot, co-pilot, flight attendant, railroad engineer, conductor, station master, ticket agent, mechanic, passenger, schedule, engine, ticket**New Structure:**

- “A pilot flies a plane.”
- “A conductor checks the passengers' tickets.”
- “You need a ticket to travel on...”

**Warm up and Review:**

The teacher asks: “Who works on an airplane? Who drives a train?” Reviews transportation words from Lesson 1.

**Presentation:**

The teacher reads the informational paragraphs on Page 5, pausing to explain each job and show the corresponding picture. The teacher highlights the new vocabulary.

**Practice:**

- **Listen and read. Number (Page 5):** Students listen to a description and number pictures of transportation jobs in the order they hear them, practicing listening for detail.
- **Think. Which forms of transportation do you need a ticket for? (Page 6):** Students think and discuss, then listen to an audio track to check their ideas, linking vocabulary to real-world knowledge.

**Assessment:**

The teacher will observe and note student participation and accuracy during the “**Think. Listen and check**” activity (Page 6).

**Evaluation:**

- **The Teacher:** Provided clear explanations of various transportation-related jobs, expanding students' understanding of the travel theme.
  - **The Lesson:** Successfully combined reading comprehension with critical thinking and listening skills.
  - **The Students:** Could identify different transportation jobs and understood the concept of tickets for travel.
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**Lesson 3: Read and listen / Role-play****Unit Title:** Travel and Time**Lesson Title:** At the Train Station**Page Number:** 7**Objectives:**

- **Read** and **understand** a dialogue about buying a train ticket.
- **Role-play** a conversation at a ticket counter.
- **Use** polite request language (“**Can I...?**”) and understand simple directions.
- **Practice** numbers and money in a practical context.

**New Vocabulary:** (Review and application: ticket, adult, child, platform, straight, turn right/left, trip)**New Structure:**

- “**Can I buy a ticket here?**” → “**Yes, you can.**”
- “**How many people are traveling?**”
- “**Which platform do we need to go to?**”

**Warm up and Review:**

The teacher sets up a “train station” corner in the classroom. Reviews numbers and simple phrases like “How much?” and “Here you are.”

**Presentation:**

The teacher reads the dialogue on Page 7 aloud, using different voices for the ticket agent and Laila. The teacher highlights the key questions and polite language.

**Practice:**

- **Read and listen (Page 7):** Students follow along with the dialogue while listening to the audio, focusing on pronunciation and intonation.
- **Role-play (Page 7):** In pairs, students take turns being the ticket agent and the passenger (Laila). They practice the dialogue, then can change details (destination, number of people) to create their own versions.

**Assessment:**

The teacher will observe pair work during the **Role-play** activity, assessing fluency, use of target language, and pronunciation.

**Evaluation:**

- **The Teacher:** Created an engaging, realistic context for practicing functional language through role-play.
  - **The Lesson:** Provided excellent practice in conversational English, social skills (politeness), and practical math (money).
  - **The Students:** Participated actively in the role-play, using the target questions and responses appropriately.
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**Lesson 4: Listen and read / Look, listen and read (Telling Time)****Unit Title:** Travel and Time**Lesson Title:** Being on Time**Page Number:** 8-9**Objectives:**

- **Understand** the importance of being on time (punctuality).
- **Read** and **tell** time on an analog clock (o'clock, half past, quarter past/to).
- **Ask** and **answer** questions about daily routines using time.
- **Complete** sentences and check information related to schedules.

**New Vocabulary:** on time, schedule, o'clock, half past, quarter past, quarter to, minute, hour, start, finish**New Structure:**

- "It's seven o'clock." / "It's seven fifteen." / "It's seven forty."
- "What time is it?" → "It's..."
- "What time do you start school?"

**Warm up and Review:**

The teacher shows a large clock and asks: "What time is it now?" Reviews numbers 1-60. Introduces the idea of a schedule.

**Presentation:**

The teacher reads the text about timekeeping (Page 8) and discusses why being on time is important. The teacher then uses the clock faces on Page 9 to teach how to say different times.

**Practice:**

- **Listen and read (Page 8):** Students read a short text about the importance of timekeeping.
- **Look and check [✓] or cross [X] (Page 8):** Students look at pictures of people and clocks, and mark whether the person is on time or late for their activity.
- **Read and complete (Page 8):** Students complete the sentence "I need to be on time for..." with their own ideas.

- **Look, listen and read (Page 9):** Students learn to say different times by looking at clock faces and listening to the correct phrases.
- **Ask and answer (Page 9):** In pairs, students practice asking “What time is it?” using different clock pictures.
- **Read and answer (Page 9):** Students answer personalized questions about their own daily schedule (e.g., “What time do you start school?”).

**Assessment:**

Students will complete the personalized “**Read and answer**” questions (Page 9) in writing, stating their own school start and finish times.

**Evaluation:**

- **The Teacher:** Integrated a life skill (punctuality) and a math skill (telling time) seamlessly into the language lesson.
- **The Lesson:** Provided practical, real-life application of language by focusing on time and schedules.
- **The Students:** Learned to read basic times on a clock and could talk about their own daily routines using time.

## Unit 9: Wild Animals & Our Environment

### Lesson 1: Wild Animals of Africa

#### Learning Objectives

**Identify** and **describe** four African animals (elephant, giraffe, rhino, hippo) by their physical features.

**Use** the structure "have to / had to" to express past and present obligations.

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#### New Vocabulary

Elephant, giraffe, rhino, hippo, trunk, tusk, horn, tongue, mouth, land animal

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#### New Structure

##### have to / had to (for obligation)

- Today, I **have to** draw a picture.
  - Yesterday, I **had to** tidy my books.
- 

#### Warm Up & Review

*Teacher:* "Good morning! Let's play a quick game. I'll describe an animal, and you guess. 'It is very big, has a long nose called a trunk, and big ears.' Yes, an elephant! Today we will learn about more amazing animals from Africa."

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#### Presentation

*Teacher:* Uses the images on page 3. "Let's meet our animal friends. Look at this one. It is the **biggest** land animal. It has a long trunk and tusks. This is an **elephant**. Can you say 'elephant'? What about this tall one with a long neck? Yes, a **giraffe**. It is the **tallest**." Introduces each animal with its key feature, using clear gestures and repetition.

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 Practice1. **Ex. 1 – Look, listen and read (p.3)**

*Teacher:* "Listen to the descriptions and follow along in your book. Now, let's read together as a class."

2. **Ex. 2 – Read and complete (p.3)**

*Teacher:* "Now, use what we learned. Look at number 1: 'This is the tallest animal.' Which animal is it? Let's write the answer together." Guides students through the comprehension questions.

3. **Ex. 1 & 2 – Look again. Read and complete (p.2)**

*Teacher:* "Now, let's talk about things we must do. Look at the table. 'Today, I have to draw a picture of a lion.' Can you complete the sentence for 'Yesterday'? Right, 'I **had to** draw a picture of an elephant.'"

 Assessment**Choose the correct word:**

1. The (elephant / giraffe) has a long trunk.
2. A hippo is good at (flying / swimming).

**Write:** Draw your favorite animal from the lesson and write one sentence about it using "has a...".

 Evaluation

**It** was a foundational lesson that successfully introduced key animal vocabulary and the basic grammar structure through clear visuals and choral repetition.

**They** were engaged and able to identify the animals and their main features, and began using "has a" in simple descriptions.

**They** provided clear pronunciation models and effectively used questioning to check understanding throughout the lesson.

 Lesson 2: Comparing Animals Learning Objectives

**Compare** the speed of different animals using comparative adverbs (**more quickly than, less quickly than**).

**Identify** the fastest and slowest animal using superlative adverbs (**the most quickly, the least quickly**).

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 New Vocabulary

Fast, quickly, slowly, more quickly, less quickly, the most quickly, the least quickly

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 New Structure**Comparatives & Superlatives with Adverbs**

- Hippos run **more quickly than** rhinos.
  - Elephants run **less quickly than** giraffes.
  - Giraffes run **the most quickly**.
  - Elephants run **the least quickly**.
- 

 Warm Up & Review

*Teacher:* "Let's review our animals. Which one is the tallest? Which one is the biggest? Good! Today, we have a race! We will learn which animal is the fastest and how to compare their speeds."

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 Presentation

*Teacher:* Presents the speed chart on page 4. "Look at these numbers. This is how fast they can run. The giraffe is 50 km/h. The hippo is 48 km/h. So, the giraffe runs **more quickly than** the hippo. The elephant is 40 km/h. It runs **less quickly than** the rhino. Who is number one? The giraffe runs **the most quickly**."

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 Practice1. **Ex. 2 – Read and put in order (p.4)**

*Teacher:* "Let's list the animals from fastest to slowest. Who is first? Second?"

2. **Ex. 3 – Read and reorder to make sentences (p.4)**

*Teacher:* "Look at these mixed-up words: 'run / more quickly / hippos. / than / Giraffes'.  
Let's put them in the correct order to make a true sentence."

3. **Ex. 4 – Look, check (✓) and write (p.5)**

*Teacher:* "Match the picture to the correct sentence. Which sentence goes with the hippo? 'Hippos run the most quickly of them all.' Let's check and write it."

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 Assessment**Reorder the words to make a correct sentence:**

run / least / the / quickly / elephants.

**Write a comparison:** Compare the speed of the rhino and the hippo using "more quickly than" or "less quickly than".

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 Evaluation

It effectively used a data chart to teach comparative and superlative structures in a concrete, understandable way.

**They** grasped the concept of comparison and were able to construct simple comparative sentences with guidance.

**They** successfully scaffolded the language from reading examples to guided sentence building, making a challenging grammar point accessible.

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 Lesson 3: Animal Facts & Future Dreams Learning Objectives

**Extract** specific information about an animal (hippo) from a short reading text.

**Express** personal preferences and future aspirations using "I want to be..." and "My favorite... is...".

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 New Vocabulary

Vet, healthy, dangerous, heavy, group, lakes, rivers

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 New Structure**Expressing wants and favorites**

- I **want to be** a vet.
  - **My favorite** animal is the hippo.
  - They **can** run faster than rhinos.
- 

 Warm Up & Review

*Teacher:* "We've learned about what animals *have*. Today, let's talk about what we *want* and what we *like*. What do you want to be when you grow up? What is your favorite color?"

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 Presentation

*Teacher:* Introduces the character Aya on page 6. "This is Aya. She loves animals. She has a dream job. She says, 'I **want to be** a vet.' A vet helps animals. Her **favorite** animal is the hippo. Let's read to find out why she likes hippos and some cool facts about them."

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 Practice**1. Ex. 1 – Read and check (✓) (p.6)**

*Teacher:* "Let's read about Aya silently. Put a check next to the picture of the hippo as you find it in the text."

**2. Ex. 2 – Read and answer the questions (p.6)**

*Teacher:* "Now, let's find the answers together. Question 1: What job does Aya want to do? Look in the first paragraph. Yes, she wants to be a vet."

**3. Ex. 3 – What is your favorite animal? Write (p.6)**

*Teacher:* "Now it's your turn. Think of your favorite animal. Write 2 sentences. You can start: 'My favorite animal is the \_\_\_\_\_. It has \_\_\_\_\_.'"

 **Assessment****Answer based on the text:**

1. Why are hippos dangerous?
2. Where do hippos live?

**Write:** Complete the sentence: "I want to be a \_\_\_\_\_ because \_\_\_\_\_."

 **Evaluation**

**It** integrated reading comprehension with personal expression, making the language relevant to the students' own lives.

**They** successfully located key information in the text and began to express their own preferences in writing.

**They** guided the reading comprehension effectively and encouraged personalization of the language, fostering engagement.

 Lesson 4: The River Nile and Our Responsibilities Learning Objectives

**Explain** the importance of the River Nile for people, animals, and energy.

**Identify** simple actions to protect the environment using "We have to...".

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 New Vocabulary

Population, electricity, energy, dam, clean, dirty, pollution, recycle, trash, environment

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 New Structure**Talking about necessity and environmental actions**

- People **need** the river for food and water.
  - We **have to keep** the water clean.
  - We **have to recycle** plastic.
- 

 Warm Up & Review

*Teacher:* "Look at this picture. What is it? (Points to a river). Yes! Has anyone visited the Nile? What do you see there? Today, we learn why this river is so special and how we can take care of it."

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 Presentation

*Teacher:* Uses pages 8 and 11. "The Nile is very important. Many people live near it. They need it for water, food, and even to make **electricity** using **dams**. But there is a problem: **pollution**. Dirty water is bad. So, what do we **have to do**? We **have to keep** it clean, like Hany and his mom in the story."

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 Practice

## 1. Ex. 2 – Read and complete (p.8)

Teacher: "Let's complete these sentences with the new words. Number 1: 'Most of the \_\_\_\_\_ live next to the River Nile.' What word fits?"

## 2. Ex. 1 – Listen, read and match (p.10)

Teacher: "Match the good action to its picture: saving water, saving energy, keeping clean."

## 3. Ex. 1 – Listen and read (p.11) &amp; Ex. 2 – Ask and answer (p.11)

Teacher: "Let's listen to Hany and his mom. What do they have to do? Now, in pairs, ask and answer: 'What do I have to do?' 'You have to pick up trash.'"

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 Assessment

## Circle the best choice for the environment:

1. (Throw / Recycle) plastic bottles.
2. (Turn off / Leave on) the lights.

**Draw and label:** A simple poster showing one thing "We have to do" to help our planet.

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 Evaluation

It connected local geography (the Nile) to global citizenship (environmental care), giving the language a strong, meaningful context.

**They** understood the cause and effect of pollution and could identify positive actions using "have to".

**They** facilitated important discussions about responsibility and used paired speaking activities to practice the target structure communicatively.

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 Lesson 5: Phonics, Culture & Project Learning Objectives

**Pronounce** and **spell** verbs ending in 'y' in the third person singular (flies, cries, tries).

**Learn about** a cultural tradition (weaving) and **create** a simple related project.

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 New Vocabulary

Weaving, tradition, carpets, patterns, design, fry, fly, cry, try, dry

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 New Structure

Third person singular verbs ending in 'y'

- He **fries** an egg. (fry -> fries)
  - The bird **flies**. (fly -> flies)
  - She **dries** her hair. (dry -> dries)
- 

 Warm Up & Review

*Teacher:* "Let's do some actions! Can you *try* to touch your toes? Can you *cry* like a baby? Can you pretend to *fly*? Today we learn how to say these actions when 'he' or 'she' does them."

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 Presentation

*Teacher:* Uses page 13. "Look at these words: try, dry, fly, cry. When we talk about he or she, the 'y' often changes to 'ies'. I try. He **tries**. I dry. She **dries**. Let's listen to the sounds." Presents the cultural section on page 14. "In Egypt, people make beautiful carpets. This is called **weaving**. They often put animal pictures on them."

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 Practice

1. **Ex. 1 & 2 – Read and circle / Listen, read and complete (p.13)**

*Teacher:* "Circle the correct verb: 'He fry / fries an egg.' Now, let's complete: 'I try hard. He \_\_\_\_\_ hard.'"

**2. Ex. 1 – Listen and read (p.14)**

*Teacher:* "Let's learn about Egyptian carpets. What do people weave? What do they put on the carpets?"

**3. Project: Cut out and make / Think and draw (pp.14-15)**

*Teacher:* "Now, you will design your own carpet or weave the fish template. Think: What animals from our unit will you draw on your carpet? Use your favorite colors!"

 **Assessment****Change the verb for 'He' or 'She':**

1. I cry. -> She \_\_\_\_\_.

2. I fly. -> The bird \_\_\_\_\_.

**Show and Tell:** Present your woven fish or carpet design and say one sentence about it, e.g., "My carpet has a giraffe and an elephant."

 **Evaluation**

It successfully blended phonics practice, cultural awareness, and a hands-on project to create a engaging and multi-sensory lesson.

**They** practiced a specific spelling rule and applied their animal vocabulary creatively in a cultural context.

**They** managed different activities smoothly, from direct phonics instruction to facilitating a creative arts-and-crafts project, catering to different learning styles.

## Review Unit 3: Our World Recap

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### Lesson 1: Animals, Directions & Weather

#### Learning Objectives

**Categorize** animals by habitat (Nile, Wild, Farm).

**Give** and **follow** simple directions using imperative verbs.

**Describe** the weather using basic adjectives.

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#### Review Vocabulary

Nile animals (crocodile, fish), Wild animals (elephant, lion), Farm animals (cow, sheep),  
Directions (straight, left, right, next to, across from), Weather (rainy, cloudy, foggy, hot)

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#### Review Structures

- **Giving directions:** Go straight. Turn left. It's next to the...
  - **Requesting directions:** I would like to go to the...
  - **Describing weather:** It's rainy. It's hot today.
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#### Warm Up & Review

*Teacher:* "Let's play a quick review game! I'll say an animal, and you tell me where it lives: Nile, Wild, or Farm. Ready? 'Elephant'... Good! Now, let's review directions. If I say 'turn left,' show me with your arm!"

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#### Presentation

*Teacher:* "Today we're reviewing three things: animals, directions, and weather. Let's look at page 1. We'll name each animal and write where it lives. Then, on page 2, we'll practice giving directions to different places."

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 Practice

## 1. Ex. 1 – Look and write the animal (p.1)

*Teacher:* "Look at each picture. Is it a Nile, Wild, or Farm animal? Write the animal's name and the letter N, W, or F."

## 2. Ex. 1 – Read and match (p.2)

*Teacher:* "Here are people asking for directions. Read what they say and match them to the correct set of directions on the map."

## 3. Ex. 3 – Look and complete (p.2)

*Teacher:* "Now let's talk about the weather. Look at each picture. Is it rainy? Cloudy? Complete the sentences."

 Assessment

**Classify:** Draw three columns (Nile / Wild / Farm) and list 2 animals in each.

**Write directions:** Write how to go from the classroom to the school library using 'turn left', 'go straight', etc.

 Evaluation

It was an effective cumulative review that integrated vocabulary from multiple units.

**They** successfully recalled animal habitats, followed directional language, and described weather conditions.

**They** facilitated a fast-paced, multi-topic review using clear instructions and visual cues.

 Lesson 2: Past Actions & Healthy Habits Learning Objectives

**Construct** sentences in the simple past tense about completed actions.

**Match** healthy habits and community actions with their purposes.

---

 Review Vocabulary

Past actions (went, gave, showed), Healthy habits (save water, exercise), Community places (farm store, park), Purposes (to stay healthy, to help the planet)

---

 Review Structures

- **Simple Past:** We **went** to the farm store. He **gave** me a ticket.
  - **Infinitive of purpose:** ...to buy cheese. ...to play with friends. ...to stay healthy.
- 

 Warm Up & Review

*Teacher:* "Let's do a quick chant: 'Yesterday I went...' What did you do yesterday? Did you help at home? Did you play? Today we review past actions and why we do good things."

---

 Presentation

*Teacher:* "Look at page 3. We have sentences about what people did and why they did it. We need to match them. For example: 'We went to the farm store...' Why? '...to buy cheese and milk.'"

---

 Practice

## 1. Ex. 1 – Match and complete (p.3)

*Teacher:* "Read the first part of each sentence in column 1 and find its correct ending in column 2. Don't forget to use 'to' where needed."

## 2. Ex. 2 – Read, order and write (p.2)

*Teacher:* "These words are mixed up! Put them in the correct order to make a past tense sentence. Number 1: 'to / the bag / Give / mom. / your' becomes...?"

## 3. Ex. 2 – Listen and circle (p.3)

*Teacher:* "Listen carefully to the audio. You will hear a sentence. Circle the picture that matches what you hear."

---

 Assessment

**Match:** Draw a line to connect the action with its reason.

1. She does exercise --- to help the planet.
2. I save water --- to stay healthy.

**Write:** Write one sentence about what you did last weekend using 'went to' or 'played at'.

---

 Evaluation

It consolidated the use of the past tense and the concept of purpose, linking actions to outcomes.

**They** demonstrated understanding of sentence structure in the past and could connect habits with their benefits.

**They** used a listening task effectively to assess comprehension and kept the review dynamic.

---

 Lesson 3: Alexandria – A City Study Learning Objectives

**Extract** key geographical and climatic information from a fact file.

**Describe** a city using facts about population, location, weather, and landmarks.

---

 New/Review Vocabulary

Population, location, Mediterranean Sea, delta, port, monuments, temperature, thunder, lightning, windy

---

 Review Structures

- **Describing location:** It's on... It's near... It's northwest of...
  - **Describing weather:** It's warm in summer. It can be cool in winter. There is sometimes rain.
- 

 Warm Up & Review

*Teacher:* "Who can tell me the name of a big city in Egypt? Is it Cairo? What else? Today we learn about another very important Egyptian city: Alexandria. What do you know about it?"

---

 Presentation

*Teacher:* Shows the map and fact file on page 5. "This is a fact file for Alexandria. It tells us important numbers and facts. Let's find key information: How many people live there? Where is it? What is the weather like? What is it famous for?"

---

 Practice

## 1. Ex. 1 – Read the fact file (p.5)

*Teacher:* "Let's read the fact file together. What is the population? What does 'location' mean? Let's find it on the map."

## 2. Ex. 2 – Listen and read (p.5)

*Teacher:* "Now, let's listen to the audio and read the longer text. Listen for the extra details about the weather and history."

## 3. Discussion &amp; Summary

*Teacher:* "In your own words, tell your partner two things about Alexandria's weather and two things it is famous for."

 Assessment

## Complete the sentences about Alexandria:

1. More than \_\_\_\_\_ people live there.
2. It is on the \_\_\_\_\_ Sea.
3. It can be \_\_\_\_\_ and windy in winter.

**Draw and label:** A simple drawing of Alexandria showing the sea, a port, and a monument.

 Evaluation

It provided excellent cross-curricular links (Geography, Social Studies) and expanded students' knowledge of their own country.

**They** engaged with the factual text, extracted specific details, and practiced summarizing information.

**They** successfully guided students through a non-fiction text, building skills in reading for information.

## Unit 10: Shopping & Our Community

### Lesson 1: Places to Shop & How We Feel About It

#### Learning Objectives

**Identify** different types of shops and markets (supermarket, stall, store).

**Express** preferences and feelings about activities using **like, love, enjoy, prefer, hate + -ing**.

**Describe** items using **cheap** and **expensive**.

---

#### New Vocabulary

Supermarket, market, stall, store, check out, cheap, expensive, shopping, cooking, reading, listening

---

#### New Structure

##### Verb + -ing (Gerund) for preferences

- I **like shopping**.
  - She **loves listening** to music.
  - They **hate traveling** by train.
  - He **prefers eating** cake.
- 

#### Warm Up & Review

*Teacher:* "Good morning! Let's think. Where does your family buy food? A big store? A small shop? A market? Do you like going there? Today we learn words for different shopping places and how to say what we enjoy doing."

---

#### Presentation

*Teacher:* Uses pages 1 and 2. "Look at Hana's family. They are at the **supermarket**. In picture 2, Amira is at a **market stall**. The fruit is **cheap**. In picture 3, Youssef is in a **store**. The TVs are **expensive**." Then moves to page 3. "Now, how do we talk about what we like? We say: 'My brother **prefers making** sandwiches.' We add **-ing** to the verb."

 Practice

## 1. Ex. 2 – Look, listen and say (p.2)

*Teacher:* "Look at each picture. Where are they? Is it cheap or expensive? Let's describe each one together."

## 2. Ex. 3 – Read and complete (p.2)

*Teacher:* "Now, let's solve the crossword puzzle using our new words. 'People sell things on this at a market.' What is it? A **stall!**"

## 3. Ex. 1 &amp; 2 – Read and say / Look, read and circle (p.3)

*Teacher:* "Look at the sentences with -ing. Now, circle the correct form: 'I enjoy shop / **shopping.**'"

## 4. Ex. 3 – Ask and answer with a friend (p.3)

*Teacher:* "Now, talk to your partner. Ask: 'Do you enjoy shopping?' Use 'Yes, I do' or 'No, I don't. I prefer...'"

 Assessment

## Complete the sentences:

1. I \_\_\_\_\_ (love) play football. (loving)
2. She \_\_\_\_\_ (hate) get up early. (hates getting)


**Write:** List one thing you **like doing** and one thing you **don't like doing**.

 Evaluation

It effectively introduced key shopping vocabulary and the important grammar rule of using gerunds after preference verbs.

**They** were able to distinguish between types of shops and began forming simple sentences about their likes and dislikes with the -ing form.

**They** used clear visual examples and facilitated peer-to-peer conversation to practice the new language in a communicative way.

 Lesson 2: Shopping Trips & Money Math Learning Objectives

**Describe** past shopping trips using the simple past tense.

**Use** linking words **because, so, but, and** to connect ideas.

**Perform** simple calculations (addition/subtraction) to determine cost and change.

---

 New Vocabulary

Bakery, bookstore, butcher's, present, coins, notes, change, cost, owe

---

 New Structure

## Linking Words

- We went to the bakery **because** we needed bread. (reason)
  - It was closed, **so** we went home. (result)
  - I like shopping, **but** I don't have money. (contrast)
  - We bought cheese **and** milk. (addition)
- 

 Warm Up & Review

*Teacher:* "Let's count! Show me 5 fingers. 10 fingers. Can you count money? If a pen costs 7 LE and I give you 10 LE, how much change do I get? Today we go shopping and do some math!"

---

 Presentation

*Teacher:* Starts with page 5. "Look at these shopping trips. 'I went to the bookstore **because** I needed a book.' We use **because** to say why." Then moves to page 6 and 8. "Now, when we buy things, we need to know how much they **cost** and our **change**. Let's look at these prices and do the math:  $18 + 5 = ?$ "

---

 Practice

## 1. Ex. 3 – Read and number (p.5)

Teacher: "Read each reason for shopping and match it to the correct picture of the place."

## 2. Ex. 4 – Read and circle (p.5)

Teacher: "Circle the correct linking word: 'We went to the bakery **because / and** we needed bread.'"

## 3. Ex. 1 – Look and answer (p.8)

Teacher: "Let's practice our math. What is eighteen plus five? Say the full sentence: 'Eighteen plus five is twenty-three.'"

## 4. Ex. 3 – Look and answer (p.8)

Teacher: "Now, real shopping math! The juice costs 13 LE. You have 20 LE. How much change do you get? Let's subtract:  $20 - 13 = 7$  LE."

 Assessment

## Choose the correct linker:

1. I was hungry, (because / **so**) I ate a sandwich.
2. I like cake, (**but** / and) I prefer fruit.


**Solve:** The book costs 22 LE. You have 30 LE. How much change do you get? (8 LE)

 Evaluation

It successfully integrated language learning with practical math skills, making the lesson highly functional.

**They** practiced narrating past events with reasons and could solve basic monetary calculations.

**They** clearly demonstrated the use of linking words and patiently guided students through the arithmetic steps.

 Lesson 3: At the Store – Conversations & Recipes Learning Objectives

**Ask for** and **identify** items needed from a recipe using **some, any, a, an**.

**Role-play** a simple shopping conversation at a store.

**Listen for** specific information in a store dialogue.

---

 New Vocabulary

Recipe, need, anything else, list, rice, apples, milk, bread, storekeeper, bag

---

 New Structure

## Countable/Uncountable &amp; Questions

- We need **three bananas, four oranges**. (countable)
  - We need **some grapes / some apple juice**. (uncountable)
  - **Do we have any grapes?** No, we **don't have any**.
  - **Is there anything else?** Yes, we need **a melon**.
- 

 Warm Up & Review

*Teacher:* "If you want to make a salad, what do you need? Tomatoes? Cucumbers? A list of what you need is called a **recipe**. Today we read a recipe and then go to the 'store' to buy what's on our list!"

---

 Presentation

*Teacher:* Presents the dialogue on page 9. "Mazen and his mom are making a fruit salad. They check their **recipe**. They **need** some things. They **have** some things. They **don't have** other things." Then introduces the store conversation on page 11. "Now, listen to the man in the store. He says 'I'd like some rice, please.'"

---

 Practice1. **Ex. 2 – Read again and answer (p.9)**

*Teacher:* "Based on the recipe and what they have, answer: Do they need to buy bananas? (No, they have 5)."

2. **Ex. 2 – Listen and read. Circle the list (p.11)**

*Teacher:* "Listen to the conversation. What did the man buy? Circle the items on the list he bought."

3. **Ex. 4 – Work in pairs. Make a conversation (p.11)**

*Teacher:* "Now, it's your turn! One is the customer with a shopping list. One is the storekeeper. Ask for items, say the price, and give change."

 Assessment**Complete for the recipe:**

We need \_\_\_\_ oranges. (four)

We don't have \_\_\_\_ grapes. (any)

**Role-Play:** Perform a 4-line shop conversation with a partner.

 Evaluation

**It** provided excellent practical language use through recipe reading and simulated shopping, building confidence for real-life situations.

**They** engaged well with the listening task and participated actively in the role-play, using key phrases for shopping.

**They** set up clear scenarios for pair work and supported students in navigating the conversation flow.

 Lesson 4: Writing Messages – Formal & Informal Learning Objectives

**Distinguish** between formal and informal writing styles.

**Identify** the structure of a thank-you letter and an invitation email.

**Write** a short informal email and a formal letter using appropriate greetings and closings.

---

 New Vocabulary

Dear, Yours sincerely, Hi, Love, Bye, formal, informal, letter, email, thank you, invite

---

 New Structure

## Formal vs. Informal Language

- **Formal (Letter):** Dear Mr..., Thank you for..., **Yours sincerely**, [Full Name]
  - **Informal (Email):** Hi [Friend's Name], Can you come?... **Love**, [Your Name]
- 

 Warm Up & Review

*Teacher:* "How do you talk to your principal? How do you talk to your best friend? Is it the same? No! We use different words. Today we learn the difference between **formal** writing (like to a teacher) and **informal** writing (like to a friend)."

---

 Presentation

*Teacher:* Shows the two texts on page 13. "Look at these two messages. One is a **letter** to Mr. Gamal. It is **formal**. The other is an **email** to a friend. It is **informal**. Let's compare how they start and finish."

---

 Practice

## 1. Ex. 1 – Read and match (p.13)

Teacher: "Let's label which text is formal and which is informal."

## 2. Ex. 2 – Read and answer (p.13)

Teacher: "Answer questions about both messages. Who is the letter to? Why is he writing?"

## 3. Ex. 4 – Choose and write (p.14)

Teacher: "Now you choose: Write an **informal email** to a friend to play. OR write a **formal letter** to thank a museum guide. Use the correct start and finish."

---

 Assessment

**Sort the phrases:** Sort a list of phrases (e.g., "Yours sincerely", "Hi Sara", "Dear Mr...", "Love,") into Formal or Informal columns.

**Write:** The opening line for an email inviting a cousin to your party.

---


 Evaluation

It taught an important real-world skill by contrasting formal and informal registers, which is crucial for social and academic communication.

**They** understood the basic difference in tone and could apply the correct greetings and closings in their own short writing.

**They** clearly contrasted the two text types and provided a supportive framework for students to attempt their own writing.

---

 Lesson 5: Phonics & Our Community Helpers Learning Objectives

**Pronounce** and **spell** words containing the 'air' and 'ear' sounds.

**Identify** and **describe** different helpers in the community (e.g., principal, doctor, firefighter).

**Create** a market stall project and use shopping language in a final role-play.

---

 New Vocabulary

hair, chair, beard, ears, community, family, principal, doctor, nurse, police officer, firefighter, emergency

---

 Review Structure

## Describing People:

- She **has** long black **hair**.
  - He **has** a gray **beard**.
  - The rabbit **has** big **ears**.
- 

 Warm Up & Review

*Teacher:* "Let's listen to sounds. Say: **air** like in 'chair'. Say: **ear** like in 'hear'. Good! Also, who helps you? At school? If you are sick? Today we talk about sounds and the people in our **community** who help us."

---

 Presentation

*Teacher:* Starts with phonics on page 15. "Look at these pictures. My teacher has long **hair**. She sits on a **chair**. The sound is **air**. My rabbit has **ears**. The sound is **ear**." Then moves to page 16. "Now, let's read about community helpers. The **principal** is in charge of the school. **Doctors** help us when we are sick."

---

 Practice1. **Ex. 2 – Underline air and ear. Say the words (p.15)**

*Teacher:* "Find and underline the parts of the words with 'air' and 'ear' sounds."

2. **Ex. 2 – Read again and circle (p.16)**

*Teacher:* "Read the text and circle the correct word: 'A principal / grandparent is in charge of a school.'"

3. **Project: Make a market stall & go shopping (p.17)**

*Teacher:* "For our final project, you will make your own market stall with food and prices. Then, with a partner, you will go 'shopping' at each other's stalls, asking for prices and calculating change!"

 Assessment

**Write two words** with the 'air' sound and two words with the 'ear' sound.

**Name two community helpers** and say how they help us.

 Evaluation

It was a creative and cumulative lesson that combined phonics, social studies, and practical language use through a hands-on project.

**They** successfully identified the target sounds and community roles, and enthusiastically engaged in the market stall role-play, applying all the unit's language.

**They** managed a multi-stage project effectively, allowing for creativity while ensuring the core language objectives were met in the final speaking activity.

## Unit 11: Music & Celebrations

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### Lesson 1: Musical Instruments & Performances

#### Learning Objectives

**Identify** and **name** six different musical instruments from various cultures.

**Describe** what people are doing in a performance using the present continuous tense.

---

#### New Vocabulary

Oud, guitar, bagpipe, flute, reed pipe, violin, performers, show, singing, playing, dancing

---

#### New Structure

##### Present Continuous for actions happening now

- They **are singing** traditional songs.
  - They **are playing** instruments.
  - They **are doing** a folk dance.
- 

#### Warm Up & Review

*Teacher:* "Good morning, class! Let's make some sounds. Can you clap? Can you hum? These are sounds. When we organize sounds, we get music! What instruments do you know? Today, we'll learn about instruments from Egypt and around the world."

---

#### Presentation

*Teacher:* Uses pages 2 and 3. "Look at these pictures. This is an **oud**. It's a string instrument. This is a **bagpipe**; you blow into it. These people are **performers**. They are **giving a show**. They are **singing, playing, and dancing**." Points to each action in the pictures.

---

 Practice

## 1. Ex. 2 – Look, listen and say (p.2)

*Teacher:* "Listen to the name of each instrument and repeat. Now, point and say: 'I like the oud!'"

## 2. Ex. 3 – Listen, find and write (p.2)

*Teacher:* "Listen to the sound. Which instrument is it? Find it in the picture and write its name."

## 3. Ex. 1 – Listen and read (p.3)

*Teacher:* "Now let's read about performances. Look at picture 1. What **are** the performers **doing**? They are singing, playing instruments, and doing a folk dance."

 Assessment

**Match the instrument to its picture.**

**Write:** Complete the sentence: "The performers \_\_\_\_\_ (are / is) singing a song." (are)

 Evaluation

It effectively introduced a range of musical instruments and linked them to live performances using the target grammar.

**They** were able to name the new instruments and describe the actions in the performance pictures using the present continuous.

**They** used clear audio and visual aids to teach pronunciation and reinforce the "be + verb-ing" structure.

 Lesson 2: Traditions, Folktales & Exclamations! Learning Objectives

Define key cultural terms (folktale, national anthem, costume).

Express strong admiration or surprise using exclamations with "What a/an...".

---

 New Vocabulary

Traditional, folktale, national anthem, costume, assaya (stick), dance, dancer, folk music

---

 New Structure

Exclamations with "What a/an..."

- What an amazing show!
  - What a beautiful rug!
  - What a brilliant song!
- 

 Warm Up & Review

*Teacher:* "When you see something wonderful, what do you say? 'Wow!' In English, we can say 'What a...!' Today we learn about Egyptian traditions and how to show we are impressed."

---

 Presentation

*Teacher:* Continues with page 3 and moves to page 4. "In Egypt, we have many traditions. We have **folktales** – old stories. We have a **national anthem** – a special song for our country. Performers wear beautiful **costumes**." Then shows page 5. "When we see these, we can say: **What a wonderful costume!**"

---

 Practice

1. Ex. 2 – Read and circle (p.4)

*Teacher:* "Circle the correct word: 'They're singing a sing / **song**.'"

## 2. Ex. 3 – Read, guess and write (p.4)

*Teacher:* "Read the definitions. What is a national song? It's a **national anthem**."

## 3. Ex. 1 &amp; 2 – Look, read and number / Read and choose (p.5)

*Teacher:* "Match the exclamation to the picture. Now, choose the best response: 'What an interesting story!' – 'Yes, I love it too.'"

## 4. Ex. 3 – Make sentences. Say with a friend (p.5)

*Teacher:* "Look at the pictures and make an exclamation. Tell your partner: 'What an amazing dance!'"

**Assessment****Complete the exclamation:**

"\_\_\_\_\_ a beautiful costume!" (What)

**Define:** What is a **folktale**? (A traditional story)

**Evaluation**

**It** deepened cultural knowledge and taught a fun, expressive language structure for giving compliments.

**They** learned new cultural vocabulary and practiced using exclamations appropriately in response to pictures.

**They** connected visual examples to the new language and encouraged enthusiastic, correct intonation when using exclamations.

---

 Lesson 3: Making Requests & Celebrating Eid Learning Objectives

Make polite requests and express desires using "**want someone to...**" and "**Let's ask... to...**".  
**Describe** the activities and customs of celebrating Eid al-Fitr.

---

 New Vocabulary

Ask, want, celebrate, Eid al-Fitr, decorate, special breakfast, presents, balloons, meal

---

 New Structure

want / ask + someone + to + verb

- He **wants** the class **to sing** a song.
  - **Let's ask** the teacher **to tell** us a story.
  - **Can you** play the guitar, **please**?
- 

 Warm Up & Review

*Teacher:* "If you need help, what do you say? 'Please!' How do you ask someone to do something? 'Can you...?'" Today we learn more ways to ask, and we talk about a very happy celebration: Eid!"

---

 Presentation

*Teacher:* Presents page 6. "Look at these pictures. The boy **wants** the class **to sing**. The girl says, '**Let's ask** the teacher **to tell** a folktale.'" This is how we say what we want others to do." Then introduces the Eid text on page 8. "Now, let's read about Eid. What do people do? They **decorate**, wear **new clothes**, visit family, and eat special food."

---

 Practice1. **Ex. 2 – Read and complete (p.6)**

*Teacher:* "Complete the sentences with 'to', 'ask', or 'Let's': 'The teacher wants us \_\_\_ practice for the show.' (to)"

2. **Ex. 3 – Read and match (p.6)**

*Teacher:* "Match the sentence beginning to its correct ending."

3. **Ex. 1 – Listen and read (p.8)**

*Teacher:* "Let's read about Eid. Find words like 'decorate' and 'celebrate'. What do they do in the morning? What do they eat?"

4. **Discussion – Ex. 4 (p.8)**

*Teacher:* "Do you celebrate a special day? What do you do? Tell your partner."

 Assessment**Reorder to make a request:**

to / play / wants / the flute. / She / her brother (She wants her brother to play the flute.)

**List:** Two things people do to celebrate Eid.

 Evaluation

It taught highly practical language for communication (making requests) within the engaging context of a cultural celebration.

**They** successfully formed sentences using "want/ask someone to..." and shared their own experiences related to celebrations.

**They** clearly modeled the request structures and facilitated personalization of the topic, making the lesson relevant to students' lives.

 Lesson 4: Seasons & Celebrations (Sham El-Nessim) Learning Objectives

**Describe** the activities and significance of the Sham El-Nessim celebration.

**Categorize** musical instruments into types: **wind, string, percussion**.

---

 New Vocabulary

Sham El-Nessim, spring, decorate eggs, dye, picnic, wind instrument, string instrument, percussion instrument, blow, strum, hit, shake, rhythm

---

 Review Structure

## Simple Present for habits &amp; facts

- I **love celebrating** Sham El-Nessim.
  - My mom **cooks** eggs.
  - We **go** to the gardens.
- 

 Warm Up & Review

*Teacher:* "What season is it now? What do you like about spring? In Egypt, we have a special holiday in spring called Sham El-Nessim. Have you heard of it? Today we learn about it and about groups of instruments."

---

 Presentation

*Teacher:* Starts with page 9. "Sham El-Nessim is the start of **spring**. People **decorate eggs**, have a **picnic**, and go outside." Then moves to page 10. "Instruments are played in different ways. **Wind instruments** (like the flute) you **blow**. **String instruments** (like the guitar) you **strum**. **Percussion instruments** (like drums) you **hit** or **shake**."

---

 Practice

## 1. Ex. 1 – Listen and read (p.9)

*Teacher:* "Read about Sham El-Nessim. What do they do first? They decorate eggs. Where do they go? To the gardens."

## 2. Discussion – Ex. 3 (p.9)

*Teacher:* "Do you celebrate Sham El-Nessim? What do you do? Where do you go?"

## 3. Ex. 1 – Listen and read (p.10)

*Teacher:* "Now, let's learn about instrument families. Is the bagpipe a wind or string instrument? (Wind). What do you do to play it? (Blow)."

## 4. Ex. 1 – Read and match (p.11)

*Teacher:* "Match the word to its definition: **rhythm** – a regular pattern of sounds."

 Assessment

**Classify:** Write three instrument names under the correct heading: Wind, String, Percussion.

**Write:** One sentence about what you do on Sham El-Nessim or in spring.

 Evaluation

It combined learning about a national celebration with a scientific categorization of instruments, offering both cultural and academic value.

**They** understood the customs of Sham El-Nessim and could correctly group instruments based on how they are played.

**They** linked the celebration to the season and used clear, descriptive language to explain how different instruments produce sound.

 Lesson 5: Music of Egypt & Phonics Learning Objectives

**Identify** different types of Egyptian music from various regions.  
**Pronounce** and **spell** words containing the 'str' and 'spr' blends.  
**Understand** the roles of people in a musical group (band, singer).

---

 New Vocabulary

Band, singer, musician, types of music, folk music, pop music, Saidi, Nubian, Bedouin, strong, spring, string, sprint

---

 Phonics Focus

Initial blends 'str' and 'spr'

- strong, string
  - spring, sprint
- 

 Warm Up & Review

*Teacher:* "Let's make some sounds: 'sss-t-r' (str), 'sss-p-r' (spr). Good! Egypt is a big country. Does music sound the same in all cities? No! Today we explore music from different parts of Egypt and practice our phonics."

---

 Presentation

*Teacher:* Begins with phonics on page 7. "Look at these words: **string**, **spring**. The sounds are **str** and **spr**. An oud is a **string** instrument." Then presents the map and text on pages 13 & 14. "In **Cairo**, you can hear folk and pop music. In **Upper Egypt**, they play **Saidi** music. In **Aswan**, there is **Nubian** music. A group of players is a **band**."

---

 Practice

## 1. Ex. 1 &amp; 2 – Listen, point and say / Underline (p.7)

*Teacher:* "Point to the words with 'str' and 'spr'. Underline them. Say: 'He is very strong!'"

## 2. Ex. 1 – Listen. What's the instrument? (p.12)

*Teacher:* "Listen to the sound. Is it a wind, string, or percussion instrument? Check the box."

## 3. Reading &amp; Discussion – Pages 13 &amp; 14

*Teacher:* "Let's look at the map of Egypt's music. What music is from the Western Desert? (Bedouin music). Ask your friend: 'What is your favorite kind of music?'"

---

 Assessment**Complete the sentences on p.12:**

"1. The flute is a \_\_\_\_\_ instrument." (wind)

"A group of musicians is called a \_\_\_\_\_." (band)

**Write two words** that start with 'spr'.

---

## Unit 12: Communication & Technology

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### Lesson 1: Communication – Past & Present

#### Learning Objectives

**Compare** past and present communication methods (letters vs. digital messages).

**Identify** various modern communication tools (phone call, text, email, picture message).

---

#### New Vocabulary

Letters, postcards, phone call, text message, picture message, email, online, communicate

---

#### Key Concept

##### Past vs. Present

- In the past, people **used to write** letters.
  - Now, we **can make** a phone call or **send** a text message.
- 

#### Warm Up & Review

*Teacher:* "Good morning! How did you talk to your friend yesterday? Did you see them? Call them? Text them? What did people do before mobile phones? Let's look at Grandma's old letters and talk about how we communicate."

---

#### Presentation

*Teacher:* Uses the dialogue on page 1. "Look at Hany's grandma. She has old **letters** and **postcards**. She says, 'People **used to write** letters a lot.' Why? Because they didn't have phones. Now, Hana says, 'We **can make** a phone call or **send** a text message.'"

---

 Practice

## 1. Ex. 1 – Look, listen and read (p.1)

*Teacher:* "Let's read the conversation. What did people use to do? What do we do now?"

## 2. Ex. 2 – Look, listen and say (p.2)

*Teacher:* (Assuming this is related to vocabulary) "Let's look at the pictures and say the words for different ways to communicate."

## 3. Discussion – Think and answer (p.3)

*Teacher:* "Now, let's think. What does **online safety** mean? Why is it important?"

---

 Assessment**Complete the sentence:**

In the past, people \_\_\_\_\_ write letters. (used to)

Now, I can \_\_\_\_\_ a picture to my friend. (send)

---

 Evaluation

It effectively set the theme for the unit by contrasting past and present communication, sparking students' curiosity.

**They** understood the shift from letters to digital messages and began thinking about the related topic of online safety.

**They** used a family dialogue to make the contrast relatable and initiated a thoughtful discussion about modern digital life.

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 Lesson 2: Online Safety & The Past Habit 'Used to' Learning Objectives

List key rules for staying safe online (passwords, personal information).

Use "used to" and "didn't use to" to talk about past habits and states.

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 New Vocabulary

Online safety, password, personal information, share, address, strong password, characters, symbols

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 New Structure**Used to / Didn't use to**

- People **used to use** telephones. (Past habit)
  - People **didn't use to have** video chats. (Something that wasn't done in the past)
  - My grandpa **didn't use to send** picture messages.
- 

 Warm Up & Review

*Teacher:* "Raise your hand if you use the internet. What do you do? Is it always safe? What rules do you have? Also, think about your grandparents. Did they use the internet when they were children? Today we learn safety rules and how to talk about the past."

---

 Presentation

*Teacher:* Presents the safety rules on page 4. "When you are **online**, you need to be safe. **Don't share** personal information. **Use a strong password.**" Then moves to page 5. "Now, look at these old pictures. **50 years ago, people used to use** big telephones. **They didn't use to have** small cell phones."

---

 Practice

## 1. Ex. 2 – Read again and check ✓ or X (p.4)

Teacher: "Is it a good idea to use your birthday as a password? No, put an X."

## 2. Ex. 1 – Listen, read and say (p.5)

Teacher: "Look at the pictures and say the sentences: '50 years ago, people used to use telephones.'"

## 3. Ex. 3 – Read and complete (p.5)

Teacher: "Complete with 'used to' or 'didn't use to': 'My grandpa \_\_\_\_\_ send picture messages when he was a child.' (didn't use to)"

 Assessment

## True or False about online safety:

1. Share your address with online friends. (False)
2. Use a password with letters and numbers. (True)

**Write:** One thing your parents **used to do** when they were children that you don't do now.

 Evaluation

It combined an essential life skill (digital citizenship) with a key grammatical structure for talking about the past.

**They** could recall basic online safety rules and correctly form sentences about past habits using "used to/didn't use to."

**They** presented serious topics in a clear, rule-based way and used contrasting images to make the grammar point visually clear.

 Lesson 3: The History of Communication & Feelings Learning Objectives

**Describe** historical communication methods (telegraph, typewriter).

**Identify** and **use** vocabulary to express feelings and states (**bored, excited, worried**, etc.).

---

 New Vocabulary

Telegraph, typewriter, World Wide Web, communicate, signals, wire, bored, tired, curious, excited, interested, angry, kind, worried

---

 Review Structure

## Simple Past for historical facts

- People **wrote** letters.
  - The telegraph **sent** messages.
  - Telephones **used** wires.
- 

 Warm Up & Review

*Teacher:* "How do you feel today? Happy? Tired? Excited? We have many words for feelings. Also, have you seen an old typewriter or a telegraph in a museum? Today we learn about old technology and words for our emotions."

---

 Presentation

*Teacher:* Uses the timeline and text on page 6. "A long time ago, communication was slow. People **used the telegraph**. It sent clicks on a **wire**. Later, people **used typewriters**." Then shows the faces on page 7. "Look at these faces. This girl is **bored**. This boy is **excited**. This man is **worried**."

---

 Practice1. **Ex. 2 – Look and read (p.6) & Ex. 3 – Ask and answer (p.6)**

*Teacher:* "Read about the history of communication. Now, answer: 'Did people use typewriters to write letters?' Yes, they did."

2. **Ex. 2 – Read and circle (p.7)**

*Teacher:* "Circle the correct feeling word: 'My friend is very worried / **kind**. He helped me.'"

3. **Ex. 3 – What do you think? Read and sort (p.7)**

*Teacher:* "Let's sort these feeling words. Which are good feelings? Which are not-so-good feelings?"

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 Assessment**Match the invention to its description:**

1. Telegraph --- Sent coded messages by wire.
2. Typewriter --- A machine for writing letters.

**Draw a face** showing one feeling and label it.

---

 Evaluation

**It** provided an interesting history lesson while expanding students' emotional vocabulary, catering to both intellectual and social-emotional learning.

**They** learned about historical technologies and could accurately use a range of adjectives to describe feelings in different contexts.

**They** connected technological progress to human experience and used clear visuals to teach abstract feeling words.

---

 Lesson 4: Light, Sound & Silent Letters Learning Objectives

**Explain** basic properties of light (transparent, opaque, reflect) and sound (loud, quiet).

**Identify** silent letters in words (e.g., \*k\* in *know*, \*b\* in *climb*).

---

 New Vocabulary

Light, transparent, opaque, reflect, block, travel, straight lines, sound, loud, quiet, noise, silent letter

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 Phonics Focus

## Silent Letters

- know, write, climb, listen
- 

 Warm Up & Review

*Teacher:* "Close your eyes. What do you see? Nothing! We need light to see. Now, cover your ears. What do you hear? Less! We'll learn about light and sound today. Also, some letters in English are sneaky – we don't say them!"

---

 Presentation

*Teacher:* Starts with the science on page 11. "**Light travels** in straight lines. A window is **transparent** – light goes through. A wall is **opaque** – it **blocks** light. A mirror **reflects** light." Then moves to phonics on page 8. "Look at this word: **know**. We say 'no'. The **k** is silent. In **climb**, the **b** is silent."

---

 Practice

## 1. Ex. 1 – Listen and read (p.11)

*Teacher:* "Let's read about light. What happens with transparent objects? Light passes through."

## 2. Ex. 1 &amp; 2 – Listen, point and say / Listen and underline (p.8)

*Teacher:* "Point to the silent letters. Now, listen and underline the silent letter in words like 'write' and 'listen'."

## 3. Ex. 1 &amp; 2 – Listen, point and say / Listen and number (p.12)

*Teacher:* "Now let's talk about sound. Is a drum **loud** or **quiet**? Listen to the sounds and number the pictures."

 Assessment

**Circle the silent letter:** know, write, lamb.


**Classify:** Is a piece of glass (transparent/opaque)? Is a shout (loud/quiet)?

 Evaluation

It was a stimulating cross-curricular lesson that combined basic physics (light/sound) with targeted phonics practice.

**They** grasped the simple scientific concepts and successfully identified common silent letter patterns in English spelling.

**They** made abstract science concepts concrete with clear examples and used listening exercises effectively to teach both sound vocabulary and silent letters.

 Lesson 5: Codes, Braille & Choosing Communication Methods Learning Objectives

**Understand** the purpose and basic idea of using codes (including Braille).

**Recommend** the best communication method for a given situation.

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 New Vocabulary

Code, Braille, blind, dots, dashes, touch, communicate, situation, website, newspaper, email

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 Functional Language**Making recommendations**

- The **best way** to communicate is...
  - **You use** a telephone **when you want to** talk to someone.
- 

 Warm Up & Review

*Teacher:* "Have you ever written a secret note? Maybe you changed the letters? That's a **code**! Today we learn about a very special code called **Braille** that helps blind people read. We also decide the best way to send different messages."

---

 Presentation

*Teacher:* Tells the story of Louis Braille from page 9. "Louis Braille was **blind**. He invented a **code** of **dots** that people can **touch** to read. This is called **Braille**." Then presents page 10. "Now, if you want to send a quick message, what's best? A **text**. If you want to tell a story, maybe a **book** or **email**."

---

 Practice1. **Ex. 1 – Look, listen and read (p.9)**

*Teacher:* "Let's read about Louis Braille. How does Braille work? People touch dots."

2. **Ex. 1 – Read and complete (p.10)**

*Teacher:* "Read each situation. What's the best way to communicate? For a quick message: a **text message**."

3. **Ex. 2 – Read, match and number (p.10)**

*Teacher:* "Match the tool to its purpose: 'You use a video chat when you want to... see the person you are talking to.'"

4. **Project: Make a code chart (p.13)**

*Teacher:* "Now, let's be like Louis Braille! Create your own simple secret code using numbers or symbols."

 Assessment

**Decode a simple message** using a provided alphabet code.

**Choose:** What is the best way to tell many people about a school event? (a) letter (b) website (c) text message. (website)

 Evaluation

It ended the unit on a high note with an inspiring true story and practical decision-making tasks, reinforcing the unit's theme of communication.

**They** were fascinated by the story of Braille and could logically choose appropriate communication tools for different scenarios.

**They** presented an inclusive and empowering story, successfully linked all unit topics, and encouraged creativity with the code-making project.

## Review Unit 4: Communication, Music & Review

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### Lesson 1: Words & Connections

#### Learning Objectives

**Categorize** vocabulary related to communication and musical instruments.

**Match** sentence beginnings with their correct endings to form complete, meaningful statements.

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#### Review Vocabulary

*Communication:* Text message, email, picture message, stamp, address, envelope.

*Musical Instruments:* Oud, flute, reed pipe.

---

#### Warm Up & Review

*Teacher:* "Let's do a quick brainstorm! I'll say a category, and you shout out words. First category: Things you do with a phone! (Call, text...). Next category: Musical instruments we learned! (Guitar, violin...). Great! Today we sort words and connect sentences."

---

#### Presentation

*Teacher:* "Look at page 2. We have two lists to complete. Some words are for modern communication, like 'text message'. Others are things we use with old-fashioned letters, like 'stamp'. Some are musical instruments. Let's sort them together."

---

 Practice1. **Ex. 1 – Read and complete (p.2)**

*Teacher:* "Look at the words in the box. Is 'email' modern or used with letters? (Modern). Put it in the correct column."

2. **Ex. 2 – Look, read and match (p.2)**

*Teacher:* "Now, let's connect sentences. Read the beginning in column 1 and find its best ending in column 2. Number 1: 'This is a story about a special day.' Which ending talks about a special day?"

 Assessment

**Word Sort:** Draw two columns. Write 3 modern communication methods and 2 musical instruments.

**Sentence Completion:** Provide the first half of a sentence from Ex. 2 and have students write a logical ending.

 Evaluation

**It** was a clear and effective vocabulary review that required students to recall and categorize words from different semantic fields.

**They** successfully sorted the vocabulary and demonstrated understanding of sentence structure by matching clauses logically.

**They** facilitated quick recall and provided immediate feedback during the sorting activity.

 Lesson 2: Grammar & Feelings Recap Learning Objectives

**Choose** the correct linking words (**and, but, so, because**) to connect ideas logically.

**Use** "used to" and "didn't use to" accurately in a text about past habits.

**Construct** sentences about likes and dislikes using the **-ing** form.

---

 Review Grammar

Linking words (conjunctions), *used to/didn't use to*, like/love/hate + verb-ing

---

 Warm Up & Review

*Teacher:* "Let's talk about cause and effect. If I am hungry (cause), I eat a sandwich (effect). We use 'because' for the cause and 'so' for the effect. Also, what did you **use to** do when you were little that you don't do now? Let's review!"

---

 Presentation

*Teacher:* "We're reviewing three important grammar points today. First, linking words on page 3. 'But' shows contrast. 'So' shows result. Second, we fill in a text with 'used to' or 'didn't use to'. Third, we put words in order to make sentences about what we like or hate doing."

---

 Practice

1. **Ex. 1 – Read and circle (p.3)**

*Teacher:* "Circle the correct linker. Number 1: 'We went to the butcher's, **so / but** it was closed.' Which one shows a surprising result? (But)."

2. **Ex. 2 – Complete the text (p.3)**

*Teacher:* "Read about the grandma. Did the speaker write letters in the past? Yes, so: 'I **used to** write her letters.'"

3. **Ex. 3 – Read and order the words. Number (p.3)**

*Teacher:* "These words are mixed up! Put them in order: 'I hate shopping for shoes.'"

---

 **Assessment**

**Complete the sentence with the correct linker:**

I wanted to play outside, \_\_\_\_\_ it was raining. (but)

**Write** one sentence about your childhood using "used to."

---

 **Evaluation**

**It** provided comprehensive practice of three key grammatical structures from the previous units, strengthening sentence-level accuracy.

**They** demonstrated a good grasp of conjunctions, past habits, and gerund structures, applying them correctly in different exercise types.

**They** clearly explained the function of each linker and guided students through the transformation exercises step-by-step.

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 **Lesson 3: Phonics & Vocabulary Consolidation** **Learning Objectives**

**Complete** and **match** words based on their sounds and meanings, reviewing key unit vocabulary.

**Pronounce** completed words correctly.

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 **Review Vocabulary**

A mix of vocabulary from Units 9-12 (e.g., animals, instruments, communication, feelings).

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 **Warm Up & Review**

*Teacher:* "Let's play a quick game of 'Guess the Word'. I'll give you a clue, and you guess the word from our units. Clue 1: It's a big animal with a trunk. (Elephant). Clue 2: You send it from a phone quickly. (Text). Ready for more? Let's look at page 4."

---

 **Presentation**

*Teacher:* "On page 4, we see incomplete words and pictures. Your job is to figure out the missing letters to spell the word correctly. Then, you will match that word to its picture. This helps us remember how to spell and what the words mean."

---

 **Practice**

1. **Ex. 1 – Complete the words. Match, listen and say (p.4)**

*Teacher:* "Look at the first word: '\_\_\_ ose'. Look at the picture of an elephant's nose. What is it? A **trunk**! Complete the word. Now, draw a line to match 'trunk' to the elephant picture. Let's listen and check the pronunciation."

---

 **Assessment**

**Spell It:** Say a definition (e.g., "A traditional story") and have students write the word (folktale).

**Quick Draw:** Say a vocabulary word (e.g., "tambourine") and have students draw a quick sketch.

---

 **Evaluation**

**It** served as an effective cumulative vocabulary and spelling review, using a visual matching task to reinforce meaning.

**They** actively engaged in decoding the incomplete words and successfully matched them to the correct images, showing good recall.

**They** used the activity to check pronunciation and ensure students connected the written form, meaning, and visual representation of key terms.

تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

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امسح الكود بموبايلك علشان تقدر تثبت التطبيق

وتقدر ف أي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكثيرة

