

Have Fun, Learn English



Songs



Videos

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1. Introduction

'Have Fun, Learn English' is designed for Year 4 primary school learners who are introduced to the English language for the first time at school. It embraces the principles and directives stated in the Curriculum of English for Primary Education, for Years 4, 5 and 6 basic education.

It aims not only at exposing young learners to the target language but also at raising their awareness of diversity and respect for others. Hence, promoting positive attitudes and values such as tolerance, mutual help and active citizenship, is a crucial part of this program.

Bearing in mind the characteristics of young learners, the authors have opted for a wide variety of activities that are hopefully appealing and motivating. They purport to cater for all learners' needs and main learning styles (visual, auditory, kinesthetic).

Apart from acquiring the target language, learners, who are encouraged to be active and autonomous, will have the opportunity to interact through pair work and group work, to learn how to evaluate themselves and their peers and to master a number of strategies and life skills.

It is organized into 5 units, each with a particular thematic focus. The 5 units are :

1. **Unit I : Introducing Myself**
2. **Unit II : Describing my School**
3. **Unit III : Describing my Family**
4. **Unit IV : Talking about my Daily Routines**
5. **Unit V : Describing my Pets**

Within each Unit, there are 6 lessons. Each offers a repertoire of activities intended to get learners talking in class and outside it. Our goal is to make every lesson better and more student and teacher-friendly. In addition to the **Lesson Activities**, there is a range of material that the teacher can use according to his/her students' needs and the time and resources available :

The Teacher's Book suggests different ways of exploiting the activities depending on the level of the target class. It is meant to help teachers succeed in setting their learners firmly on the path to increase their proficiency. However, as teachers are addressing starters, they are required to make instructions crystal clear by using very simple words, by gesturing whenever possible, and by breaking down series of instructions into smaller units. They shouldn't pressure learners into speaking before they have had plenty of opportunity to listen to the teacher using it. Teachers have to consider what they say and grade their language accordingly. Beginners need much repetition and drilling, especially as they get to grips with the sounds of the new language. It's strongly recommended to equip learners with classroom language that will help them follow the progression of the lesson.

This teacher's guide is very detailed, but it is by no means prescriptive. We do believe there is always room for creativity and innovation. Teachers are required to tailor other extra material and teaching aids in order to respond to learners' specific needs. To be able to stick to the curriculum principles and guidelines while doing so, teachers need to have a copy of the Curriculum of English for Primary Education as a framework to refer to.

To conclude, the authors have worked hard to design the appropriate tools for Year 4 primary students. Being a diverse group (inspectors, primary school teacher advisors and primary school teachers) was really enriching and helped us work smoothly as a team. We made lots of efforts to come up with teaching tools that may “ *create a high level of interest among learners, motivate them to carry on studying English in subsequent cycles and help them gain pleasure and fulfillment from language activities fostering a dynamic and forward-thinking mindset that helps them thrive in the 21st century*”. (Curriculum of English for Primary Education)

We rely on teachers for constructive feedback once these tools are put into practice. Their remarks are very welcome. Coming from practitioners with whom we share one common goal, which is quality education, they can definitely enrich this new program.

Scope and sequence

| Unit I : Introducing Myself | | | |
|-----------------------------|---|---|---|
| Lesson | Vocabulary | Grammar | Life skills and values |
| 1. Hello ! | Hi/hello/good morning/good afternoon/good evening/good night | My name is... I'm ... | |
| 2. My Name is... | Name/My/Your/The alphabet | What's your name? What is your name? My / Your | Value targeted : <i>Respect (turn taking)</i> Life skill developed : <i>Active listening.</i> |
| 3. My Age | Numbers from zero to 10 | I am+age/I'm+age | Life skill developed : <i>Turn taking.</i> |
| 4. I'm from ... | Where/From | Where are you from? I'm/am from... I/You/She/He 'to be': am I'm /are I're /is I's | Life skill developed : <i>Communication</i> <i>Active listening</i> <i>Cooperation</i> Value targeted : <i>Respect</i> |
| 5. I like... | Pizza/Sandwich/Milk/Carrots/ Bananas/Apples/Orange/ Cheese/ Cake/Chocolate/Red/Yellow/ Green/Blue/White/Black | What do you like? Do you like? Yes, I like. No, I don't like. | |
| 6. All about Me | End product: learners draw a picture of themselves, prepare a puppet, a TV set frame, create a microphone and introduce themselves. | | |

Unit II : Describing my School

| Lesson | Words | Grammar | Life skills and values |
|------------------------------|--|--|--|
| 1. My Schoolbag | Schoolbag / Book / Pen / Pencil / Scissors/Glue/ Cover / Rubber / Sharpener / Ruler / Crayons / Slate / Marker | What's in...? / There is.../ There are.../ is there...? /are there...?/ my/ your | Life skill developed :: <i>Concentration</i> |
| 2. My Classroom | Classroom/Teacher/Door/ Window/Board/Bin/Desk/ Chair / Pupil / Big / Small / Nice/Clean/ Dirty | It + to be+ adjective | Life skill developed : <i>Time management</i> <i>Creativity</i> |
| 3. My School Subjects | School subjects / Arabic / English / French/ Maths/ Science / P.E/ Arts/Music / Favourite/ Monday / Tuesday/Wednesday/ Thursday/ Friday / Saturday / Sunday / Before / After | What's / are your favourite subject/s? | |
| 4. My Classmates | Classmate / Boy / Girl / Friendly / Kind/Smart/ Helpful / Tidy | Personal pronouns : He, She 'to be' with he and she This is + name. He/She + is + boy/girl. He/She + is + my friend/ classmate. He/She is + adjective | Life skill developed : <i>Collaboration</i> |
| 5. My School | Classroom / Courtyard / Garden / Playground / Flowers / Office/ Headmaster / Headmistress / Flag / Clean | is + adj /there is/there are/has got/hasn't got | Life Skill developed : <i>Active listening.</i> <i>Abiding by the rule</i> <i>Accepting failure</i> Value targeted : <i>Consideration</i> |
| 6. My Dream School | End product : learners create a miniature, draw, cut and paste their dream school...and present it. | | Life skill developed : <i>Creativity</i> |

Unit I

Lesson 1

Hello

Objectives :

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

- greet a peer.
- respond to greeting.
- say their names.

Language in focus :

Greeting :

- Hi /Hello
- Good | morning
 | afternoon
 | evening
 | night

Introducing oneself :

- My name is...= I'm...

Activities

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

Lyrics of the song :

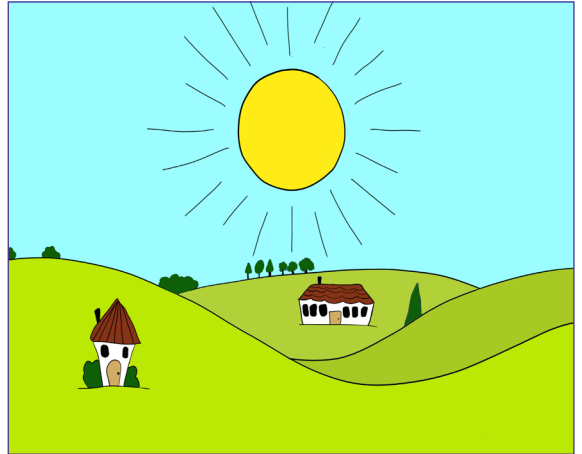
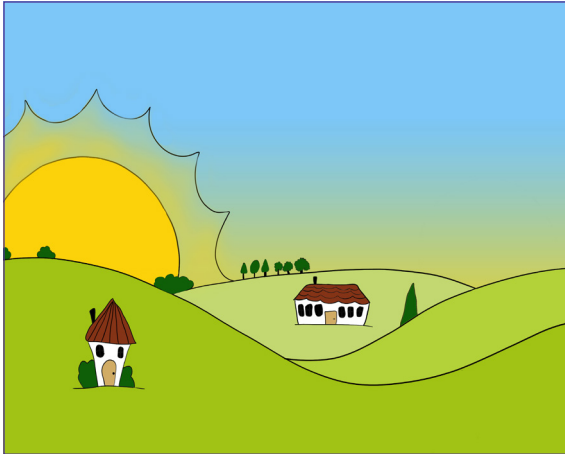
*Hello, hi
Sun up high
Bird in the sky
Good morning, girl
Good morning, guy!
Good afternoon, good bye
Good evening, you and I!
Time for a pie
Good night, shut-eye!
A day has gone by!*

2. The teacher shows flashcards and the learners say the corresponding greeting. **(10 min)**

Then, in pairs, learners :

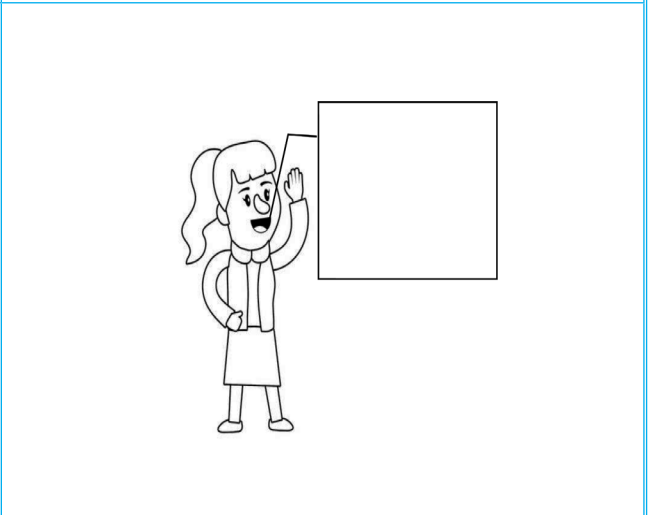
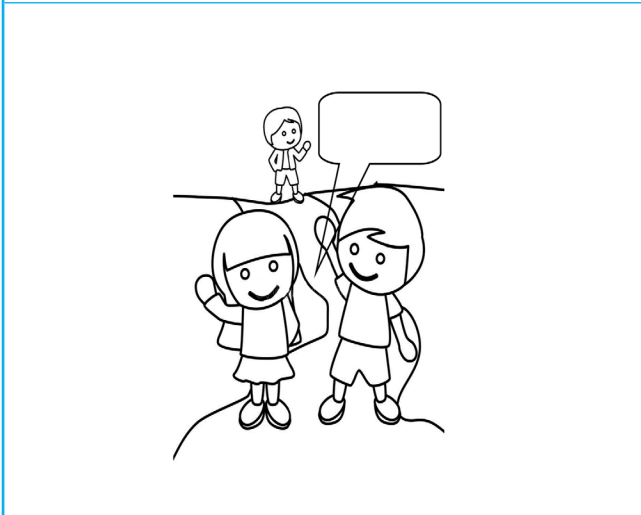
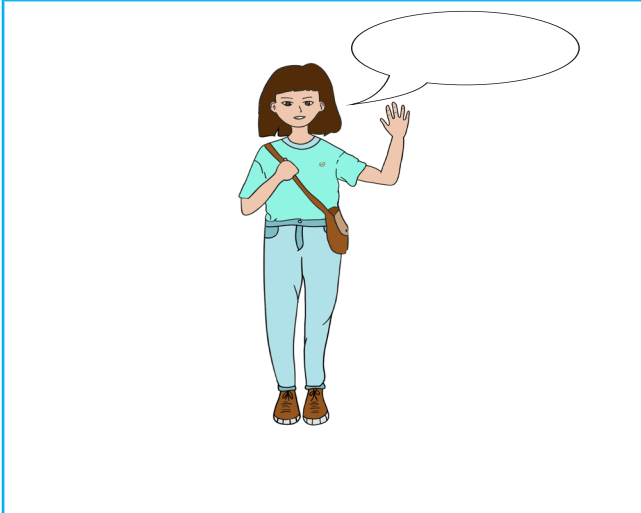
A : chooses a card and shows it.

B : says the greeting.



3. Cut, paste and say. **(10 min)**

The teacher asks the learners to cut the greetings, paste them in the appropriate bubble. Then, the learner says the greeting.



Hi

Hello

Bye

Goodbye

4. Trace. Circle the letter 'h'. (7 min)

Hello

Hi

Good morning

Good afternoon

Good night

5.

- a. The teacher asks the learners to draw their hands with a pencil on a cardboard sheet.

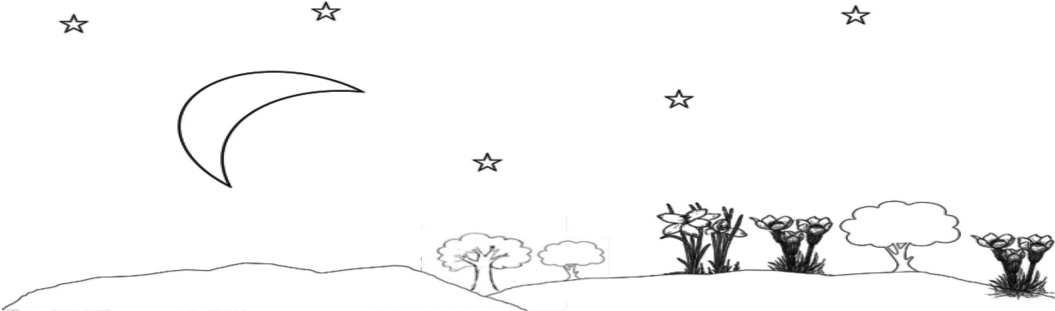
N.B The teachers asks the learners to bring cardboard sheets.



- b. The learners cut and paste the traced greetings on their drawn hands. They draw a smiling smiley in the middle (in the palm of 😊 the hand). (10 min)

Extra activities

1. Colour and say. (15 min)



Lesson 2

My Name is...

Objectives :

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

- ask and answer questions about themselves.
- introduce themselves and give personal information (names).
- use possessive adjectives – my, your – appropriately.
- spell names.

Language in focus

- What's your name ?
- My name is....
- The alphabet.

Activities

1. Students listen to a song and sing it. (10 min)

Lyrics of the song :

*Hello, hello
Hello, what's your name?
My name, My name
My name is...
Hello, hello
Hello and how are you?
I'm fine. I'm fine
Nice to meet you*

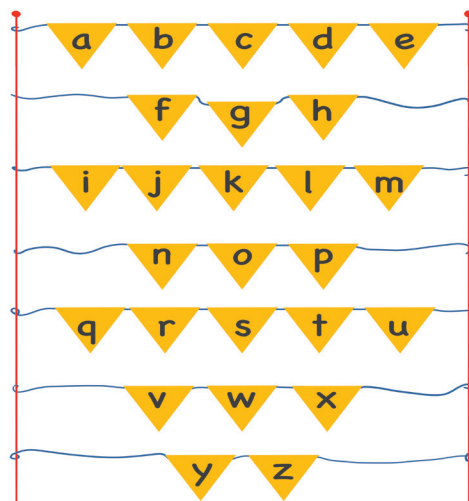
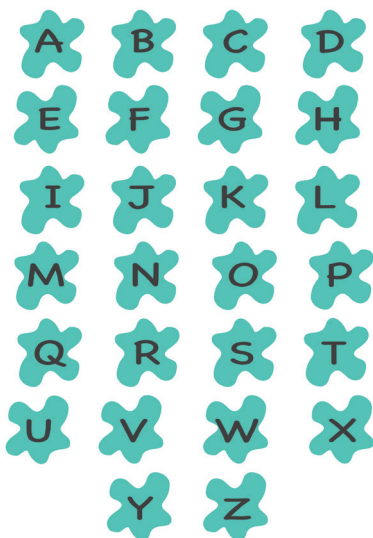
2. **Name Game.** The teacher seats the learners in a circle. S/he points to him/herself and says his/her name "I'm"/ "My name is.....". The teacher uses a ball to pass around the circle. The learner who receives the ball around the circle says his/her name : as each student says his/her name, his/her peers greet him/her. (15 min)

Value targeted : Respect (turn taking)

Life skill developed : Active listening.

3. What's your name ? (10 min)

- a) Learners listen to the alphabet song (audio).
2. Then, they sing it. The teacher shows flashcards corresponding to the letters listened to in the audio. **(05 min)**
4. a) The teacher asks the learners to circle the letters in their names.
b) The teacher asks the learners to cut and paste the letters that correspond to their names. **(10 min)**



Life skill developed : *Active listening.*

4. Trace. Circle the letter "a". (5 min)

I am.

I'm.

What's your name?

My name is

My name's..... .

Lesson 3

My Age

Objectives :

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

- tell /say numbers from 0 to 10.
- tell/say their age.

Language in focus :

- I am + age
- Interrogative form: How old are you ?
- Numbers: oh/zero/one/two/three/four/five/six/seven/eight/nine/ten

Activities

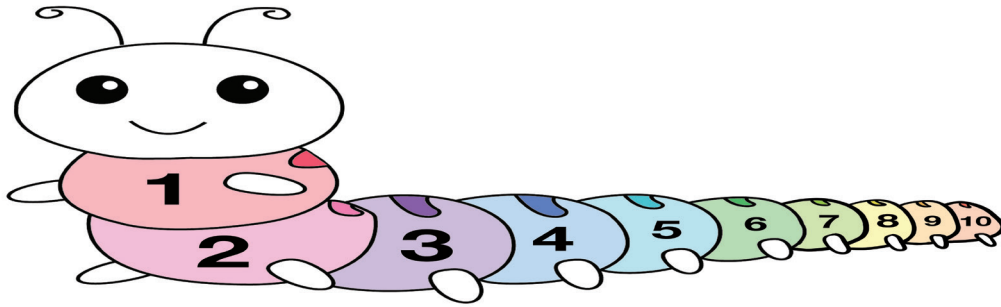
1. Students listen to a song. Then they sing it. (10 min)

Lyrics of the song :

*How old are you?
How old are you?
Are you one or two?
How old are you?
Are you three or four?
How old are you?
Are you five or six?
How old are you?
Are you seven or eight?
How old are you?
Are you nine or ten?
I'm ten! That's right!
I'm caring and bright!*

2. Learners listen to numbers 0 – 10 (audio). The teacher shows flashcards corresponding to the numbers listened to in the audio. (05 min)

3. Learners listen to an audio of jumbled numbers, touch the appropriate number on the following poster (the number worm) and say the number.



4. Enact a role play (consolidation: greeting, name, age). (15 min)

- Hello
- Hi
- What's your name ?
- My name is And you ?
- I'm
- How old are you ?
- I am and you ?
- I'm

Life skill developed : *Turn taking.*

Lesson 4

I'm from...

Objectives :

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

- **say where they are from.**
- **demonstrate recognition of the letters of the alphabet.**
- **pronounce the letters of the alphabet accurately.**

Language in focus :

where – from

Interrogative form : **Where are you from?**

Personal pronouns : **I – You – He – She**

'to be' : **am – 'm – are – 're – is – 's**

Activities

1. Listen to a song. Then sing it. (10 min)

Lyrics of the song :

*Where are you from?
Where are you from?
I'm from Tunisia
I am Tunisian
I'm from Tunisia
I am Tunisian
Where's Tunisia?
Where's Tunisia?
Tunisia is in Africa
Tunisia is in Africa*

2. Map activity. (25 min)

The teacher displays a poster of the map of Tunisia bearing the names of the different governorates. S/he asks the learners questions such as :

Ahmed is from a town that starts with an "S".
Where's Ahmed from?

Learners check the map and answer: Ahmed is from Sousse / Ahmad is from Seliana.

Assil is from a town that starts with a "K". Where's Assil from?

Learners check the map and answer: Assil is from Kairouan / Assil is from Kef...

(It is possible also to ask about towns that finish with a given letter: "x", "a"....)

This activity offers an opportunity to work on the alphabet.



Life skill developed : *Communication - Active listening*

3. Game : Where are you from? (20 min.)

The teacher gives learners folded pieces of paper with different governorates' names. Then, s/he puts them in groups of four or five.

Learners ask each other :

- **Where are you from?**
- **I'm from....**
- **Nice to meet you.**
- **Nice to meet you, too.**

All the learners should have the chance to ask and/or answer the questions.

Life skill developed : *Communication – cooperation – active listening*

Value targeted : *Respect*

Lesson 5

I like ...

Objectives :

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

- **talk about likes and dislikes**
- **name some food and drinks**
- **name main colours**

Language in focus :

What do you like?

Do you like ...?

Yes, I like...

No, I don't like ...

Target vocabulary :

pizza / sandwich / milk / carrots / bananas / apples / orange / cheese / cake /chocolate / red/ yellow green / blue / white / black.





Activities

The teacher asks the learners to watch the cartoon video and listen. (3 min)

Peter -I like pizza.
 Ana -Humm! It's delicious. I love it
 Peter -Do You like bananas?
 Ana -No, I don' t like bananas.
 Peter -What do You like?
 Ana - I like apples.

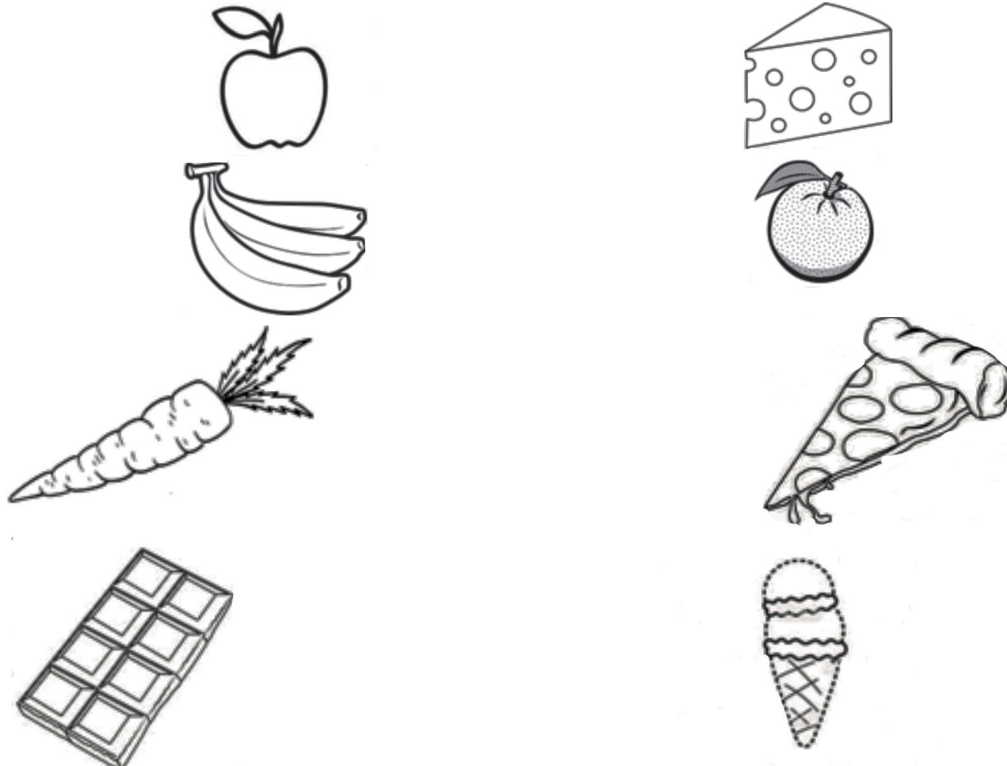
1. Enact the dialogue : In pairs, the learners enact the conversation between Peter and Ana. (10 min.)

2. Remember and trace. Circle the letter "a". (7 min)

| Peter | | Anna | |
|---|---|---|---|
|  |  |  |  |
| Pizza Bananas Apples | | Pizza Bananas Apples | |

N.B : The learners trace just the food that the speaker in the cartoon video likes.

3. Colour the food. Say it. (10 min)



4. Do You like ... ? (20 min)

The teacher shows flash cards of food such as : bananas, apples, sandwich, chocolate, milk, carrots, oranges, cheese, cake, and asks a number of pupils :

- Do You like bananas/...?
- The pupil answers: Yes, I like .../No, I don' t like...

5. **A.** The teacher asks the learners to colour the food.

B. The teacher asks : What colour is the apple?

The learner answers : the apple is red.

C. Then, learners, in pairs, ask each other.

Extra activities :

1. Model what you like to eat. (15 min)

The teacher guides the learners through the following procedure :

- a. Cut shapes from colour paper to form your favourite food.
- b. Finish cutting out all the shapes.
- c. Stick your paper shapes on a sheet of paper to make a Food Picture.
- d. Stick your pictures on the wall.

2. What colour is it ? (10 min.)

Trace, read and match.



White

Red

Blak

Yellow

Blue

3. Find and circle the words. Say them. (10 min)

milk – ice cream – pizza – cheese – chocolate – banana – carrot –
apple – carrot – orange – sandwich – cake



Life skill developed : *problem solving.*

Unit II

Lesson 1

My Schoolbag

Objectives :

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

- name school supplies
- ask and answer questions about school supplies
- identify the main colours
- pronounce school supplies accurately

Language in focus :

- Vocabulary related to school supplies : schoolbag / book / pen / pencil / scissors / glue / cover / eraser / sharpener / ruler / crayons / slate / marker
- Grammar : What's in...? / There is... / There are... / is there...? / are there...? / my / your

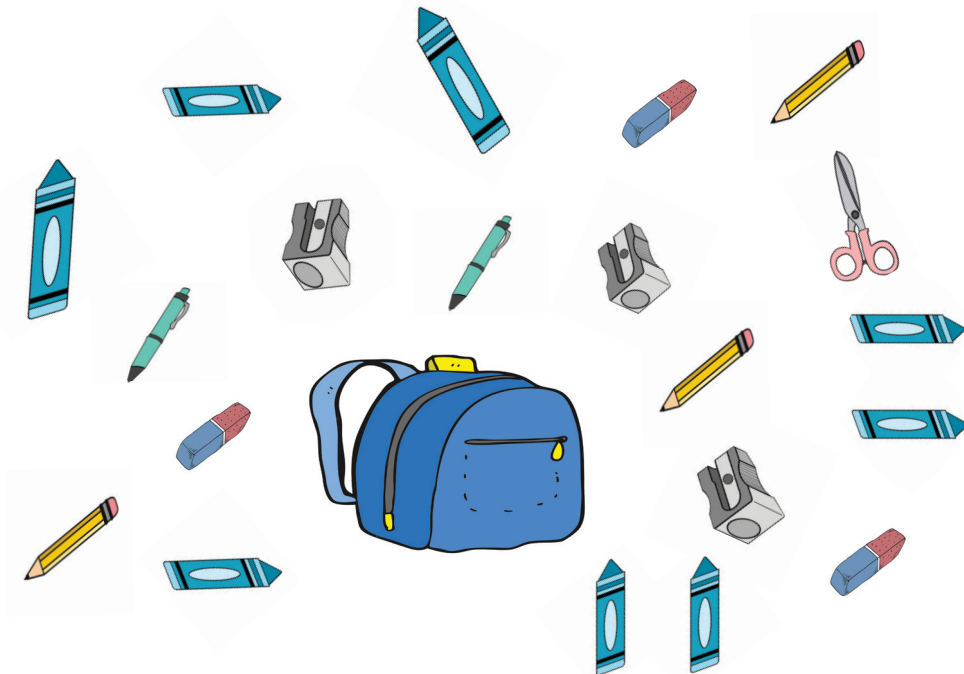
Activities

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

Lyrics of the song :

*What's in your schoolbag?
What's in your schoolbag?
Let's discover
A pen, a sharpener and a rubber
A pencil case, glue and a cover
What's in your schoolbag?
What's in your schoolbag?
Let's have a look
Scissors, a ruler, a slate and a book
A pencil, crayons and a notebook
What's in your schoolbag?*

2. Learners listen to the audio and point : (7 min)



2. Word search : learners circle the six school supplies in the word search. (7 min)

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | U | N | M | Z | P | E | N | C | I | L | R |
| P | E | N | Z | Q | T | Y | G | O | B | B | U |
| L | V | X | B | O | O | K | L | A | Y | K | L |
| S | B | A | G | P | L | R | U | C | T | D | E |
| Z | O | P | L | M | W | I | E | P | S | D | R |
| G | H | Q | E | R | A | S | E | R | Y | Z | N |

Find :



3. Listen and repeat. (5min)

Learners watch a video/or listen to an audio listing a number of school supplies and are asked to repeat (chorally) for accurate pronunciation. Then, the teacher designates a number of learners to repeat individually.

N.B. If it is an audio the teacher shows flashcards of the targeted school supplies

5. Matching Exercise : (15 min.)

a. Learners are asked to match words with pictures of school supplies. Then, they say them.

1. Schoolbag

2. Book

3. Pen

4. Pencil






5. Scissors

6. Glue

7. Cover

8. Eraser



- | | | |
|--------------|----|---|
| 9. Sharpener | i) |  |
| 10. Ruler | j) |  |
| 11. Crayons | k) |  |
| 12. Slate | l) |  |
| 13. Marker | m) |  |

1 : ... 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : 10 : 11 : 12 : 13 :

b. Learners ask one another questions about school supplies in their bags using “**Is there**” or “**Are there**” and provide answers using “**Yes, there is**” or “**No, there isn’t**” , “**Yes, there are**” or “**No, there aren’t**” (10 min)

6. Tracing Activity : (5 min)

Learners are asked to :

- trace the words.
- circle the letter ‘b’.

Pen

Schoolbag

Ruler









Eraser

Book

Slate

7. Formative Evaluation : (3 min)

Learners are asked to tick (✓) the right box in order to evaluate themselves.

| |  YES |  NOT SURE |  NOT YET |
|---|--|---|--|
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |

8. Guessing game : (10 min)



The teacher provides an opaque bag with all the school supplies. She/he invites the learners one by one to come and touch one of the items, guess what the item is; then takes it out of the bag to check whether they have guessed right.

Teacher : *Is it?*

Learners : *Yes, it is/ No, it isn't*

Extra activities :

1. Pair work : (15 min)

Student A : - Bring me the ..., please. Put it in my bag. Thank you.

Student B : -You're welcome.

Then, they swap roles.

2. Vanishing Classroom Objects Game. (10 min.)

The teacher lays various school things on the desk : **a book, a school bag, pens, pencils, a rubber, a notebook, a pencil case, a ruler, a sharpener, scissors**, gives the learner a minute to look at the desk. Then, asks him / her to leave the room... The teacher then hides one object and asks the learner to come back. She / He has to guess the missing object and say it. It is possible to ask the learner who guesses the missing object first to hide the next object.

Life skill developed : Concentration.

3. Mini project :

A Pictionary/picture dictionary : have learners create their own picture dictionaries. They can draw and stick pictures, cut and paste or give them a ready-made one to complete.

Lesson 2

My Classroom

Objectives :

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

- use previously introduced vocabulary related to school supplies
- identify items in a classroom
- describe their classroom

Language in focus :

- Classroom/teacher/door/window/board/bin/desk/chair/pupil/big/small/nice/clean/dirty
- It + to be + adjective
- There is/there's
- There are

Activities

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

Lyrics of the song :

In my classroom, there's a teacher

There's a teacher

In my classroom, there's a board

There's a board

In my classroom, there's a desk

There's a desk

In my classroom, there's a window

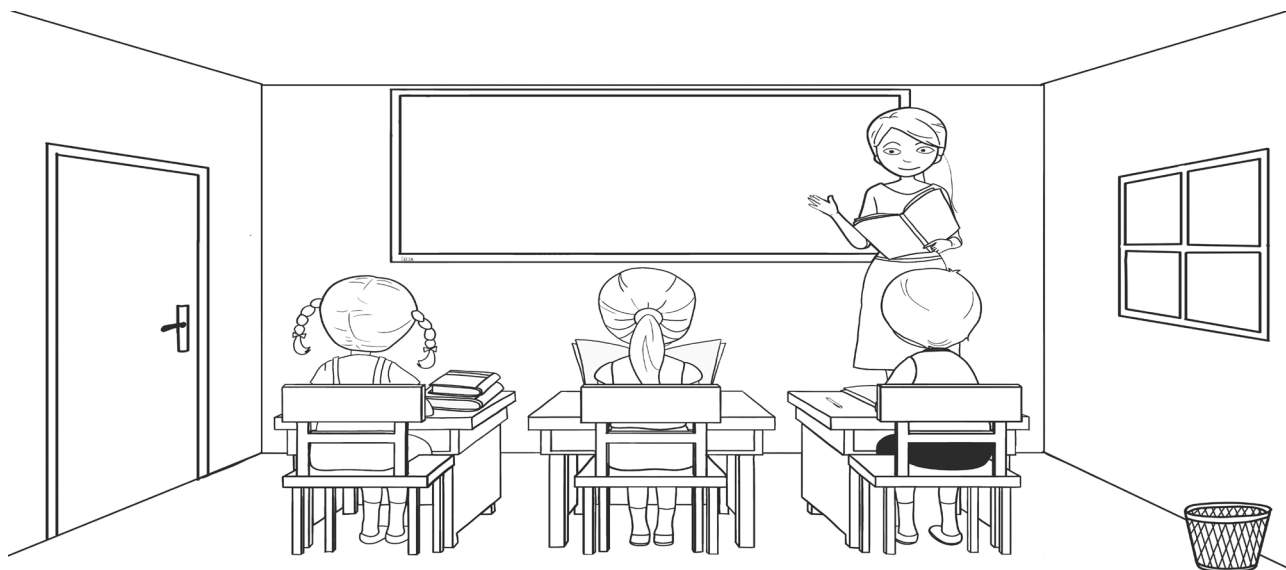
There's a window

In my classroom, there's a bin

There's a bin

2. Learners are asked to listen, point and colour. (15 min)

(desk – board – chair – window – door – books – pens – notebook - bin)



3. Ask and answer the question : What's on the desk ? (10 min)

The teacher puts a number of real items on the desk. The learners look at the desk and ask/ answer the question.



3. Ask and answer the question : What's on the desk ? (10 min)

The teacher puts a number of real items on the desk. The learners look at the desk and ask/ answer the question.

Extra activities :

1. A game :

a. Stick the Flashcards into the Classroom Objects. (20 min)

- Hold up the door flashcard and then walk over to the door and stick the card to it. Say "door" as you do so.
- Learners are encouraged to do the same thing.

b. Retrieve the flashcards of the classroom objects. (10 min)

- The teacher gives individual instructions to the learners to go and get an object, each time, and place it in front of them.

Teacher : Sami, bring back the "door card", please.

- The learner stands up and goes towards the door. He names it and hands the card to the teacher.
- Teacher : Thank you
- Learner : You're welcome

2. Word Tennis : Pair work (15 min)

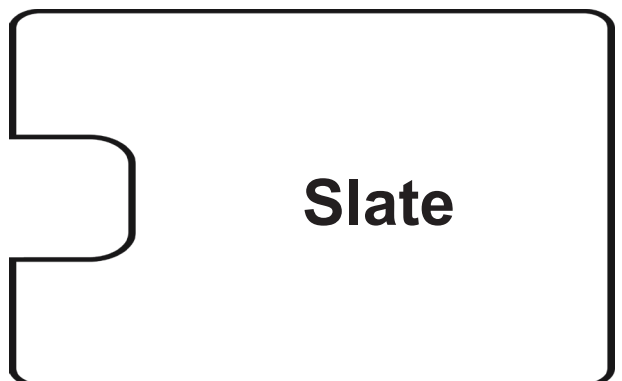
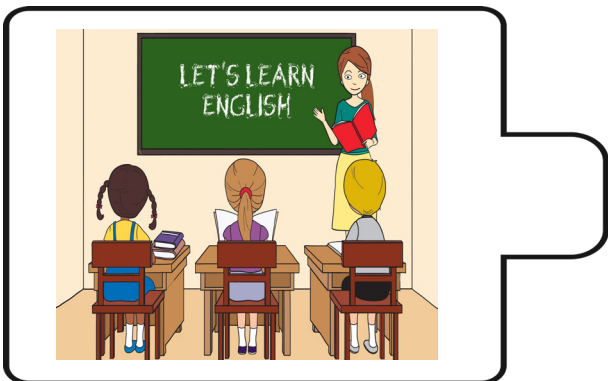
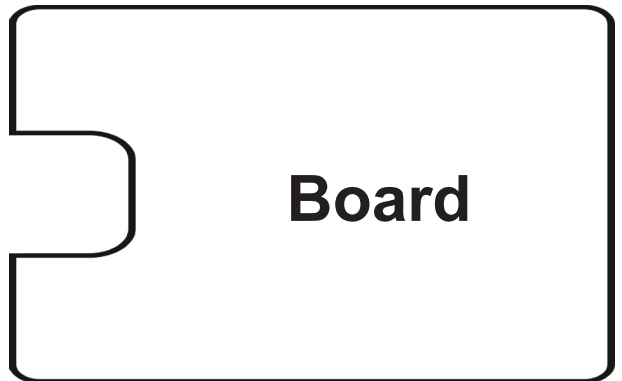
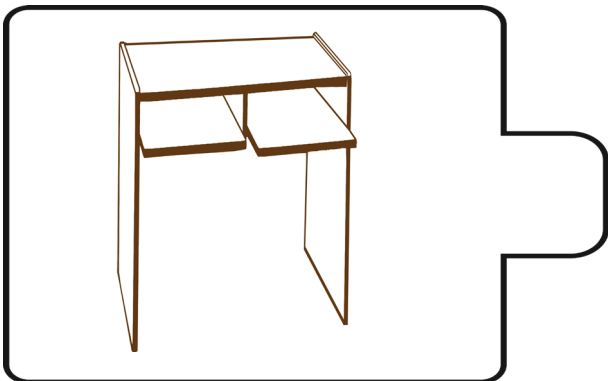
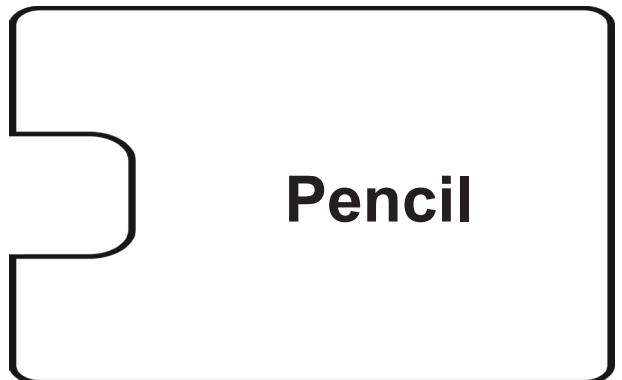
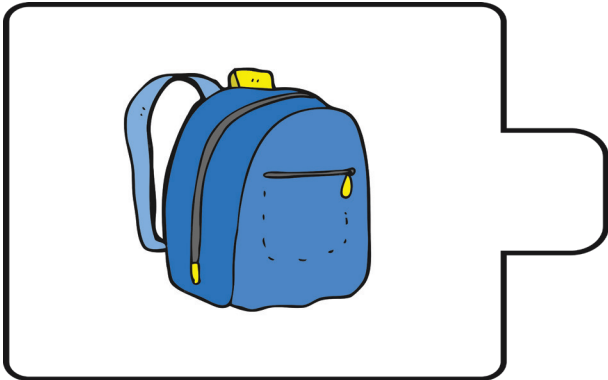
- Learner A starts by naming a classroom object (e.g. door)

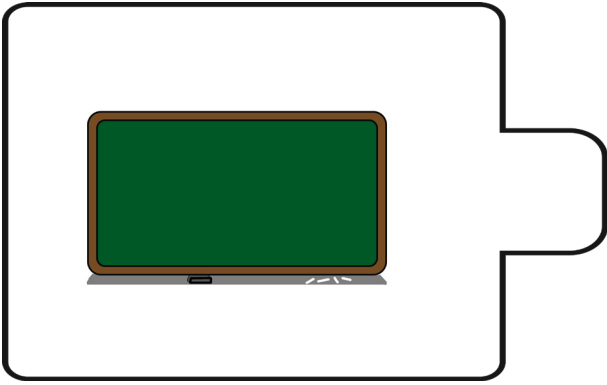
- Learner B responds with another object (desk). The learners must not repeat the same words. When a learner can't think of another word for ten seconds, the other learner wins.

Life skill developed : *Time management*

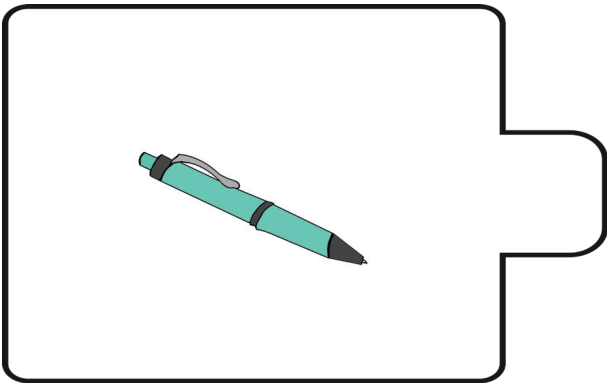
Creativity

3. Puzzle Game: match and say. (10 min)

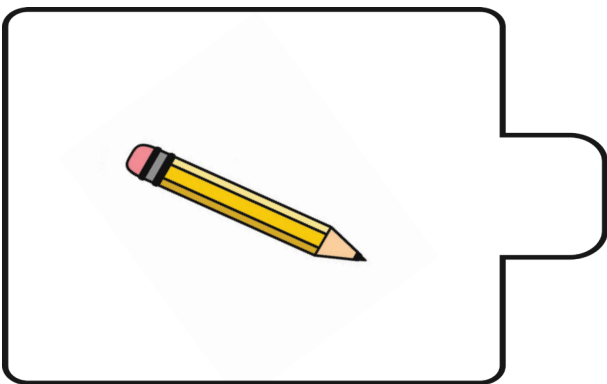




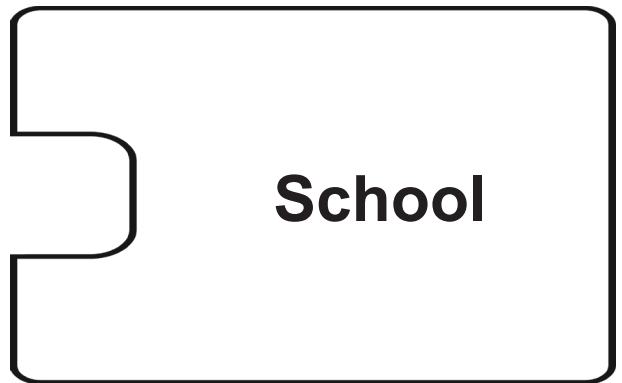
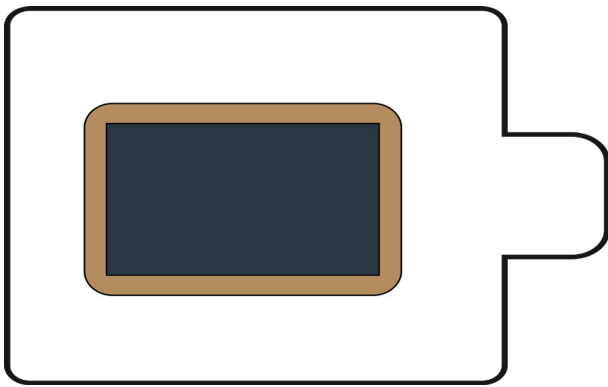
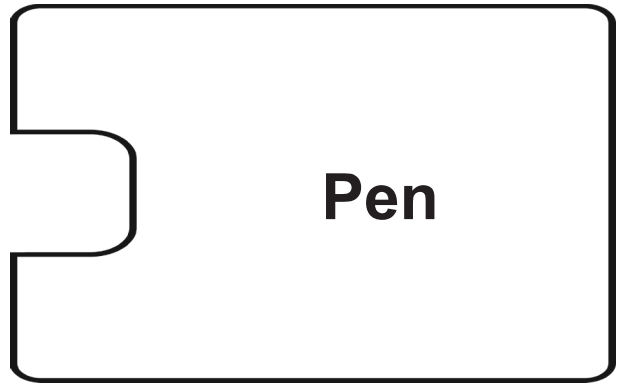
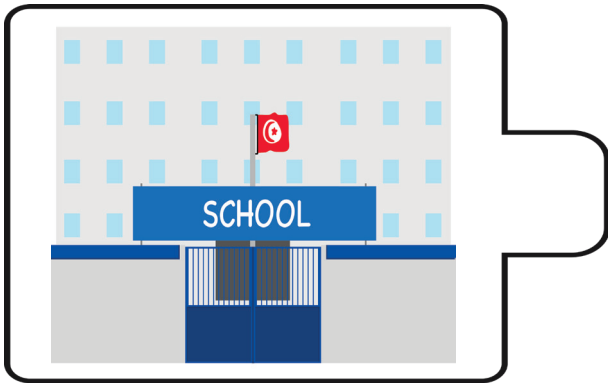
Schoolbag



Pupils



Desk



Lesson 3

My School subjects

Objectives :

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

- name the days of the week
- identify school subjects
- express preferences

Language in focus :

**School subjects /Arabic/ English / French/ Maths /science/ P.E/ Arts /Music /Favourite/
Monday /Tuesday /Wednesday/ Thursday/ Friday/ Saturday/ Sunday/ before / after
What's /are your favourite subject/s ?**

Activities

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

Lyrics of the song :

*There are seven days. There are seven days
There are seven days in a week
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday*

2. Learners listen, point and repeat. (15 min)

The learners watch the video entitled “School subjects”, point to the appropriate flash card and repeat the word for accurate pronunciation.

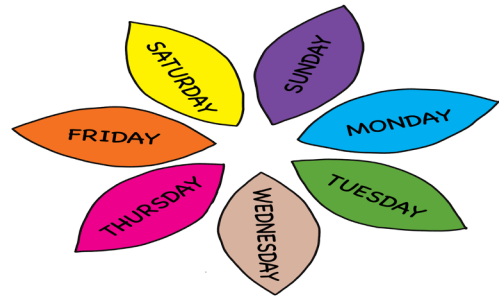
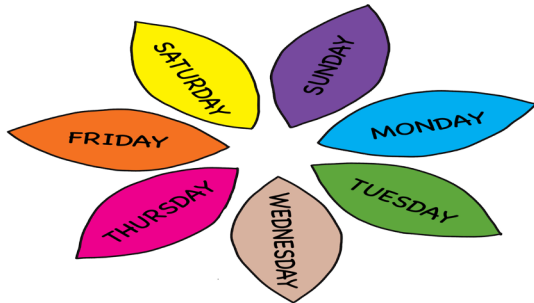


3. Week roulettes ! (10 min)

The teacher draws 2 roulettes with the names of the days of the week on a cardboard.

After Before

DAYS OF THE WEEK



The teacher pronounces a day e.g. *Wednesday*.
Learner 1 shows and says the day before it : *Tuesday*.
Learner 2 shows and says the day after it : *Thursday*.

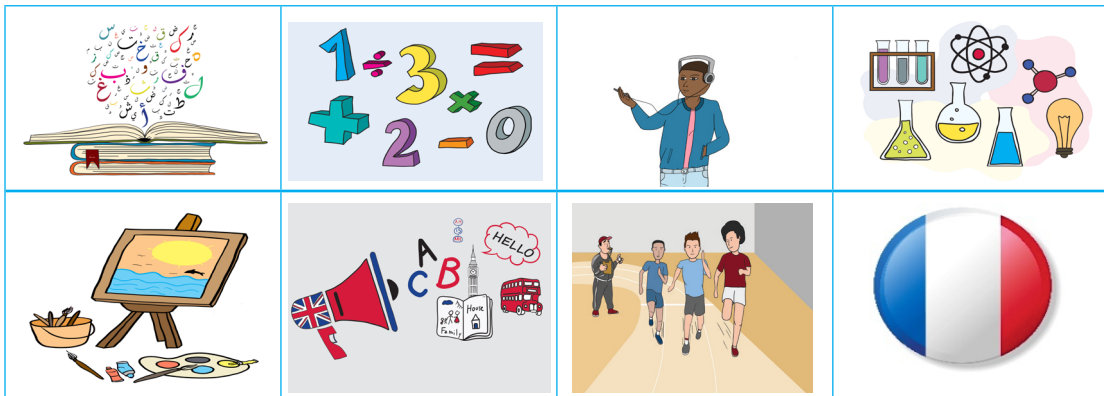
4. An exchange : What's your favourite subject ? (10 min)

- *What's your favourite subject Mohamed ?*
- *My favourite subject is English.*

Extra activities

1. Cut, paste and say. (15 min)

The teacher provides learners with stickers or word cards, he/she asks them to cut and paste the word cards in the right column; then read aloud the school subject.



Art

Maths

Science

French

Music

P.E

English

Arabic

Lesson 4

My classmates

Objectives :

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

- introduce others
- use “to be” appropriately with “he” and “she”
- describe others (character)

Language in focus :

- Personal pronouns : he, she
- “to be” with he and she
- **classmate / boy/girl / friendly / kind / smart / helpful / tidy**
- This is + name.
- He/she + is + boy/girl.
- He/she + is + my friend / classmate.
- He/she is + adjective.

Activities

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

Lyrics of the song :

*One, two, three
My classmates are with me
We're busy like a bee
Four, five, six
We learn, we share and play tricks
Seven, eight, nine and ten
We sing, we dance and count to ten*

2. Cut and paste activity (pair work) (15 min)

The learners listen and repeat. Then, they cut the word cards and stick each one under the corresponding picture.



Smart

Helpful

Tidy

Friendly

Kind

Life Skill : Collaboration

3. Game : Board rush. (25 min)

The teacher writes the names of a number of the learners on the board. S/he selects two learners. S/he says one of the names written on the board. The two learners run to the board and touch the name. The first who touches the names introduces his/her classmate : *Hello! X is my classmate, he/she is (age), he/she is from..., he/she likes....., his/her favourite subject is..., he/she ... (adj : smart/friendly...)*

Variation : It's also possible that the pupil whose name starts/finishes with the same letter rushes to the board afterwards.

4. Trace. Circle the letter “e”. Pronounce the word.

He

She

Kind

Friendly

Helpful

Smart

Extra Activities :

1. Learners are asked to tick (✓) the appropriate box. (10 min.)

| | | |
|---|---|---|
| |  |  |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |

Values targeted : *Consideration*

Honesty

Hard work

Teamwork

Kindness

2. Speaking (15 min)

The teacher takes a photo of the class, invites learners one by one to introduce their favourite/close friends.



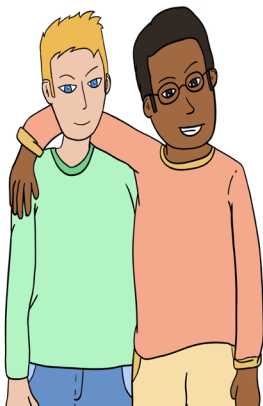
3. Role play. (20 min)

In groups of three: two learners and a new classmate. learner A, introduces the new classmate to learner B.

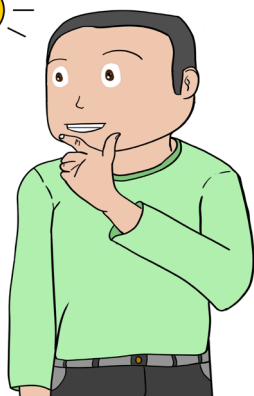
Flashcards



Helpful



Friendly



Smart



Tidy



**Kind
Nice**

Lesson 5

My School

Objectives :

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

- identify school premises
- describe their school

Language in focus :

Vocabulary :

classroom / courtyard / garden / playground / flowers / office / headmaster / headmistress / flag / clean / big / small

Grammar :

is + adj. /there is/there are/has got/hasn't got

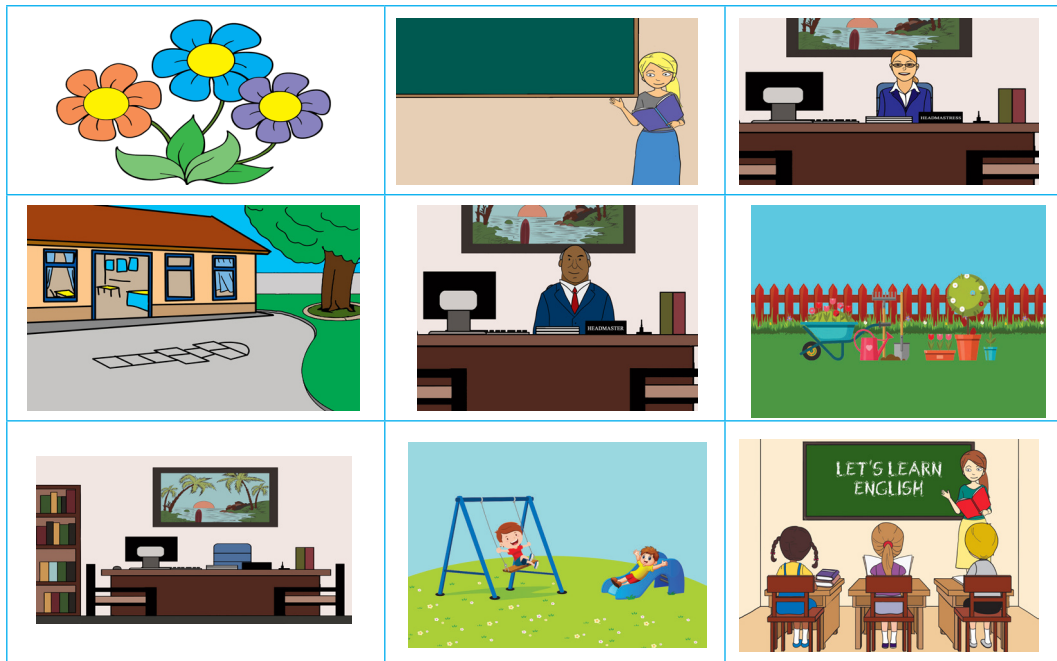
Activities

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

Lyrics of the song :

*I love to go to school
School life is cool
Listen, speak, read and write
But
Do not fight
I love to go to school
School life is cool
Have fun, jump and run
Be kind, be cool
I love to go to school
School life is cool*

2. Learners listen, point and repeat. (10 min)

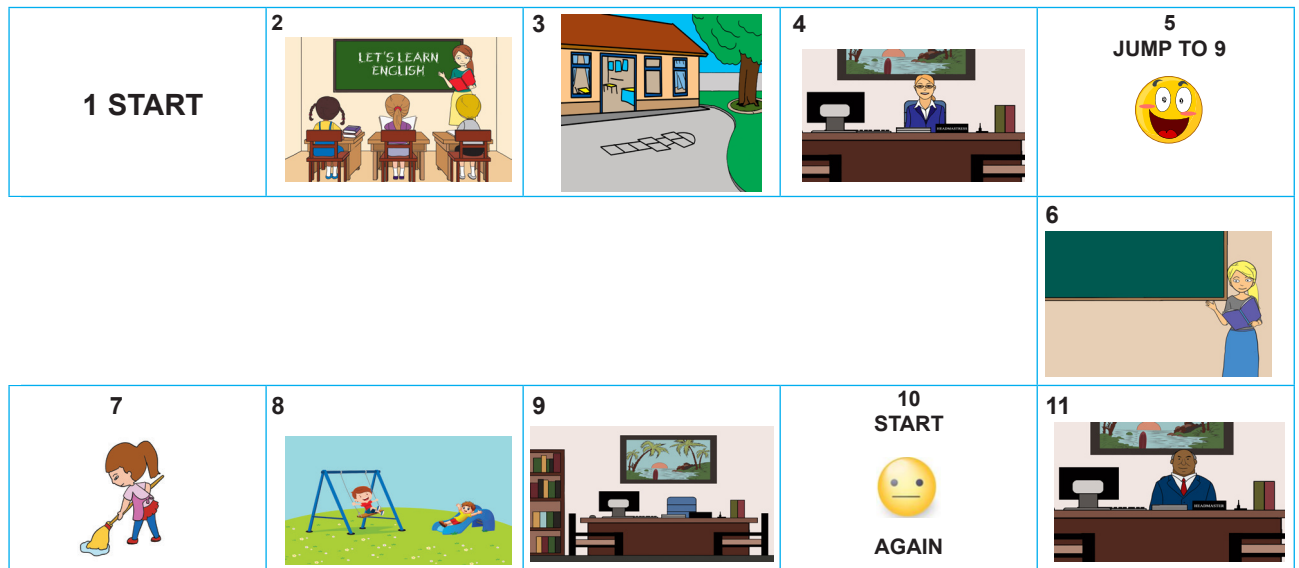







classroom – teacher – office – headmaster – headmistress – courtyard
– playground – garden – flowers

Life Skill : Active listening.

3. Board game. (20 min)

Learners roll the dice, name the picture and pronounce the word correctly.



| | | | | |
|---|---|--|--|------------------|
| <p>12 GO BACK</p>  <p>TO 4</p> | | | | |
| <p>13</p>  | <p>14</p>  | <p>15 START</p>  <p>AGAIN</p> | <p>16</p>  | <p>17 FINISH</p> |

Life Skills : turn taking, accepting failure

Values : respect for others

4. School tour. (15 min)

The teacher takes the learners on a tour in the school. They visit all the parts of the school, name/practise them in English and work on accurate pronunciation. They describe the parts of the school e.g. the classroom is big/the office is small/The courtyard is clean...

Life Skill : abiding by the rules, being orderly

Extra activities

1. Listen, draw, colour and tape. (15 min.)

The teacher asks the learners to get blank sheets, pencils and colour pencils. They listen to the words one by one. After each word, the teacher pauses the audio for the pupils to draw the item and colour it. Then, have students create a collage of the items they drew.

flag – classroom – flowers – teacher – playground

Life Skills : Active listening - Cooperation

2. Tracing : (5 min)

a. Trace the words

Headmaster
Headmistress
Office
Flag

b. Circle the letters 'f' and 's'

Unit III : Describing my Family

| Lesson | Vocabulary | Grammar | Life skills and values |
|-------------------------------|---|---|---|
| 1. My Lovely Family | Mother / Father / Sister / Brother / Siblings / Glad / Sad | This is / these are (Consolidation) Is this ... / Are these... ? Who's this/ who are these ? His / Her | <i>Active listening</i> <i>Creativity</i> <i>Accepting diversity</i> <i>Turn taking</i> Value : <i>Mutual respect</i> |
| 2. Meet my Family | Eyes / Hair / Long / Short / Tall / Dark / Fair | My / His/Her | <i>Active listening</i> |
| 3. My Home | Kitchen / Living room / Bedroom / Garden / Bathroom / Watch TV / Cook / Read a story / Wash | 'to be' in the simple present. | <i>Communication</i> <i>Problem solving</i> |
| 4. My Toys | Toys / Teddy bear / Doll / Ball / Short / Tall / Puzzle / Balloon / Blocks / Car / Train / Whistle / Kite / Skateboard / Bike | This is / These are | <i>Active listening/ collaborating with others/ turn taking/ respect/self-confidence/esteem (in public speaking)/problem-solving skills</i> |
| 5. I like... | Have dinner / Have lunch / Play games / Have breakfast / Drink tea / Chat / Water plants / Clean the house | Do you + verb (interrogative form) Yes, we do / No, we don't | <i>Making connections</i> <i>Taking turns</i> |
| 6. All about my Family | End product : family tree, scrapbook, cut and paste, draw their family and introduce it. | | <i>Communication</i> |

Unit IV : Talking about my Daily Routines

| Lesson | Vocabulary | Grammar | Life skills and values |
|----------------------------|---|---|--|
| 1. Days of the Week | Sunday / Monday / Tuesday / Wednesday / Thursday / Friday / Saturday Have got + subject Go to school Help at home | What day is it today ? I + verb (simple present) On + day | <i>Concentration/ Active listening/ Communication/ Turn taking/ Creativity Communication Value : Respect</i> |
| 2. My Morning | Get up / Wash my face / Have breakfast / Brush my teeth / Put on my clothes / Get dressed / Comb my hair | Prepositions of time : in / on / at | <i>Creativity/ Concentration/ Making connections/Self- directed, Engaged learning</i> |
| 3. My Afternoon | Have lessons / Play sports / Play the guitar / Listen to music / Draw / Dance / Go back home | | <i>Active listening</i> |
| 4. My Evening | Go to bed / Brush my teeth / Do my homework | At + time In | <i>Taking on challenges/Making connections/ Taking roles</i> |
| 5. My week-end | Ride a bike / Listen to music/Play video games / Play with toys /Fly the kite | What do you do at the week-end ? | <i>Self-directed, regulated learning/Making connections/ Focus and self- control/ Communication</i> |
| 6. My Week | End product : a poster, learners speak about the different days of the week, the activities they do on each day. | | <i>Communication</i> |

Unit V : Describing my Pets

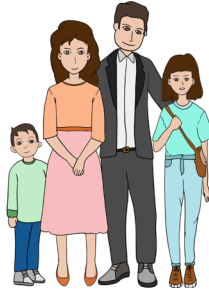
| Lesson | Vocabulary | Grammar | Life skills and values |
|--|--|---|--|
| 1. Pets are Nice | Bird / Fish / Cat / Dog / Tortoise / Rabbit | This is... / These are... Is this....? / Are these...? | <i>Concentration and focus, building self-confidence/ active listening/ critical thinking and problem solving/ self-discipline/ turn taking/ collaboration/time and space management</i> |
| 2. Have you got a pet ? | Tail / Leg / Ears / Hair / Numbers / Little / Cute / Funny | Have you got? Have got... / haven't got... Has she / he got? Has got / hasn't got How many...? Where...? | <i>Concentration/Problem solving/Communication</i> |
| 3. This is my Pet | Tail / Leg / Ears / Dark / Hair / Swim /Run / Jump / Funny /Roll over / Swing | Have got.../ haven't got.. This is /These are | <i>Active listening/ Communication/Making connections/Problem solving/Active collaboration/ concentration and focus</i> |
| 4. I Love my Pet | Bird / Fish / Cat / Dog/ Tortoise / Rabbit / Friendly / Soft / Free / Numbers | This is... / These are... Is this....? / Are these...? | <i>Communication/ Concentration</i> |
| 5. All about my Pet | Bird / Fish / Cat / Dog / Tortoise / Rabbit / Numbers / Friendly / Soft/Free / Tail / Leg / Ears / Hair / Dark / Swim / Run / Jump / Funny / Roll over / Swing | | <i>Communication/ Concentration</i> |
| 6. Review of the whole syllabus | Consolidation of the whole year vocabulary | Consolidation of the whole year grammar | |

Unit III

Describing my Family

Lesson 1

My lovely family



Objectives :

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

- identify members of the family.
- introduce one's family members.
- produce a family tree poster.

Language in focus :

Vocabulary :

- Mother / Father / Sister / Brother / Glad / Sad

Grammar :

- This is / these are (review)
- Is this ... / Are these...?
- Who's this / Who are these?
- His / Her

Activities :

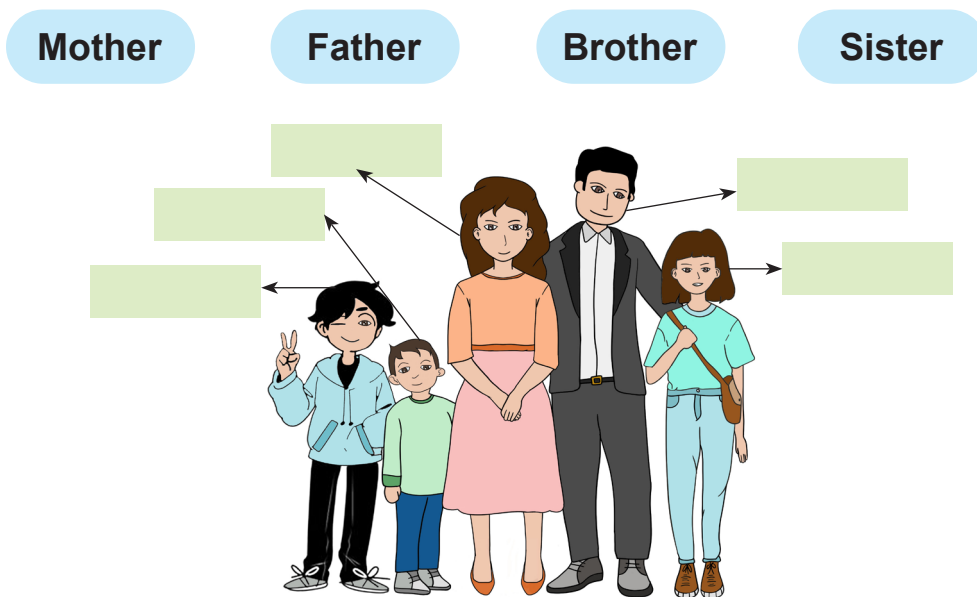
1. Listen to the song. Sing it. (7 min.)

Lyrics of the song :

*Glad, glad, glad
with mom dad
I never feel sad
with brother, sister
mom and dad*

2. Who is this ? (10 min.)

Listen. Cut the word card and stick it where it fits in the picture.



- Learners look at the poster, listen to the words and repeat.
- The teacher asks some of them to come to the board, listen and point.

Life skill developed : Active listening

Value : Mutual respect

3. Game : My Family Poster : (20 min.)

The teacher gives out a piece of coloured paper / card to each student and asks them to make their family poster.

At the top, the teacher writes in large letters : “My Family”. Then, he/she asks students either to stick the photos (the teacher asks students to bring photos of their family members beforehand) or draw pictures of their family members. Students are asked to write the corresponding lexical item or stick a word card.

Finally, learners tape their posters on the walls of the classroom and each learner introduces his/her family to the class.

Life skill developed : Creativity/Accepting diversity

4. Speaking : (10 min.)

Learners walk around the classroom and ask one another :

Who's this ? → This is my... / These are my...

Is this your...?

Are these your...?

Life skill developed : *Turn taking*

Value : *Respect*

5. Trace the words and circle the letter “o”: (5 min.)

Mother

Father

Brother

Sister

Extra activities :

1. Word search.

Find and colour five words referring to the members of the family.

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

Lesson 2

Meet my family

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

- describe their family members.
- demonstrate understanding of adjectives.

Language in focus :

Vocabulary :

- eyes / hair / long / short / tall / dark / fair

Grammar :

- Possessive adjectives : my / his / her

Activities :

1. Listen to the song. Sing it. (10 min.)

Lyrics of the song :

*This is my family
Meet my family
Meet my family
This is my mother
This is my father
They love each other
Meet my family
This is my sister
This is my brother
We play together
This is my family
Now, you know my family*

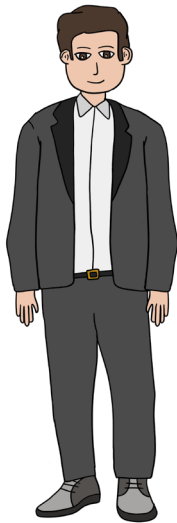
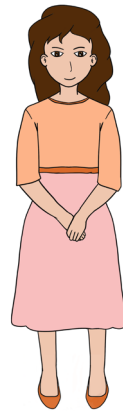
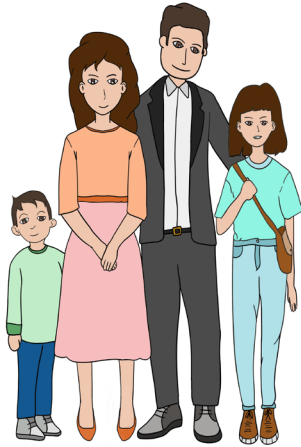
2. Listen and repeat. (15 min)

Learners watch the video/or listen to the audio about family members and they repeat (chorally) for accurate pronunciation. Then, the teacher designates a number of students to repeat individually.

N.B. : If it is an audio the teacher shows flashcards of the family members mentioned in the audio.

Life skill developed : *Active listening*

Value : *Mutual respect*



3. a. Listen and draw. (10 min)

Long hair – short hair – green eyes – blue eyes – fair hair – dark eyes

b. Look at the flash cards (shown by the teacher) and check your drawings. Put a happy smiley when the drawing is correct.



4. Family vocabulary dice. (20 min)

The teacher uses the family tree poster in activity 5, Lesson1. He/She asks a number of learners (one by one) to throw the dice on the family tree. Then, He/She introduces the family member on which the dice lands. (**she is / has got /...**)

5. Trace the words and say them. Circle the letter “i”. (5 min.)

Family

Eye

Hair

Long

Fair

Extra activities :

1. Spin the bottle. (15 min)

The teacher breaks down the class into groups of three or four. Learners in the groups will then ask each other questions about their family trees (It's possible to distribute/hang on the classroom walls some sample question cards to help learners : **Who is he/she ? What's his/her name ? What colour is her/his hair ? Does s/he have long/short hair ? Is s/he tall/short ?**).

Lesson 3

My home

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

- describe their family members.
- name the main parts of the house.

Language in focus :

Vocabulary :

- activities of the different members of the family in the main parts of the house (**kitchen / living room / bedroom / garden / bathroom**)
- **watch TV / cook / read a story / wash...**

Grammar :

- « **to be** » in the simple present
- The preposition « **in** »

Activities :

1. Listen to the song. Sing it. (7 min)

Lyrics of the song :

*This is my home
This is my home
Welcome to my home
This is the living room
Let's sit in the living room*

This is my home
This is my home
Welcome to my home
This is the bedroom
Let's have a look at the bedroom
This is my home
This is my home
Welcome to my home
This is the bathroom
Let's wash in the bathroom
This is my home
This is my home
Welcome to my home
This is the kitchen
Let's eat in the kitchen
This is my home
This is my home
Welcome to my home
This is the garden
Let's play in the garden
This is my home
This is my home
Welcome to my home

2. The teacher introduces the main parts of the house through the video/the audio and flash cards. S/he works on accurate pronunciation through choral and individual repetition. (10 min)

3. Cut and paste. Where are they ? (10 min)

Where is mom ?

Where's dad ?

Where's your sister ?

Where's your brother ?

Where are the children ?

Where are your mom and dad ?



Kitchen

Garden

Bedroom

Livingroom

Life skill developed : *Communication*

N.B. : Some stickers are used with more than one picture.

4. My family members. (20 min)

The learners watch the video and the PowerPoint. Then, the teacher divides the class into four groups. Each group works on one of the family members to provide the following information : name, hair, eyes, activity, likes / dislikes.

N.B. : the teacher asks the students to bring along photos of their family members.

Life skill developed : *Communication*

Extra activities :

1. Hidden picture. (10 min)

The teacher uses the PowerPoint. and invites the learners to guess the activity while he/she unveils the hidden picture.

Life skill developed : *Problem solving*

2. Maze : What are they doing ? (See attached PowerPoint.) (15 min)

Lesson 4

My Toys

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

- name toys.
- describe toys.

Language in focus :

Vocabulary :

- toys / teddy bear / doll / ball / puzzle / balloon / blocks / car / train / whistle / kite / skateboard / bike
- Tall / Short

Grammar :

- This + is / These + are

Activities :

1. Listen to the song. Sing it. (10 min)

Lyrics of the song :

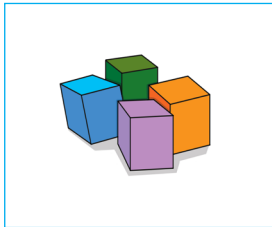
*These are my toys
They bring me joy
These are my doll and my ball
They are nice and small
These are my toys
They bring me joy
These are my train and my cars
They shine like stars*

2. Toys words board race. (15 min)

The teacher sticks a number of toy pictures or uses real toys. He/She divides the class into groups. They listen to the words (e.g. “**teddy bear / ball / doll / puzzle / balloon / blocks / whistle / car / train / kite / skateboard / bike**”) and race to put the corresponding word card under the toy picture / the toy.

Life Skill : Active listening / collaborating with others.

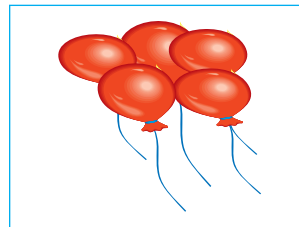
3. Write the missing letter. (5 min)



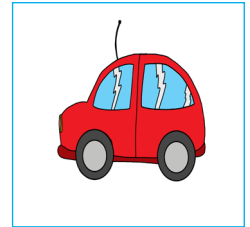
B l o c k s



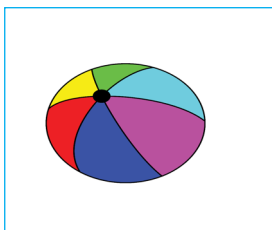
T e **d** d y b e a r



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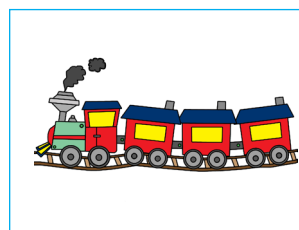
C a **r**



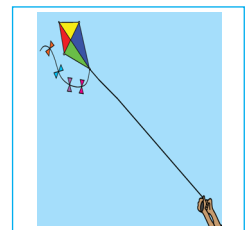
B a l l



D o l l



T r a i n



K i t e

4. Pair work. (15 min)

In pairs, learners prepare a conversation and enact it.

Have you got toys?

Yes, I have.

What's your favourite toy?

.....

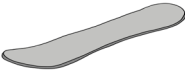
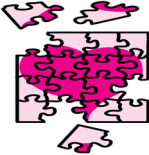
Life Skill : Collaboration/turn taking/respect/self-confidence

5. I spy with my little eye. (10 min)

The teacher gives hints about the item the learners should look for (e.g. *the letter with which it begins, the letter with which it ends, the number of the letters in the word, describes it “colour, size”*) or the pupils play in pairs or in teams ; one pupil asks questions, other(s) answer(s).

The player who asks the question(s) says : I spy with my little eye something beginning with “d”. The player who answers has to find the right box; then answers “A2”, *doll*.

In the next round, players/learners swap roles for further practice.

| | A | B | C |
|---|---|---|---|
|  | | | |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |

Extra activities :

1. Show and tell. (15 min)

The teacher asks the learners to bring their favourite toys to class beforehand. He/she asks learners, one by one, to come to the board and bring their toys. Learners show their favourite toy to their classmates. They describe it in terms of size and colour. For example, *“This is my teddy bear. My teddy bear is short, yellow and clean. I love it.”*

N.B. : If the students don’t have real toys, they should be encouraged to make their own toys.

Lesson 5

My family life

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

- talk about daily activities
- ask for information
- give information

Language in focus :

Vocabulary :

- Watch T.V / have dinner / clean the house / have lunch / play games / water plants / drink tea / have breakfast / read a story.

Grammar :

- Do you + verb (interrogative form)
- Yes, we do / No, we don't

Activities :

1. Listen to the song. Sing it. (10 min)

Lyrics of the song :

*Together Together
We have breakfast
Together Together
We have lunch
Together Together
We have dinner
Together Together
We drink tea
Together Together
We watch TV
Together Together
We play games
Together Together
We read a story
Together Together
We water plants
Together Together
We clean the house
Together Together*

2. Learners are provided with stickers of different family activities. They stick the activity in front of the picture while listening to the audio. (10 min)



| | | |
|------------|----------------|-----------------|
| watch TV | have dinner | Clean the house |
| have lunch | play games | water plants |
| drink tea | have breakfast | read a story |

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Life skill developed : *Making connections*

3. Role play. (15 min)

The teacher gives role play cards: pictures of different family activities with captions written under the pictures and he/she invites learners to ask each other questions and give answers.

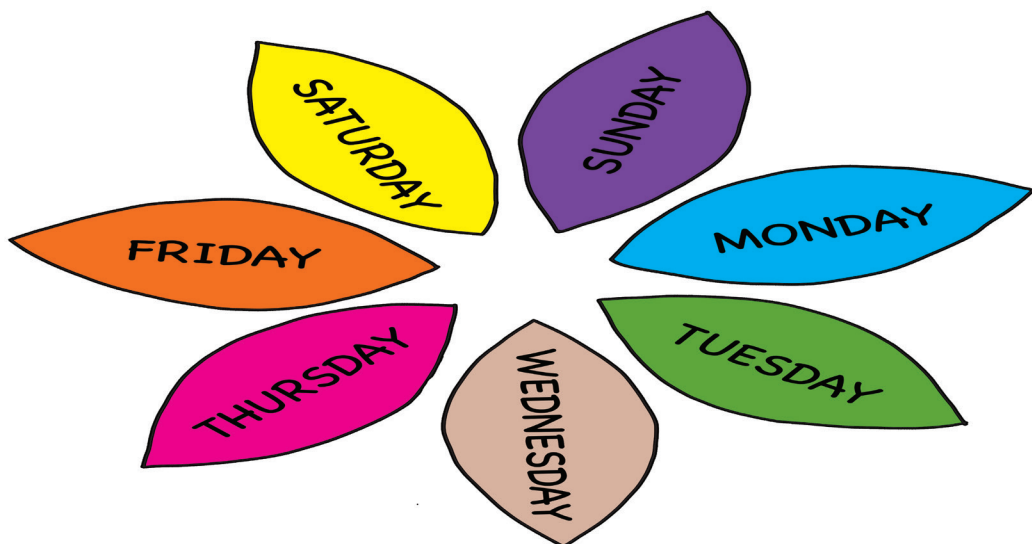
- *Do you watch TV together ?*
Yes, we do / No, we don't.
- *Do you have breakfast together ?*
Yes, we do / No, we don't
- *Do you play games together ?*
Yes, we do / No, we don't

Life skill developed : *Taking turns*

4. The teacher sticks a laminated wheel (poster) on the board bearing the names of the days of the week. The teacher divides the class into 7 groups each named after one of the days of the week : *Monday, Tuesday...*and asks them to draw the activities their families do together on that day. The learners come to the board and report their family activities to the class.

Examples : *We watch TV together on Saturday ; We have games on Sunday ; We water plants on Monday, etc. (20 min)*

DAYS OF THE WEEK



Unit IV

Talking about my Daily Routines

Lesson 1

My days! My months!

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

- identify the days of the week
- identify the months of the year

Language in focus :

Vocabulary :

- Days of the week : Sunday / Monday / Tuesday / Wednesday / Thursday / Friday / Saturday
- Months of the year : January / February / March / April / May / June / July / August / September / October / November / December
- Seasons : Spring / Summer / Autumn / Winter
- It's hot / cold / windy / rainy / sunny / snowy

Grammar :

What day is it today ? / yes, we do / No, we don't.

Activities :

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

Lyrics of the song :

What day is it today?

Sunday

What day is it today?

Monday

What day is it today?

Tuesday

What day is it today?

Wednesday

What day is it today?

Thursday

What day is it today?

Friday
What day is it today?
Saturday
Let's count the days
1 2 3 4 5 6 7
Let's sing the days
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

The teacher shows word cards bearing the names of the days while learners listen to the song.

2. Shout out the days. (10 min)

The teacher hangs flashcards with the names of the days in different places of the classroom. Each time she / he shouts out the day, the learner designated races over to the day card and touches it. A number of learners are designated to pronounce the day.

Life skill developed : Concentration

3. The teacher hangs a poster of months of the year. Learners listen to the audio and repeat while the teacher points to the months : (10 min)

- **January/ February/ March/April / May/ June/ July / August / September / October / November / December**

Life skill developed : Active listening

4. Learners further practice the months. The teacher calls learners to the board (or they can stay in their seats). They ask each other : (10 min)

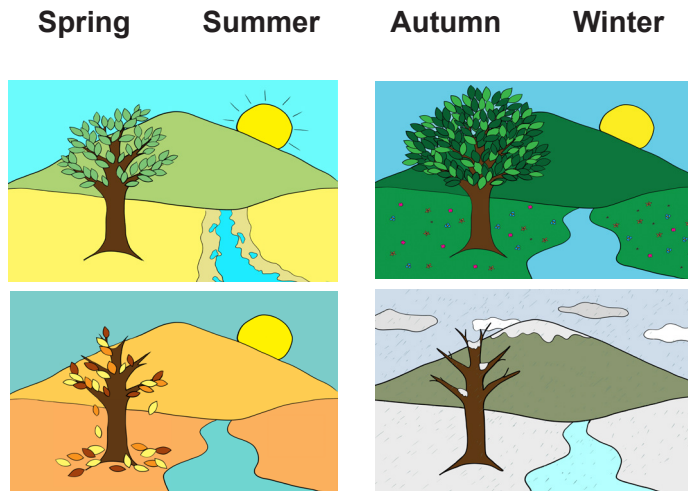
Example :

- *When is your birthday ?*
- *My birthday is in July.*

Life skill developed : Communication/Turn taking

Value : Respect

5. The teacher hangs a poster of seasons and students listen to the audio and repeat while the teacher points to the seasons : (5 min)

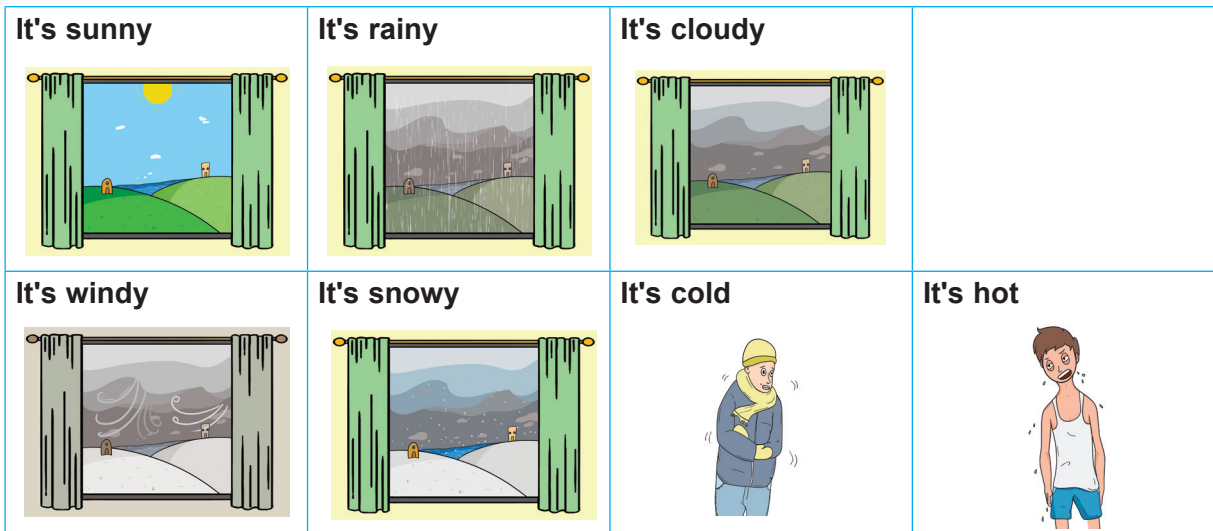


Life skill developed : *Active listening*

6. The teacher uses flashcards and word cards to speak about the weather. Learners are called (individually) to the board to pin the flash card under the appropriate season. Then, the whole class repeat after the teacher. (10 min)

Example :

- *What's the weather like in summer ?*
- *It's hot.*



Life skill developed : *Active listening/Turn taking/Communication*

Extra activities :

1. Line up with days in order. (10 min)

The teacher divides the class into groups of 7. She / He puts word cards with names of the days in an envelope. She / He gives each group an envelope. When the teacher claps her / his hands, the learners have to get the word cards from the envelope and line up holding the days of the week in order.

2. Group work : The teacher asks the learners to split into groups of 4 : one learner is the season and the other 3 are the months of this season. They stand up and present themselves to further practice the names of months and seasons : **(10 min)**

Example :

Student 1 : *I'm summer*

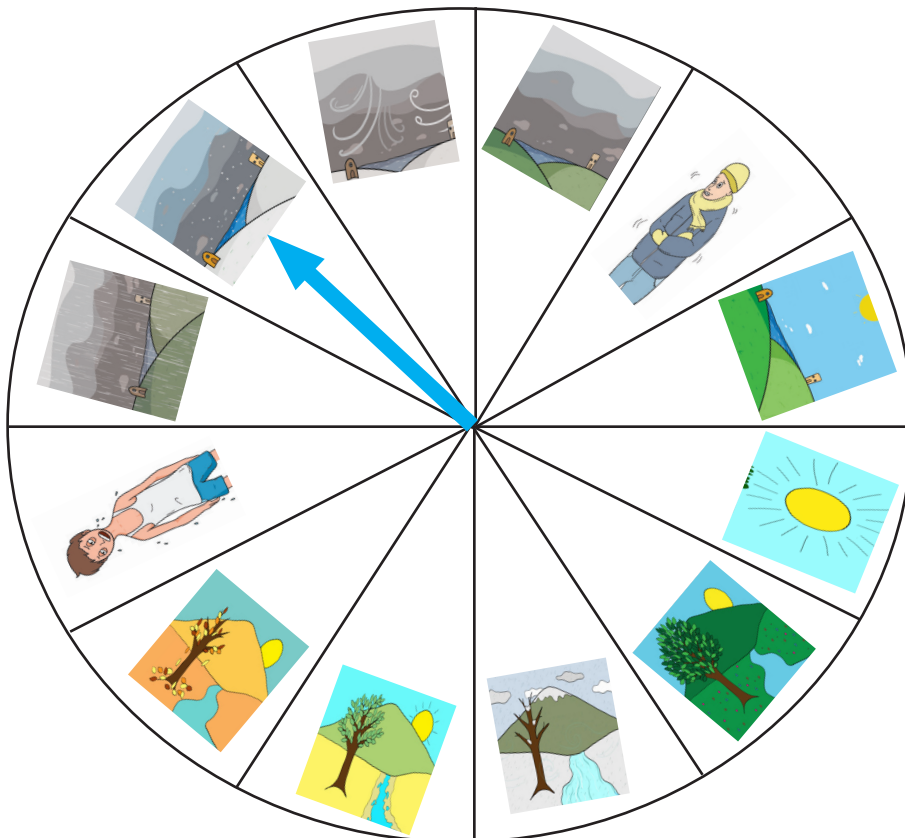
Student 2 : *I'm June*

Student 3 : *I'm July*

Student 4 : *I'm August*

Life skill developed : *Turn taking*

3. Learners bring with them sheets of drawing papers, crayons, scissors, etc. They prepare a similar wheel to further practice the seasons and the weather. (20 min)



Life skill developed : *Creativity*

Lesson 2

My morning

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

- talk about morning routines
- ask / answer questions about morning routines

Language in Focus :

Vocabulary :

- Get up / wash my face / have breakfast / brush my teeth / get dressed / comb my hair / go to school.

Grammar :

- Simple present
- Prepositions of time : in / on / at

Activities :

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

Lyrics of the song :

*Good morning! Good Morning!
It's time to get up
get up, get up*

*Good morning! Good Morning!
It's time to wash my face
wash, wash, wash*

*Good morning! Good Morning!
It's time to comb my hair
comb, comb, comb*

*Good morning! Good Morning!
It's time to have breakfast
have, have, have*

*Good morning! Good Morning!
It's time to brush my teeth
(brush, brush, brush)*

*Good morning! Good Morning!
It's time to get dressed
(dressed, dressed, dressed)*

Good morning! Good Morning!

*It's time to go to school
(go, go, go)
Good morning! Good morning!
And goodbye*

2. The learners listen again and mime the action verbs in the song. (5 min)

Life skill developed : *Creativity*

3. Learners listen to an audio about morning routines and they repeat (chorally) for accurate pronunciation. Then, the teacher designates a number of learners to repeat individually.

N.B. : The teacher shows flash cards of the morning routines while the students are listening. (5 min.)



Life skill developed : *Concentration*

4. Game : Play charade. (15 min)

The teacher gets together the morning routines flashcards and any other action verb flashcards they have used in previous lessons. S/he divides the class into 2 teams. One learner comes to the front of the class and acts out the flashcard the teacher shows to him/her. The first person to shout out the correct answer wins a point for his/her team.

Life skill developed : *Making connections*

5. Game : "Flashcard touch". (15 min)

The teacher hangs the flash cards back on the board, at a height that everyone can reach. He/She should model the game first – designate a student and say "*Touch: wash my face*". The student should go to the board and touch the correct card. Then, a learner says "*Touch: comb my hair*". When everyone has got the idea, learners are put in pairs and get each pair to stand in different parts of the classroom. In pairs, each learner says a verb phrase, their partner runs to the board and touches the right card.

Life skill developed : *Making connections*

Extra activity :

1. Learners are provided with flash cards depicting the different activities they do every morning and are asked to put them in order. A number of students are invited to speak about their morning routines to the class. (15 min)

Life skill developed : *Self-directed, Engaged learning*

Lesson 3

My afternoon

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

- Demonstrate understanding of afternoon activities
- Speak about their afternoon activities

Language in Focus :

Vocabulary :

- Have lunch / have lessons / play sports / play the guitar / listen to music / draw / read a story / speak English / dance / go home

Grammar :

- Simple present : I + verb
- Simple present : He / She + verb + s

Activities :

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

Lyrics of the song :

*Good afternoon Good afternoon
It's time to have lunch
have, have, have*

*Good afternoon Good afternoon
It's time to listen to music
listen, listen, listen*

*Good afternoon Good afternoon
It's time to read a book
read, read, read*

*Good afternoon Good afternoon
It's time to play sports
play, play, play*

*Good afternoon Good afternoon
It's time to speak English
speak, speak, speak*

*Good afternoon Good afternoon
It's time to draw pictures
draw, draw, draw*

*Good afternoon Good afternoon
It's time to dance
dance, dance, dance*

*Good afternoon Good afternoon
It's time to go home
go, go, go*

2. What do you do in the afternoon ? (10 min). Learners look at the flashcards, listen to the audio and repeat.

have lunch / have lessons / play sports / play the guitar / listen to music /
draw pictures / read a story / speak English / dance / go home

Life skill developed : Active listening

3. Find your partner. (20 min)

The teacher splits the class into two groups. A learner from group 1 reads the sentence about the afternoon activity aloud and the learner in group 2 who has the appropriate flashcard holds it over his/her head and joins his / her partner.

Life skill developed : *Making connections*

4. Hot seat. (15 min)

In this activity, the teacher asks a learner to sit on a chair with his/her back to the board. Then, the teacher puts a flashcard on the board about afternoon activities. The other classmates have to mime the action displayed in the flashcard and the learner with his/her back to the board is allotted up to 3 minutes to guess the action. If the learner guesses right, another learner takes his/her place and the teacher puts a new flashcard on the board.

Life skill developed : *Concentration*

Lesson 4

My evening

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

- describe their evening activities
- ask / answer questions about evening routines

Language in focus :

Vocabulary :

- watch TV / have dinner / brush my teeth / read a story / do my homework / go to bed

Grammar :

- At + time / in + part of day
- Present simple

Activities :

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

Lyrics of the song :

Good evening Good evening
It's time to eat dinner
eat, eat, eat

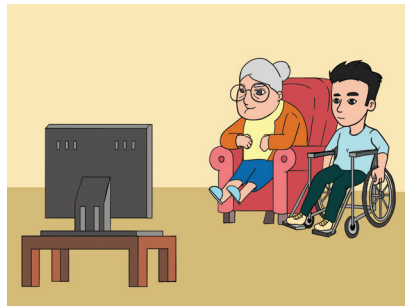
Good evening Good evening
It's time to watch TV
watch, watch, watch
Good evening Good evening
It's time to do homework
do, do, do
Good evening Good evening
It is story time
read, read, read
Good night Good night
It's time to go to bed
sleep, sleep, sleep
Good night

2. The teacher divides the learners into 2 or 4 teams: (5 min)

- Teams 1 and 2 sing the song and teams 3 and 4 mime the actions and then the teams exchange roles.

Life skill developed : Taking on challenges

- 3. The learners listen to an audio about evening routines and they repeat as a whole class then individually for accurate pronunciation. The teacher uses flashcards while playing the audio for better retention. (10 min)**





Life skill developed : *Making connections*

4. The learners work in pairs. They practice short conversations about evening routines and time. The teacher models an example. Find below an example : **(10 min)**

Student 1 : What time do you have dinner ?

Student 2 : I have dinner at seven o'clock.

The teacher can choose some pairs to stand up and enact the conversation.

Life skill developed : *Taking roles*

Lesson 5

My weekend

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

- identify activities done at the weekend.
- speak about how to spend the weekend.

Language in focus :

Vocabulary :

- play games / ride a bike / listen to music / play sports / play the guitar / watch TV / play video games / read a story / play with toys / fly a kite / water the plants.

Grammar :

- What do you do at the weekend ?

Activities :

1. Watch the video / Listen to the audio and repeat. (10 min)

2. The teacher cuts out the pictures, folds them and puts them in an opaque bag. Then, s/he invites pupils, one by one, to get out a folded picture, unfold it and say the activity in the picture. (Use the simple present) (15 min).



Life skill : Self-directed, regulated learning

3. Simon Says. (15 min)

The teacher gets the learners to listen to the instructions he/she will give them, they follow his/her actions too but at some stage the teacher will try and trick them so they have to be very careful not to get caught out. She/He has everyone stand up and begin the game, for example s/he might start by saying "Simon says, I play the guitar" while miming "playing the guitar". The students should follow the teacher's instructions, quickly playing the guitar. If they don't do it correctly or are just too slow, then they are out of the game and should sit down. If the teacher says an activity that is not done at the weekend students don't mime it.

Life skills developed : Making connections / Concentration

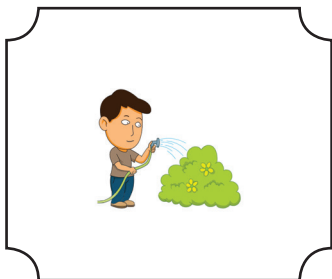
4. Spin the wheel. (20 min)

A poster copy of the picture is provided by the teacher. The teacher pins the handle on the board, s/he fixes the wheel in the same way. Each time a different learner answers the question on which the spin lands.

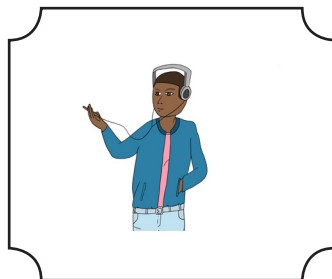


Life skill developed : *Focus and self-control*

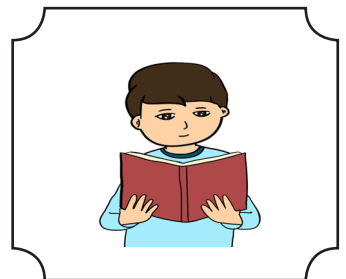
4. Trace. Complete the missing letters. Then, pronounce them. (15 min)



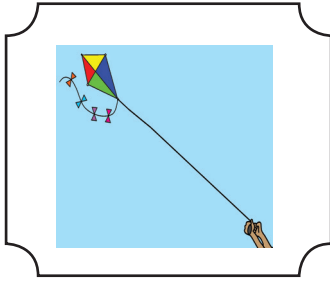
Water the plants.



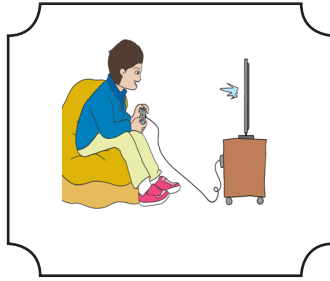
Listen to music.



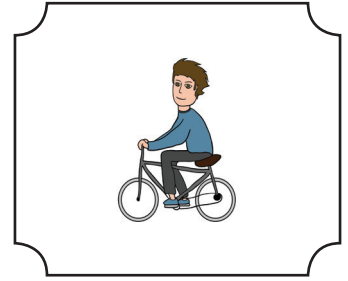
Read a story.



Fly a kite



Play video games



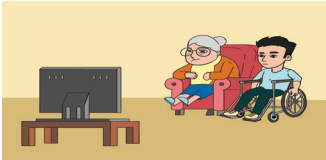




Ride a bike

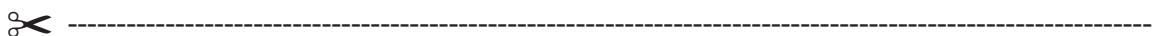
Extra activities :

1. Guessing Game (PowerPoint). (15 min)
2. Speaking. Pair work. Information gap. (20 min)

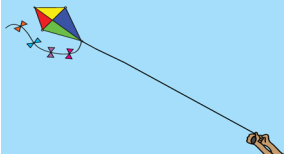




Learners have to exchange the information they have got about their activities at the weekend. They ask their partner about what they do at the weekend. Activities are shown with pictures, not words. After the speaking activity the teacher asks students to turn the information gathered into a speaking. "My classmate watches TV on Saturday, s/he reads a story.....,".

Learner A :

| Saturday afternoon | Sunday morning | Sunday afternoon |
|---|---|---|
|  | |  |
| | |  |
| |  | |
| | |  |



Learner B :

| Saturday afternoon | Sunday morning | Sunday afternoon |
|--|---|---|
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Life skill developed : *Communication*

Unit V

Describing my Pets

Lesson 1

Pets are nice

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

- identify pets
- speak about their pets

Language in focus :

Vocabulary :

- bird / fish / cat / dog / tortoise / rabbit / nice / little

Grammar :

- This is.../These are...
- Is this....?/Are these...?

Activities

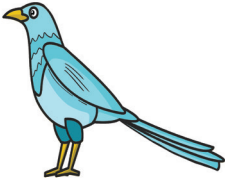

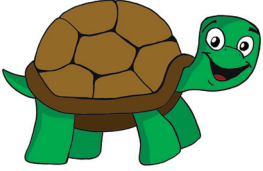



1. Listen to the song. Sing it (10 min)

Lyrics of the song :

*Little cat little cat
Let's play on the matt
Little dog little dog
Let's jump like a frog
Little bird, little bird
Let's sing without a word
Little fish, little fish
Let's swim in the dish
Little rabbit, little rabbit
Let's sit a little bit
Little tortoise, little tortoise
Come and play with us*

1. Memory game. (15 min)

- a. The teacher provides the learners with **flash cards** and **word cards**; they match the names of animals with the pictures.
- b. The teacher divides the learners into groups of **three** or **four**.
- c. In this Memory Game, players try to collect pairs of matching cards.
- d. All of the cards are placed face down on a flat surface. (e.g. on the teacher's desk).
- e. A player turns up two cards; if they match, they are collected by the player and he or she goes again.
- f. If they don't match, the cards are flipped over and it's the next player's turn.
- g. The player with the most matching sets of cards at the end of the game is the winner.

| | | |
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|  |  |  |
|  |  |  |
| Rabbit | Dog | Tortoise |
| Cat | Bird | Fish |

Life skill : *Concentration and focus, building self-confidence.*

2. Circle the pets you hear. (5 min)

What's the missing pet ? Draw it.

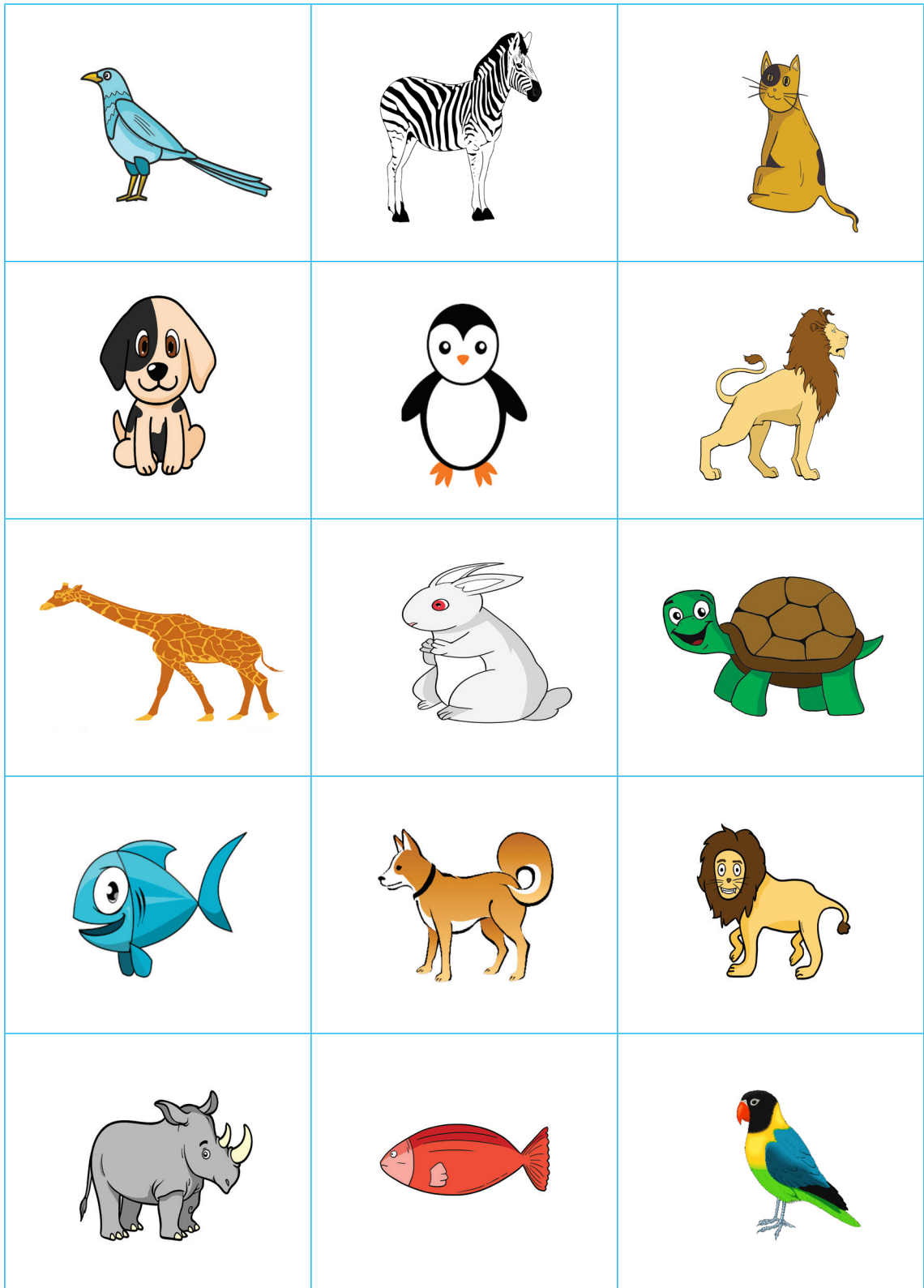


Life skill : Active listening.

3. Time for craft. (15 min)

The teacher draws a picture of a house of a dog on the board. Then, she/he points to the house and the dog and says *"This is my house"*, *"This is my pet dog"* to make clear that pets are animals we have at home (and not in the zoo, etc.).

The teacher asks students to bring a 3D house made of cardboard (or to make one in class!) with a garden (just some space in front of it). The teacher makes a larger copy of the picture on page 38. He/She sticks it on the board and point to a pet of their choice. The learner says the name of the pet. Learners cut only the pets and put them in the garden. They say the names of the **pets** they pointed to and placed in the garden.



Life skill : *Critical thinking and problem solving.*

4. Trace the words, cut and paste each word under the appropriate picture. Circle the letter "t". (07 min)

Cat

Tortoise




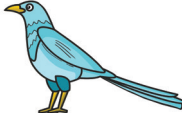


Fish


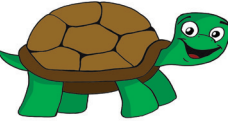

Bird

Rabbit

Dog

5. Formative assessment. I remember the name of the pet. I pronounce it correctly. (5 min)

| |  YES |  NOT SURE |  NOT YET |
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Extra activities :

1. Guessing game. The player has to guess the hidden pet going through hints. (See ppt.) **(10 min)**

Life skills : Concentration and focus, self-discipline.

2. Miming game. (15 min)

The learners play a game where they race against one another to guess the names of pets from mimed actions and sounds. Each group places the animal word cards face down in a pile on the desk. Learners take turns to pick up a card from the pile, without showing it to anyone. The learners with the card, then, mimes actions and makes the sounds of the animal on the card. The first learner in the group to guess the animal wins and keeps the card. The learner with the most cards at the end of the game is the winner.

Variation : This game could also be played with groups competing against each other to get through the pile of cards the faster.

Life skill : Turn taking, collaboration and active listening, time and space management.

Lesson 2

Have you got a pet

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

- introduce their pets
- describe their pets
- demonstrate recognition of the English alphabet

Language in focus :

Vocabulary :

- tail / leg / ears / hair / numbers / little / big / small / cute / funny

Grammar :

- Have you got ? Have got... / haven't got...
- Has she / he got ? Has got / hasn't got
- How many... ? / where...?

Activities :

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

Lyrics of the song :

*Have you got a pet ?
Yes, I've got two dogs
Yes, I've got three birds
Yes, I've got five cats
Have you got a pet ?
Yes, I've got one fish
Yes, I've got four tortoises*

2. Blindfold Guess. (10 min)

Blindfold a learner and give him/her an object to feel. The learner tries to guess what the object is. This works well with plastic animals as they are a little challenging to guess (throw in one or two wild animals to spice things up!).

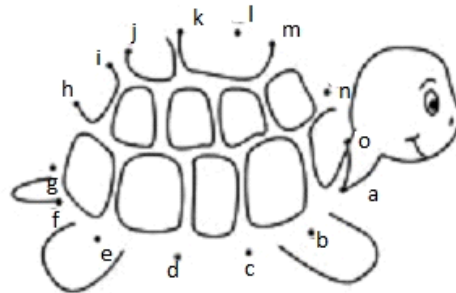
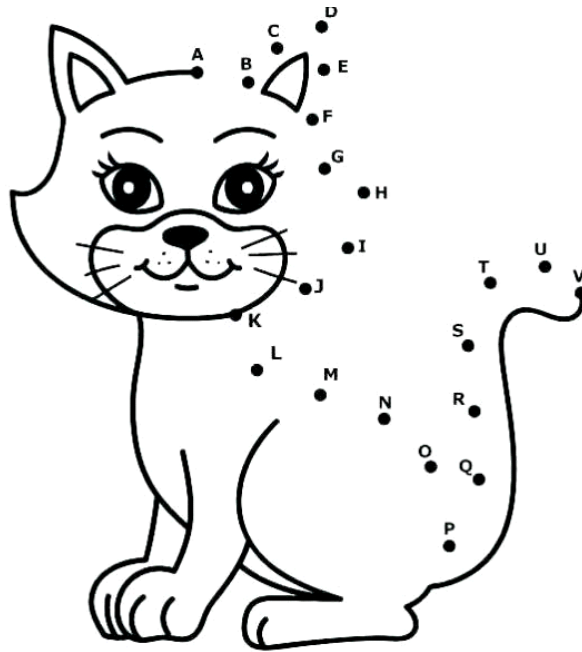
Life skill developed : *Concentration, problem solving*

3. Speaking Activity. (15 min)

The teacher provides the learners with different pictures of different pets. The designated learner takes a picture of his/her choice and introduces the pet to the class. (*This is my pet. His name is..... It has got...hair...a long tail, four legs...*)

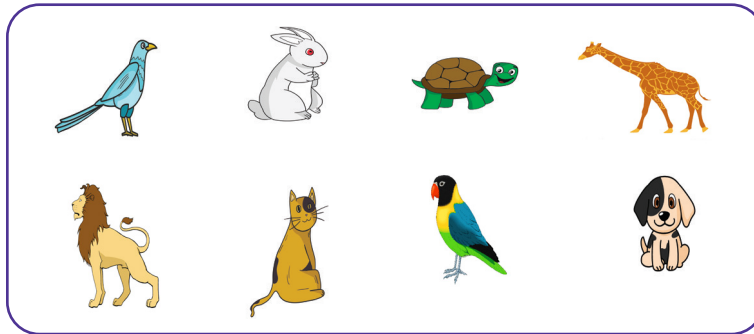
Life skill developed : *Communication*

4. Connect the dots. Name the pet and then colour it. (15 min)



Extra Activities :

1. Listen and circle. (10 min)



Life skill developed : *Concentration*




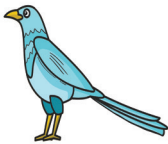

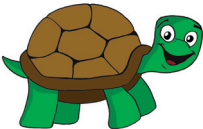
2. Who Makes That Sound ? (10 min)

The teacher brings a recording of different animal sounds (either he/she records the sounds on a tape with pauses in between or asks a parent or a group of parents to collaborate on this project!).

Play the sound and pause the tape as the learners guess the animal.

Life skill developed : *Concentration*

3. Word scrambles : (5 min)

| | | |
|---|---|---|
|  |  |  |
| fhsi | act | btirba |
|  |  |  |
| idbr | ogd | ttoeris |

Life skill developed : *Concentration, problem solving*

Lesson 3

This is my pet

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

- introduce their pets
- describe their pets

Language in focus :

Vocabulary :

- tail / fly / leg / ears / hair / dark / fair / swim / run / jump / funny / roll over / swing / slowly

Grammar :

- Have got... / haven't got / has got / hasn't got.
- This is / These are

Activities :

1. Watch the video/Listen to the audio. (10 min.)

The video/audio is about “bring your pet to class”. In the video students bring their pets to the classroom and talk about them to their classmates.

e.g.

- Hi everyone, this is my pet cat. His name is Max. He can walk, run and roll over.
- Hello! These are my pet rabbits. Their names are Lily and Mimi. They eat carrots and they can jump.
- Good morning, this is my pet tortoise. Her name is Lia. She eats tomatoes. She walks very slowly.
- Hi, this is my pet dog Jack. He is very funny. He likes playing with the ball. He can run very fast.
- Hello, this is my pet bird Tweety. He is yellow. He sings all the time and he likes singing.
- Good morning, these are my pet fish. They are black and red. They swim all the time.

Life skill : Active listening/Communication

2. Speaking. (15 min)

The teacher uses animal toys (if not possible flash cards). S/he shows them to the class and says: "I've got / I have a pet dog". His/ Her name is ..." ("I've got a pet (dog)". "His / her name is ..."). Then, s/he asks the learners "Do you have a pet (dog)?" "Have you got a pet?" and elicit "Yes, I do / No, I don't"; "Yes, I have / No, I haven't"). If a student says yes, ask about the pet's name, colour, hair... the teacher continues with different learners and different flash cards representing different pets.

Life skill : Active listening.

3. Animal races. (15 min)

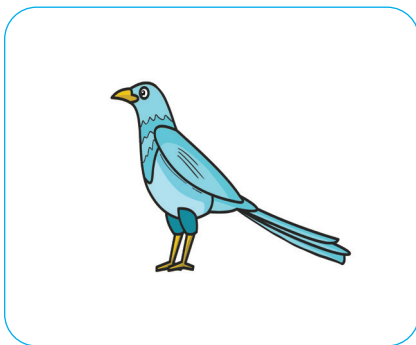
The teacher lines the students up ready for a race. She/he starts each race with "Ready ? Run like "a dog !" And the learners try to win the race; roll up like "a cat", swim like a fish, fly like a bird, walk like a tortoise, jump like a rabbit etc.

Life skill : Active listening/Making connections

4. Find your partner. (15 min)

The teacher divides the learners into groups of six. The first group gets flashcards/word cards of the animals. The second group is given word cards with the animal actions. Then, one by one, the second group members mime those actions/ the sounds made by the animals while the first group members try to find their partners based on these sounds and actions.

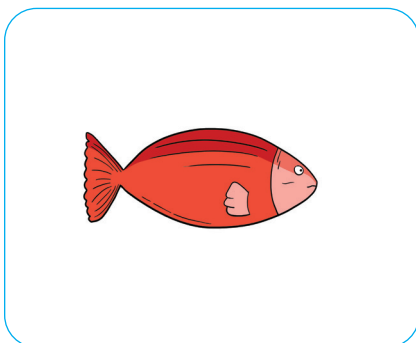
e.g.



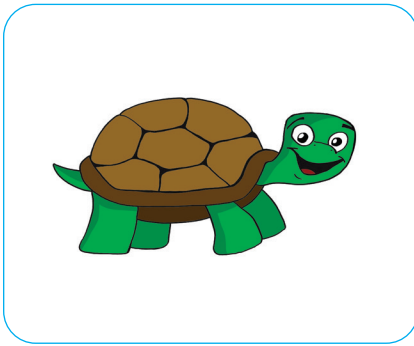
Fly



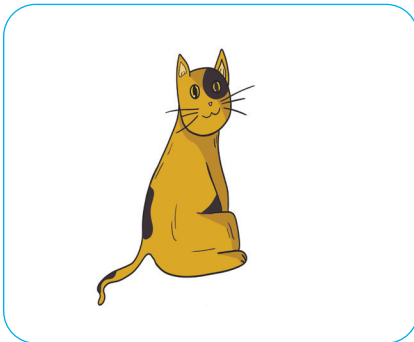
Jump



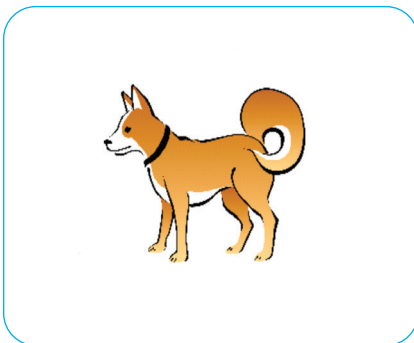
Swim



Walk



Roll up



Run

Life skill : Problem solving & active collaboration.

Extra activities :

5. Memory Game. (10 min)

The teacher photocopied two sets of the same picture flashcards. Then, places them face down on the table or floor. Learners will, individually, turn the flashcards over. If the cards are the same, they keep them and say the name of the pet. However, if they are different, they have to turn them face down again and sit down.

Life skills : Concentration and focus & active collaboration.

Lesson 4

I love my pets

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

- introduce pets
- demonstrate recognition of the English alphabet

Language in focus :

Vocabulary :

- Bird / fish / cat / dog / tortoise / rabbit / friendly / soft / free / funny

Grammar :

- This is.../These are...
- Is this....?/Are these...?
- Numbers from 0 to 10

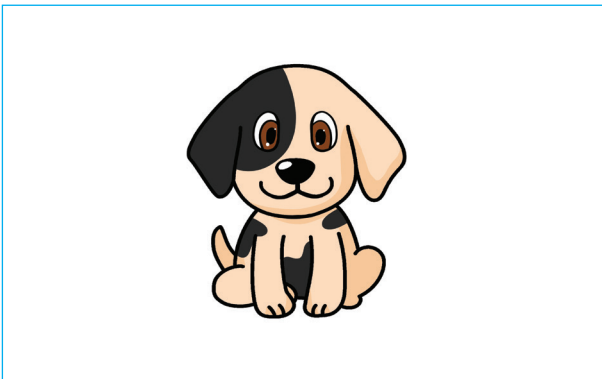
Activities :

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

Lyrics of the song :

*Love, love, love your pets
Love them every day
Give them food
and water, too
Let them run and play*

2. Look, listen and repeat. (15 min)





3. Listen to the audio and guess. (15 min)

What's the pet ? (audio)

- *It's a pet. It has got two legs*
- *It's a pet. It has got four legs. It has a tail. It drinks milk.*
- *It's a pet. It has got four legs. It has a tail.*
- *It's a pet. It has got four legs. It has a tail. It jumps.*
- *It's a pet. It hasn't got legs. It swims.*

Life skill developed : Concentration

4. Trace. Circle the letter "t". (5 mins)

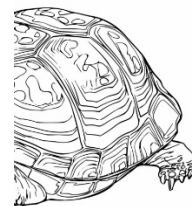
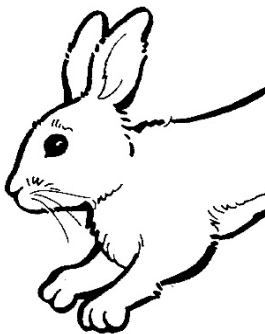
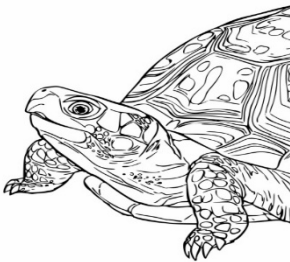
Pets

Legs

Tails

Extra activities :

1. Match the halves. Colour and name. (10 min)



Life skill developed : *Concentration*

2. The teacher asks the learners to bring in pictures of their pets (If they do not have a pet, she/he tells them they can bring in a picture of a pet they would like to have. He/She has to be sure to have some extra pictures on hand for those who do not bring a picture with them.) (15 min)

The teacher designates a learner and says : “----- (name) has a dog. His dog is nice”/ “----- (learner's name) has a dog. Her name is ----- (pet's name)” / “What is the pet of ----- (name)?” They should answer, “His/Her pet is a cat.” He/She does this several times to consolidate possessive adjectives.

Life skill developed : *Communication*

Lesson 5

All about my pets

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

- identify parts of a pet.
- introduce and talk about pets.

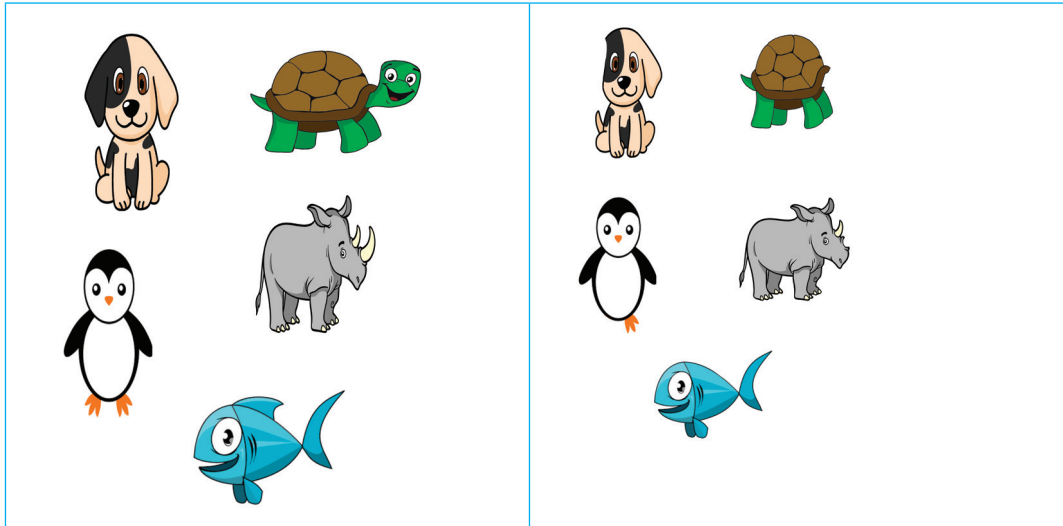
Language in focus :

- Recap of the whole unit

Activities :

1. The teacher asks learners in advance to bring with them pictures of pets. Or the teacher can use the flash cards already used before to revise the names of pets. **(5 min)**
2. The learners chant all the songs about pets learned in the previous lessons and repeat them at least twice. **(10 min)**
3. The teacher can help learners remember the different parts of a pet while moving around. **(10 min)**
4. The teacher moves around to facilitate the learners' work. Learners can use different colours to draw their pets. **(20 min)**
5. The learners stand up, present their pets and talk about them. **(10 min)**
6. What is missing ? **(10 min)**

Two similar pictures of pets are provided for learners. There are missing parts of the pets in the second picture. The learner has to find them and complete them with a pencil. Then, the learner has to complete the sentences below with the appropriate information.



- The..... of the dog is missing!
- The of the cat is missing!
- The of the bird id missing!

Life skill developed : Concentration

7. The learners are provided with a copy of the handout below to complete with information about their pets. (20 min)

All about my pet

I have a

My pet's name is

I play with my pet.

My pet is

My pet loves

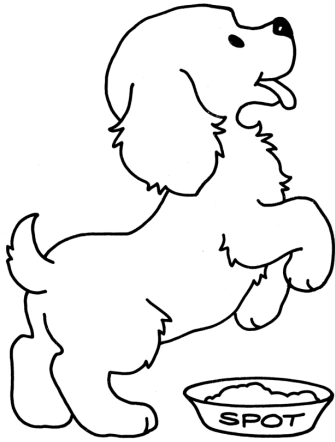
A drawing of my pet :

Name :

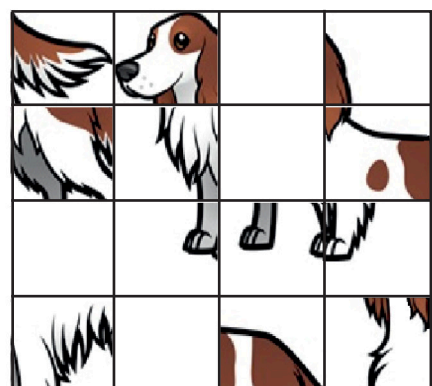
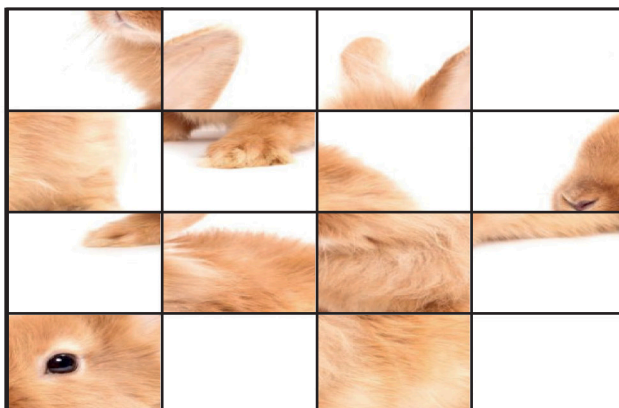
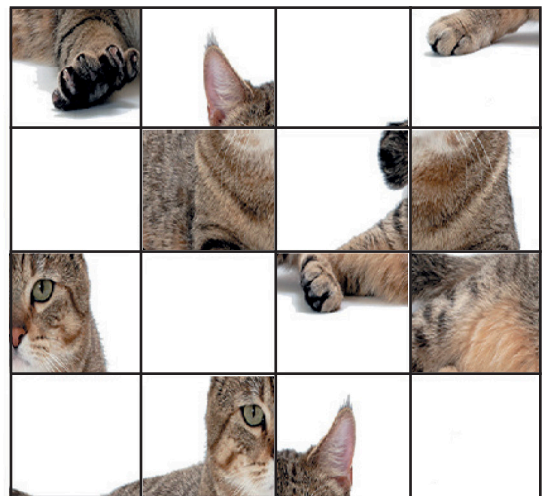
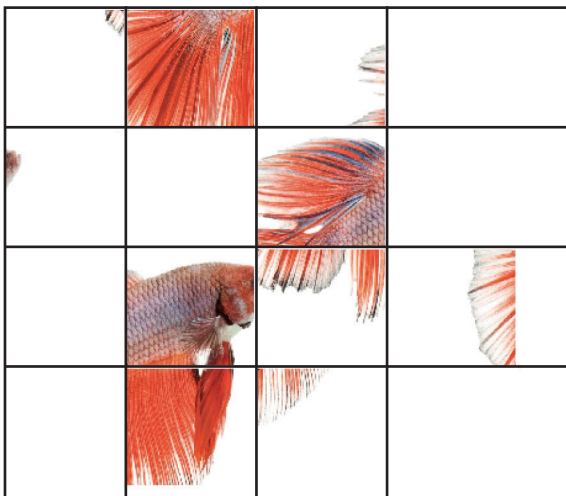
Life skill developed : Communication

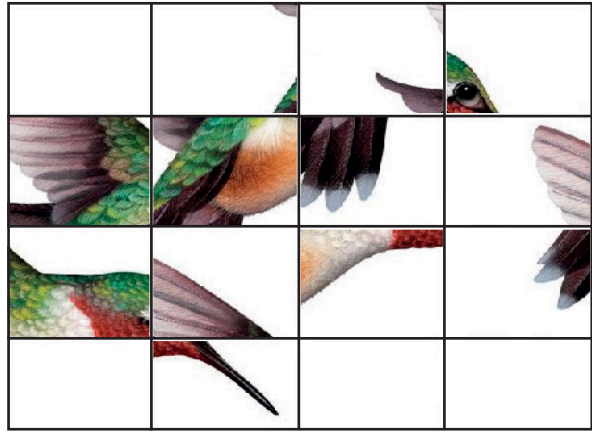
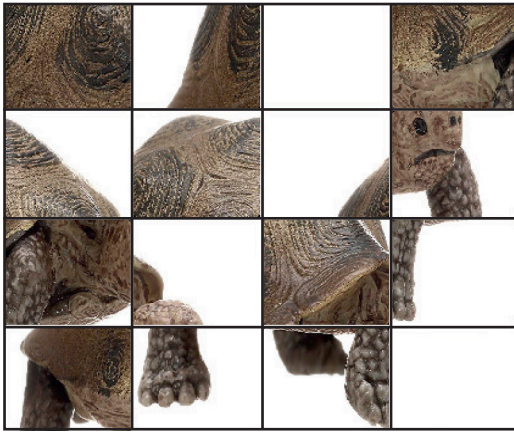
Extra activity :

1. Students are provided with pictures of pets to colour at home.



2. A puzzle game : learners try to bring the puzzle items together to get the picture of a pet.





rabbit dog fish cat tortoise bird

If they manage to complete the puzzle, they name the pet :
e.g. : *It's a dog.*

Lesson 6

Revision

1. Learners listen to the song (5 min). They sing the song together, then individually (10 min).
The teacher stops them to review certain items : (25 min)

- Spell your name.
- Describe your school.
- Tell us about your family.
- Count from one to ten.
- Talk about your pet.

Lyrics of the song :

Good bye
Good bye
It's time to say good bye
We had fun, we learned, we played
We jumped and ran in the sun
Good bye
Good bye
It's time to say good bye

2. Finger twister PowerPoint. (20 min)

| | | |
|------------|------------------------------|---|
| Thumb : 1 | Green | How to play : If Player A spins the wheel and gets 'Index Finger' and Green, Player A can then choose which circle they will place that finger on (number 1, 2, 4 or 5). If Player A chooses Green 1, click on the Green 1 circle on the PowerPoint and the student must answer the question or complete the challenge on that slide. |
| Index : 2 | Yellow | |
| Middle | Teacher's / Student's choice | |
| Ring : 4 | Blue | |
| Little : 5 | Red | |

3. Surprise Objects. (20 min)

The teacher needs to find about 30 objects (related to what the learners have learnt : *pets, toys, rooms of the house, school supplies...*) and place them into a covered box. S/he divides students into small groups and asks each group to blindly choose 5 items. The teacher asks students to work together in their group to write a skit, then enact it out using the five objects that they chose. It's a fun way for learners to work together while consolidating what they have learnt.