

English Spotlight 1

Student Book (Part 1)

Year 1 of Middle School



Royaume du Maroc



Ministère de l'Éducation Nationale,
du Préscolaire et des Sports

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Dear Student,

Welcome to **English Spotlight 1**, a textbook that hopes to give you an amazing adventure in the world of English! This is Part 1 of your course book. You will receive Part 2 at the start of the second half of the school year.

This book is all about helping you become great at listening, speaking, reading, and writing in English. But we're making it really enjoyable too – no more boring stuff!



Learning Everything Together: We believe English is something you use in real life, not just in school. This English course will help you learn to speak, understand, read, and write in English all at once. It's like having a **superpower!**



Games That Make You Think: Games in this book that are not just fun. They also help you get better at English. You'll solve puzzles and play games to practice new vocabulary and grammar, and improve your speaking and writing skills all at the same time.



Read and Relax: Imagine setting aside time to read stories and articles that are interesting and exciting. With “Drop Everything and Read,” you'll enjoy reading and improve your English skills too.



Acting and Playing Roles: Get ready to have fun with acting and role-playing activities. You'll pretend to be different characters and learn how to speak confidently. It's like putting on a play!



Explore and Share: This book will guide you with questions and things to think about. You'll explore cool topics and share your thoughts with your classmates. Learning is all about your ideas, so get ready to share!



Create: In each unit, you will choose a small project (a unit task) to do. Unit tasks will help you use all of the English you know. They will also help you use your 21st century skills – autonomy, communication, collaboration, information literacy, global citizenship, social skills.



Assess Your Progress: In every unit, you will have a chance to think about your learning. You will assess your progress and set goals to improve. Assessing your own learning will help you become an independent (autonomous) learner who can tackle any new challenge with ease and confidence.

We think learning should be full of happiness, and **English Spotlight 1** is here to make that happen. We want you to enjoy every page, every picture, every activity, and every challenge. This book is your path to becoming great at English.

We're excited to go on this journey with you.

Best wishes,
The creators of **English Spotlight 1**

Contents

Welcome to English page 6 Introduce yourself ☼ Ask how others are

	Topics & Functions	Vocabulary	Grammar
Unit 1 <i>Hello, nice to meet you!</i> page 13	Meeting People Describing people and possessions Talking about family Showing interest	Greetings & Introductions Countries Adjectives to describe people Colors Numbers 0-20 Family members	Wh- questions for personal details Present tense of be verb (I am, you are, he/she is) Yes/No questions with do/ have

21st Century Skills - Communication: make eye contact and show interest;

Unit Task – Create an “About Me” profile; write and perform a roleplay about your family; OR design a You & Your Family Album or Family Tree.

Unit 2 <i>This is our school!</i> page 37	Asking for help in the classroom Giving and following instructions in the classroom Describing and comparing different kinds of schools and classrooms	Classroom furniture and supplies Classroom help phrases Rooms in a school School subjects School activities	Wh- questions about routines and school schedules There is/are, there isn't/ aren't, Is/Are there? Present simple for routines
---	--	---	--

21st Century Skills - Communication: make eye contact, speak with good volume. **Information literacy:** scan, predict and make inferences.

Unit Task – Draw a map of your school, school activities, and schedules OR make a video about your school.

Unit 3 <i>Tell me about your day!</i> page 63	Talking about routine activities and schedules Talking about before-school and after-school activities Inviting friends to do things	After-school activities Times of day Time expressions (in the morning, in the afternoon, etc.) Real-world English (e.g. gonna, wanna, hang out with friends, one “oh” five	Wh-questions about time and routine activities Present simple for routines Before/after when describing daily routines
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21st Century Skills – Communication: make eye contact, listen actively, write connected sentences to communicate an idea. **Information literacy:** predict and make inferences when reading and listening; skim texts for main ideas; scan texts for key details. **Unit Task-** Create a guide for international students on cultural sensitivity and behaviour in Morocco; plan a day with a friend and show on a poster, create a weekly planner, OR design an after-school club.

Unit 4 <i>Come to my house!</i> page 89	Describing houses and apartments Talking about rooms in houses and apartments Asking and answering questions about chores and activities in the home	Rooms in a house Activities in the home Furnishings and household items Household chores Eco-friendly house materials (e.g., earth, wood, plastic bottles, recycle)	Wh-questions to get information (e.g., How many bedrooms does your house have?) Prepositions of location Adverbs of frequency when discussing habits Present continuous statements and questions about things happening now
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21st Century Skills – Communication: use eye contact when giving a presentation, write clear and simple emails.

Information literacy: use clues to make predictions about what you will listen to and read.

Unit Task – Redesign your bedroom and show the class, create a weekly schedule for chores and share with the class, OR research and give a short presentation about an eco-friendly house.

⌘ Alphabet ⌘ Numbers 1-10 ⌘ Days of the Week		
Speaking & Listening	Reading & Writing	Culture
Ask and answer questions about personal details Pronounce letters Say and understand the spelling of names Introduce and describe family members and possessions Use expressions to show interest	Alphabet letters Numbers 0-20 Capitalize the start of sentences and end sentences with a period (.) or question mark (?) Scan a text for key information Start a reading for pleasure routine Drop Everything and Read (DEAR): The Red Raincoat	Use greetings and etiquette/gestures from different parts of Morocco and the world
Social skills: make new friends; Autonomy: set a goal, track your progress.		
Listen to and understand descriptions of schools, classrooms, and school schedules Pronounce key vocabulary Ask and answer questions about routines and school schedules Talk about different schools, classrooms, and schedules	Read about different schools, classrooms, and school schedules Scan a text for key information Write a school supplies list Write several connected sentences about schools, classrooms, and school schedules DEAR: Cat, Dog and the Egg	Become familiar with schools around the world Compare Moroccan schools to schools in different countries
Collaboration: practice, produce, and share work with classmates, do roleplays to show understanding. Global citizenship: become aware of schools and people around the world. Autonomy: set goals, track your progress, DEAR at home, self-assess your learning progress.		
Listen to and recognize numbers 1-100 Ask for and give the time of day Pronounce key vocabulary Describe your and others' daily routines Ask and answer WH- questions about people's daily schedules Offer, accept, and decline invitations to do activities with friends	Complete a form with your daily schedule Write sentences about what you and others do before and after school Text to invite friends to do things after school DEAR: The Friendship of Baboon and Crocodile	Explore unique school habits from different cultures around the world Compare and contrast global habits to Moroccan ones
Collaboration: work in groups to practice, produce, and share; role play and act for empathy and communication building. Social Skills: invite friends to do activities. Global citizenship: become aware of different school cultural practices around the globe. Autonomy: work responsibly with a team to plan and complete a unit task, monitor your DEAR progress, and use graphs to assess your learning progress.		
Describe family activities around the house Ask for and give the locations of people and items in a room Give a short presentation about your house Listen to and talk about things people are doing right now Use pictures and context clues to predict what you will read about	Write a short description of your house or apartment Use pictures and context clues to predict what you will read about. Write an email about what you are doing right now DEAR: The Lazy Ant	Recognize and describe different kinds of eco-friendly houses in Morocco and around the world
Collaboration & Global citizenship: create an eco-friendly house, discuss good environment-care habits. Autonomy: monitor your progress and self-assess.		

Welcome to English!

Lesson

1

Hello!



A. Look and Listen

1. Look at the photo. Listen.
2. Listen again and tick (✓) what you hear. Then listen and repeat.



- | | | |
|--|--|--|
| 1. ☐ Hi. I'm Liz. | 2. ☐ Hello. I'm Driss. | 3. ☐ Nice to meet you, Driss. |
| ☐ Hello. I'm Liz. | ☐ Hello. My name's Driss. | ☐ Nice to meet you too, Liz. |



B. Practice Speaking

Introduce yourself to your classmates.

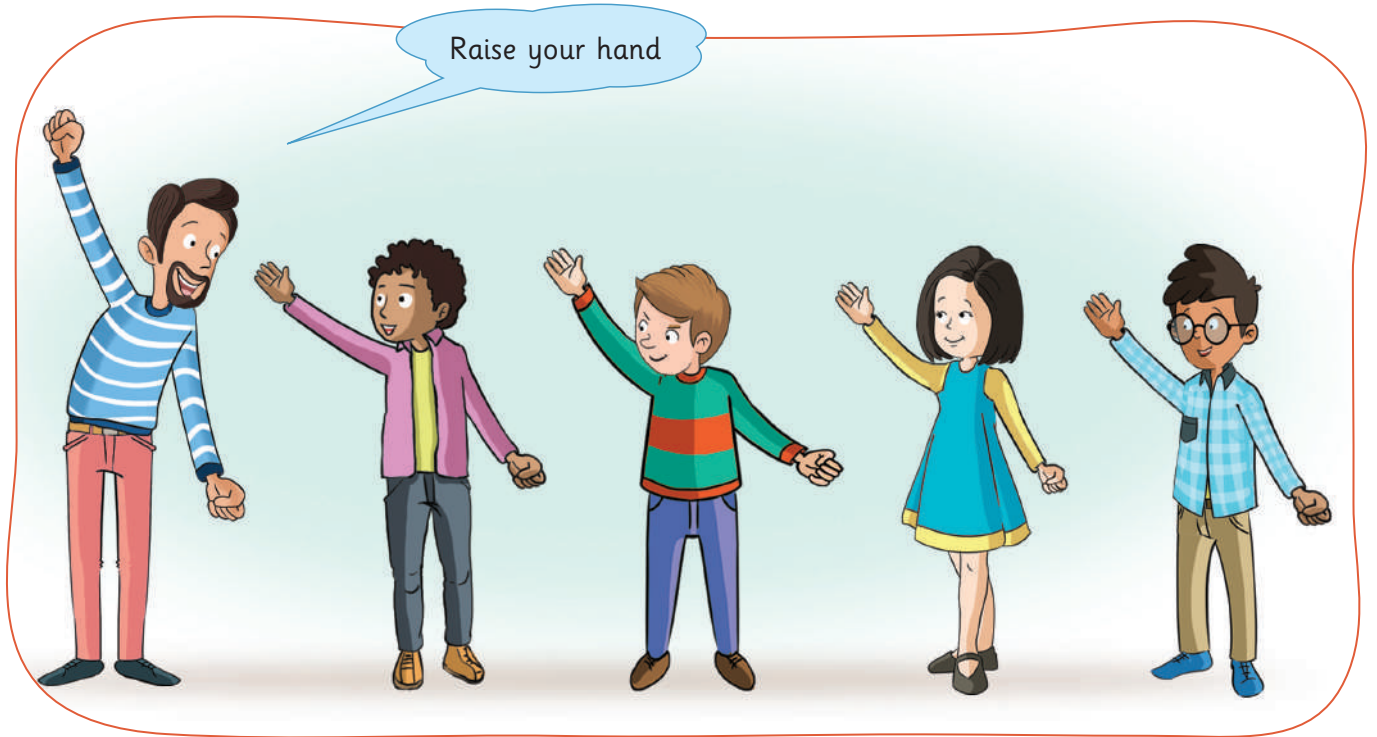


Classroom Language



A. Look, Listen and Act

Look at and listen to your teacher. Do what your teacher does.



B. Write

1. Write the word under each picture.
2. Then listen and check.

listen

look

talk

write

~~draw~~

match

point

read

speak



1. draw



2. _____



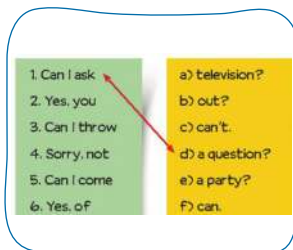
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



C. Match

1. Match the picture to the classroom English.
2. Then listen and check.

1



Open your book.

2



Close your book.

3



Stand up.

4



Sit down.

5



Work in pairs.

Work in groups.

Raise your hand.

6



7



D. Speaking Game

Work in groups.
Play the game.

RULES

Work in groups of 3 to 5.

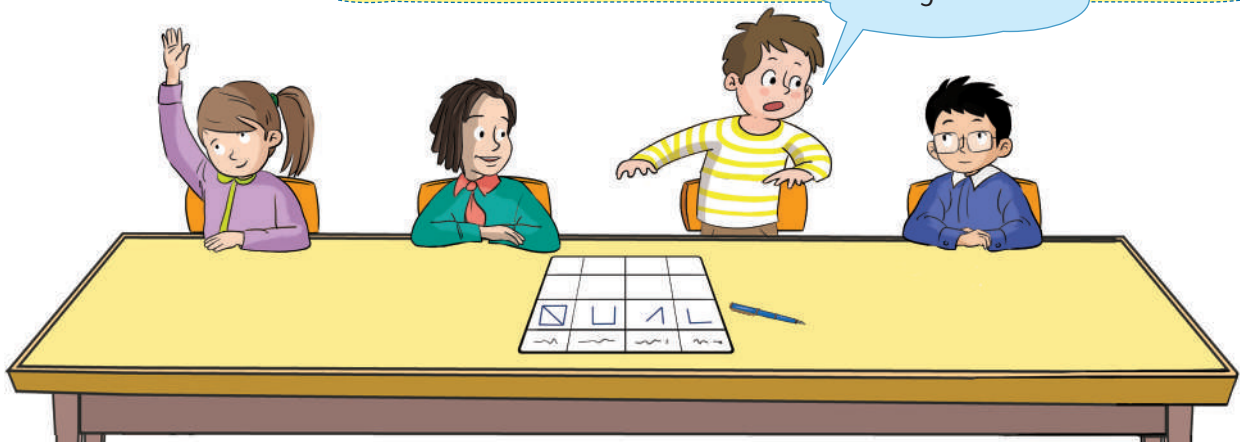
Student 1: Act out classroom language. No talking!

Students 2-5: Look at student 1. The first person to say it gets a point.

Take turns. Keep score.

To win: Get the most points.

Raise your hand



The Alphabet



A. Sing the ABCs



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

Happy, happy we shall be
When we learn our ABCs.



B. Write Letters

Write the missing letters of the alphabet in order. Then find the secret message.

1.	F	G	H	I	J	
2.	d			g		i
3.		M		O		
4.		P		r		
5.		V			Y	
6.				E	G	
7.				P		S

Secret Message



H ,
(1) (2) (3) (3) (4)

 !
(5) (2) (3) (6) (4) (7) (2)



C. Practice Speaking

Write and say letters.

Write 5 letters.
Say them to your partner.

Listen to your partner and write the letters.

Check answers with your partner.

My Letters	My Partner's Letters	✓	✗
1.	1.		
2.	2.		
3.	3.		
4.	4.		
5.	5.		

Lesson

2

Welcome to English !

Hi! How are you?



A. Classroom Chant

1. Listen. Then listen and repeat.
2. Do the chant with your classmates.

Hello! Hi! And how are you?

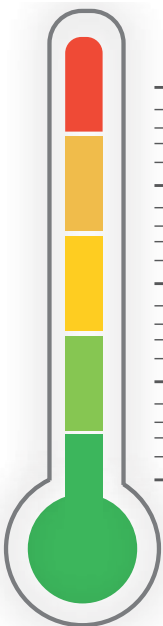
I am fine and how about you?

Thank you very much, I'm fine, too!



B. Look and Listen

How are you? Look at the pictures. Listen. Then listen and repeat.



I'm not so good.



I'm ok.



I'm fine.



I'm great.



C. Practice Speaking

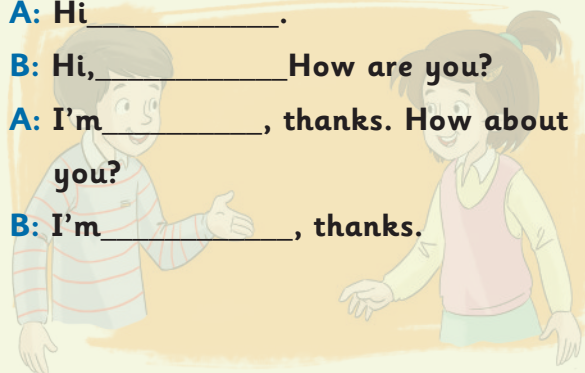
Greet your classmates and ask how they are.

A: Hi _____.

B: Hi, _____ How are you?

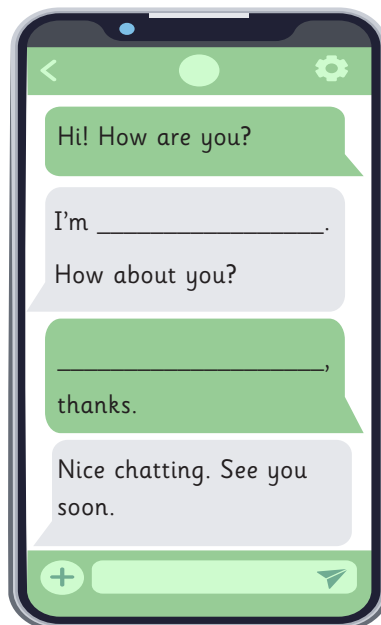
A: I'm _____, thanks. How about you?

B: I'm _____, thanks.



D. Write

Answer your friend's text message.



Numbers



A. Sing the Numbers Song

Sing "One Two Buckle My Shoe" with your classmates.

One Two Buckle My Shoe

One Two
Buckle My
Shoe

Three Four
Shut the
Door

Five Five
Pick Up
Sticks

Seven Eight

Lay Then Straight

Nine Ten
A Big Fat Hen

10 9 8 7 6 5 4 3 2 1
Ten Nine Eight Seven
Six Five Four
Three Two One



B. Write

Write the word under the number.

nine four two five six ~~one~~ seven eight ten

1 2 3 4 5 6 7 8 9 10

one _____



C. Speaking Game

Work in pairs. Play the game.

RULES

Student 1: Write any number (1-10).

Student 2: Guess the number. Say it and show your fingers. You get three guesses. When you guess, get 1 point.

Take turns. Keep score.

To win: Get the most points.



D. Play Bingo: Numbers

Write any number (1-10) in the boxes.

Listen to your teacher. Circle the numbers you hear.

When you get 3 in a row, raise your hand and say, "BINGO!"

BINGO

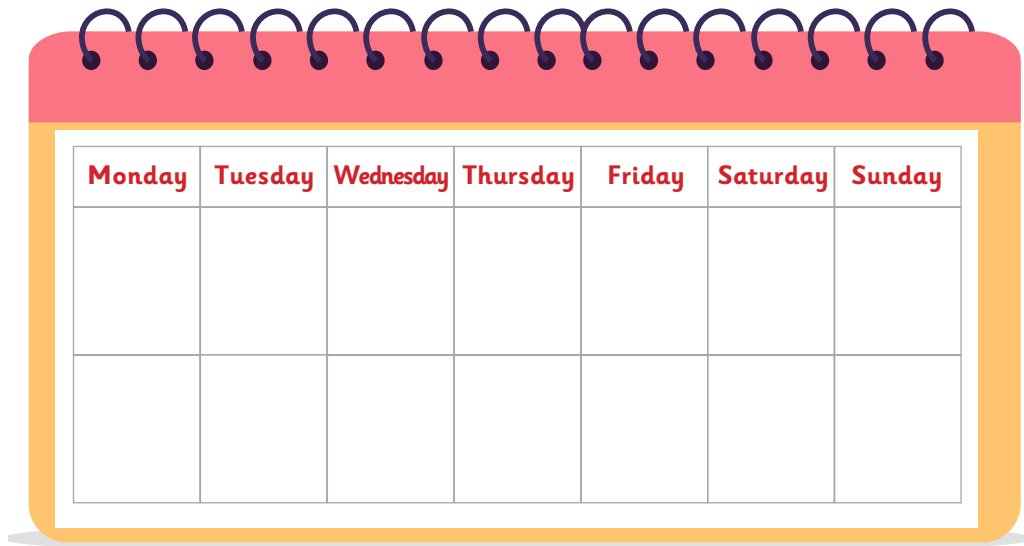
	😊	

What day is it today?



A. Look and Listen

Then listen and repeat.



B. Write

Answer the questions.

1. Monday + 2 days = Wednesday
2. Thursday - 3 days = _____
3. Friday + 1 day = _____
4. Sunday + 2 days = _____
5. Saturday - 1 day = _____
6. Saturday + 5 days = _____



C. Check your Answers

Work in pairs to check your answers.

Math words: + plus - minus = equals

Monday plus 2 days
equals Wednesday.

Yes!

Thursday minus 3 days
equals Wednesday.

No. Thursday minus 3
days equals Monday.



SPOTLIGHT: Look at the photo. Listen.



Tick (✓) what you hear.

☐ 11 years old

☐ brother

☐ 12 years old

☐ best friend

By the end of this unit, you will be able to:

1. greet others: Hi / Hello / How are you? I'm fine/great/ok/not so good.

2. introduce yourself and others: My name is _____. My name's _____. I am _____. I'm _____.
This is my _____. He/she is _____.

3. ask and answer questions about age, grade, country, and the spelling of a name: How old are you? What grade are you in? Where are you from? How old is he/she? What grade is he/she in? What is he/she from? /How do you spell that? N-O-U-R.

4. describe people and things: My sister is tall/short, thin/big, old/young. I have a red backpack. He/she has a blue book.

5. ask and answer questions about people's possessions: Do you have a brother? Yes, I do. /No, I don't. / Does he/she have a green phone? Yes, he/she does. No, he/she doesn't.

6. scan a text for specific information such as numbers and countries.

7. write short messages/texts to introduce your name, age, and country.

8. use greeting etiquette/gestures from different parts of Morocco and other countries.

Lesson

1

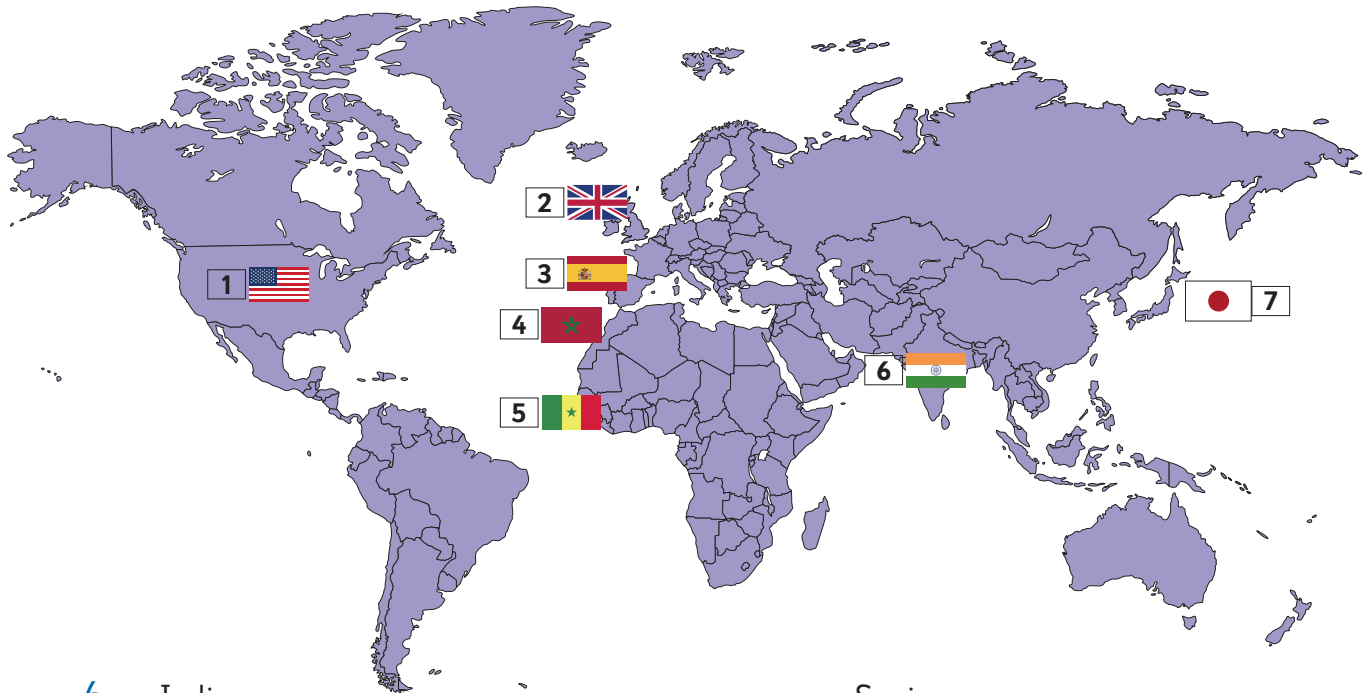
Where are you from?

Countries



A. Name the Country

1. Look at the map. Match the number on the map to the country name.



6 India

_____ Morocco

_____ Japan

_____ Senegal

_____ Spain

_____ United States (USA)

_____ United Kingdom (UK)

2. Listen to check your answers.

3. Now listen again and repeat the country names.

B. Speaking Game

RULES

Student 1: Write any country. Keep it secret.

Student 2: Guess the country. You get 2 guesses.

Guess = 1 point. Keep score!

Take turns.

Win: Get the most points.

Morocco?

Canada?

No

Yes!



C. Read and Listen: Global Friends Board

1. What countries are people from? Circle the flag.



Morocco



UK



Senegal



Spain



USA



Japan

Read and Listen: Global Friends Board



Tuesday, 3:15 PM

Hi, I'm Billy.
I am from the United States.
I'm 14 years old.



Wednesday, 8:07 AM

Great! Happy Birthday,
Fatou. Where are you
from?



Wednesday, 2:00 PM

I'm 15. Where in Morocco
are you from, Abdullah?



Tuesday, 3:20 PM

Hello, Billy. My name is
Abdullah. I'm also 14. I'm
from Morocco.



Wednesday, 9:10 AM

Thank you, Billy. 😊 I'm
from Senegal.



Wednesday, 2:05 PM

I'm from Imlil. It's a very
small town.



Tuesday, 3:21 PM

Oh wow! I want to visit
Morocco.



Wednesday, 10:12 AM

Hello, my name is Noura. I
am from Morocco. I live in
Rabat.



Wednesday, 2:07 PM

Lovely.



Wednesday, 8:05 AM

Hi everyone. My name's
Fatou. I am 13 years old,
but I will be 14 tomorrow!



Wednesday, 11:00 AM

Cool. How old are you,
Noura?



D. Read to Find Key Information

Read the Global Friends Board quickly. Fill in the blanks with the right information.

Strategy: Scan to find information quickly

Look for numbers. Look for words that start with a capital letter.



Billy

Age: 14

Country: United States



Abdullah

Age: _____

Country: _____



Noura

Age: _____

Country: _____



Fatou

Age: _____

Country: _____



E. Read to Find the Expressions

Write N (Noura), B (Billy), A (Abdullah), F (Fatou).

a. ____: Oh wow!

b. ____: Cool!

c. ____: Lovely.

d. ____: Great!



F. Grammar in Context

Read the sentences.

Questions	Answers
What's your name?	I am Noura. / I'm Noura. / My name is Noura. / My name's Noura.
Where are you from?	I am from Morocco. / I'm from Morocco.
How old are you?	I am 14. / I'm 14. / I'm 14 years old.



G. Unscramble the Questions and Answers

- name / what / your / is / ? _____
- is / my / Mahmoud / name / . _____
- are / from / where / you / ? _____
- from / Morocco / I'm / . _____



H. Fill in the Blanks

Use only one word or number.

Then check your answers and read the conversation with a partner.



Yassine Bono, 5 April 1991

You: Hello, (1) _____ your name?

Yassine: My name is Yassine Bono.

You: Nice to meet you, Yassine. (2) _____ are you from?

Yassine: I'm from Morocco.

You: Lovely! (3) _____ old are you?

Yassine: I'm (4) _____ years old.



I. Role Play: TV Interview

- Yassine Bono is famous. Write the name, age, and country of a famous person you like.

Name: _____

Age: _____

Country: _____



- Now do a roleplay.

You are on TV!

Student A: You are a TV reporter. Interview a famous person. You should:

- Say hello
- Ask Questions: Name, Age, Country
- Say goodbye

Student B: You are a famous person. Answer the TV reporter's questions. Now do it again. Change roles.

Remember!
Show Interest

Wow! Lovely!
Cool! Great!

Lesson

2

How do you spell that ?

Letters



A. Look and Listen

1. Look at the photo and listen. Then listen and repeat.

Clerk: **Welcome. What is your first name?**

Riki: **My first name is Riki.** R-I-K-I

Clerk: **What's your last name?**

Riki: Sato.

Clerk: **How do you spell it?**

Riki: S-A-T-O



2. Read the dialog with a partner.
3. Read it again. Use your own name.



B. Listen and Point (👉)

Listen and point to (👉) the alphabet.
Then listen and repeat.

/-ay/	/-ee/	/e-/	/-ai/	/oh/	/you/	/ar/
a	b	f	i	o	q	r
h	c	l	y		u	
j	d	m			w	
k	e	n				
	g	s				
	p	x				
	t					
	v					
	z					



C. Listen and Write

1. S A _ _

2. A _ _ _ D

3. _ _ U _ _ N

4. _ _ AT _ _ M _ _

Check your answers with a partner.



D. Practice Speaking

Find three partners.
Ask and write their names.

A: What is your first name?

B: My first name is _____.

A: How do you spell it?

B: _____. [spell]

A: What's your last name?

B: My last name is _____. [spell]

Partner 1

First name:

Last name:

Partner 2

First name:

Last name:

Partner 3

First name:

Last name:

Numbers



A. Look and Listen

1. Look at the photo and listen.
Then listen and repeat.

Josie: How old are you?

Bill: I'm 12 years old.

Josie: What grade are you in?

Bill: I'm in year 1 of middle school.



2. Read the dialog with a partner.
3. Read it again. Use your own information.



B. Numbers 1-20: Listen and Repeat

0 zero	1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty	



C. Solve the Questions

Then check with a partner.

Math words: + plus - minus = equals

- a. one + one = two
- b. zero + two = _____
- c. twelve + five = _____
- d. two - two = _____
- e. eighteen - three = _____
- f. eight + eleven = _____



D. Practice Speaking: Make a Contact List

Mingle with your classmates. Make a class list of names, phone numbers, and emails in your notebook.

Email @ = at

Name	Phone Number	Email



E. Read and Listen

Read and listen. Then write the answers.



Fatima is eleven years old. She is in year six of primary school.



Bilal is thirteen years old. He is in year two of middle school.

1. How old is Fatima? _____

2. What grade is she in? _____

3. How old is Bilal? _____

4. What grade is he in? _____



F. Practice Speaking: Ask and Answer Questions

Student A: Ask questions about Widad.

Student B: Ask questions about Jamal.

Answer your partner's questions.



Widad

8 / primary school/ year 3



Jamal

12 / middle school/ year 1

Questions

How old is she?

How old is he?

What grade is she in?

What grade is he in?

Language Box

He is ...

She is ...

In year 3 **of** primary school/middle school



G. Writing: Best Friend Profile

1. Draw your friend quickly. Fill in the "My Best Friend" profile.

My Best Friend	
	Name: _____
	Age: _____
	Grade: _____



2. Mingle with your classmates. Ask and answer questions about your best friends.

A: Hello, _____.

B: Hi, _____.

A: What is your best friend's name?

B: _____.

A: How old is he/she?

B: _____.

A: What grade is he/she in?

B: _____.

A: How about you? What is your best friend's name?

Lesson

3

Drop everything and read (DEAR).

"The Red Raincoat"

A. Say Names of People in the Story



B. Listen and Repeat

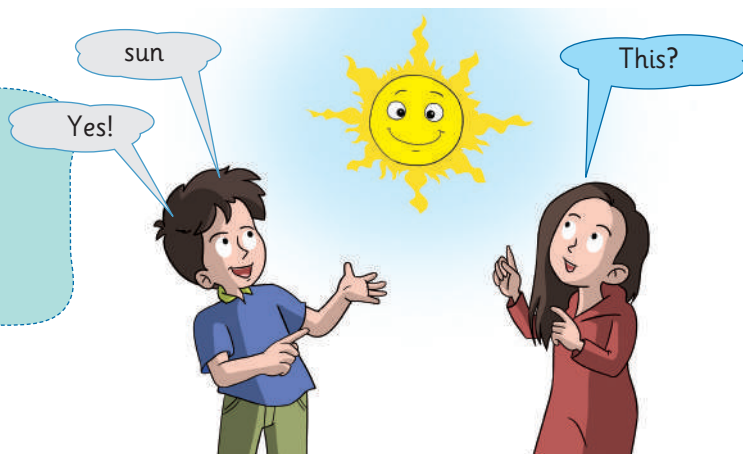


C. Practice Speaking

Student 1: Say a word from the pictures.

Student 2: Point to (☞) the picture.

Take turns.



D. Listen to a Story

Listen to your teacher read the story.

E. Read and Listen

Look at the story on the next page. Read the story while you listen.



The Red Raincoat
 Author: Kiran Kasturia
 Illustrations: Youssef Elhosni



On Sunday, Sifaw's parents got him a red raincoat.
 "Mom, may I wear it now?" asked Sifaw.
 "No, my dear. The rain is near, but just now the sky is clear," said Mom.



Monday was bright and sunny.
 "Mom, will it rain today?" asked Sifaw.
 "No, Sifaw, not today. If you wear your raincoat, you will look quite funny," said Mom.



On Tuesday, the sky was blue.
 "Mom, WHEN will my wish come true?" asked Sifaw.
 "Not today, my dear. There are only white clouds in the sky!" said Mom.



Wednesday was HOT.
 "Mom, WHY doesn't it rain?" asked Sifaw.
 "Son, I think it will rain very soon. Maybe even before it is noon," said Mom.



On Thursday, Sifaw went on a picnic.
 "Mom, what if it rains? Shall I take my raincoat with me?" he asked.
 "No, my dear. It will not rain today. The little white clouds are too high in the sky," said Mom.



Friday was cloudy.
 “Mom, will it rain TODAY?” Sifaw asked loudly.
 “It might, my dear. There are some dark clouds low down in the sky,” said Mom.



Saturday began with a BANG!
 Kababoom!
 “Mom, is that thunder I hear? Will it rain very soon?” asked Sifaw.



And then at last, it started raining. “Oh, it’s raining. It’s raining,” sang Sifaw, running outside.



“But Sifaw,” called his mother, running after him, “you forgot your red raincoat!”

The Red Raincoat (English), written by Kiran Kasturia, illustrated by Youssef Elhosni, published by Pratham Books (© Pratham Books, 2015) under a CC BY 4.0 license on StoryWeaver. Read, create and translate stories for free on www.storyweaver.org.in



E. Read the story silently.



F. Read the story aloud in a small group. Be dramatic!



G. Think about the story. Complete the tasks.

1. How did you like the story? Color the stars to rate it. ☆☆☆☆☆

2. Write a **new word** you got from the story.

Draw a picture of the word.

3. Do a project with a partner.



- Find a partner.
- Pick a scene from the story that you like.
- Act out a scene from the story.
- Show the class.

Drop Everything And Read (DEAR)

1. Set a goal!

Become a great English speaker! Read for 10 to 15 minutes a day, 3 to 7 days a week.

My Goal

I will read for _____ minutes _____ days a week.

2. Plan

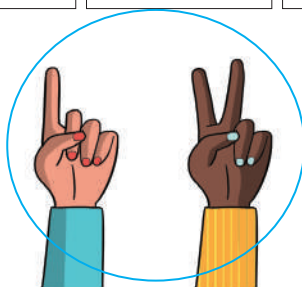
Tick (✓) the days you will read. Under each day, write the time of day you will read. For example, 5:00-5:12 PM.

My Plan

☐ Monday	☐ Tuesday	☐ Wednesday	☐ Thursday	☐ Friday	☐ Saturday	☐ Sunday

3. Select a Book.

1. Open the book
2. Read one page.
3. Count the new words.



Perfect!



Challenge



Too difficult



4. Read anywhere. Read alone or with a friend. Relax & enjoy!



5. Track your progress.

- ❖ Get a notebook.
- ❖ On the cover, write "Drop Everything and Read." Write your name. Decorate the cover.
- ❖ Keep a list of the days, dates, and time you read.

When you finish a book, write in your notebook:

1. Write the title, author and illustrator of the story.
2. How did you like the story? Give 1-5 stars (☆)

Choose one:

- ☐ Draw a character from the story. Write the character's name on your picture.
- ☐ Draw your favorite scene from the story.
- ☐ Make a new end to the story. Write it or draw a picture.
- ☐ List 3-5 new words you learned. Draw a picture or write the meaning of the word.

Day	Date	Minutes
Mon.	10/04	15
Wed.	10/06	12
Sat.	10/09	15

Lesson

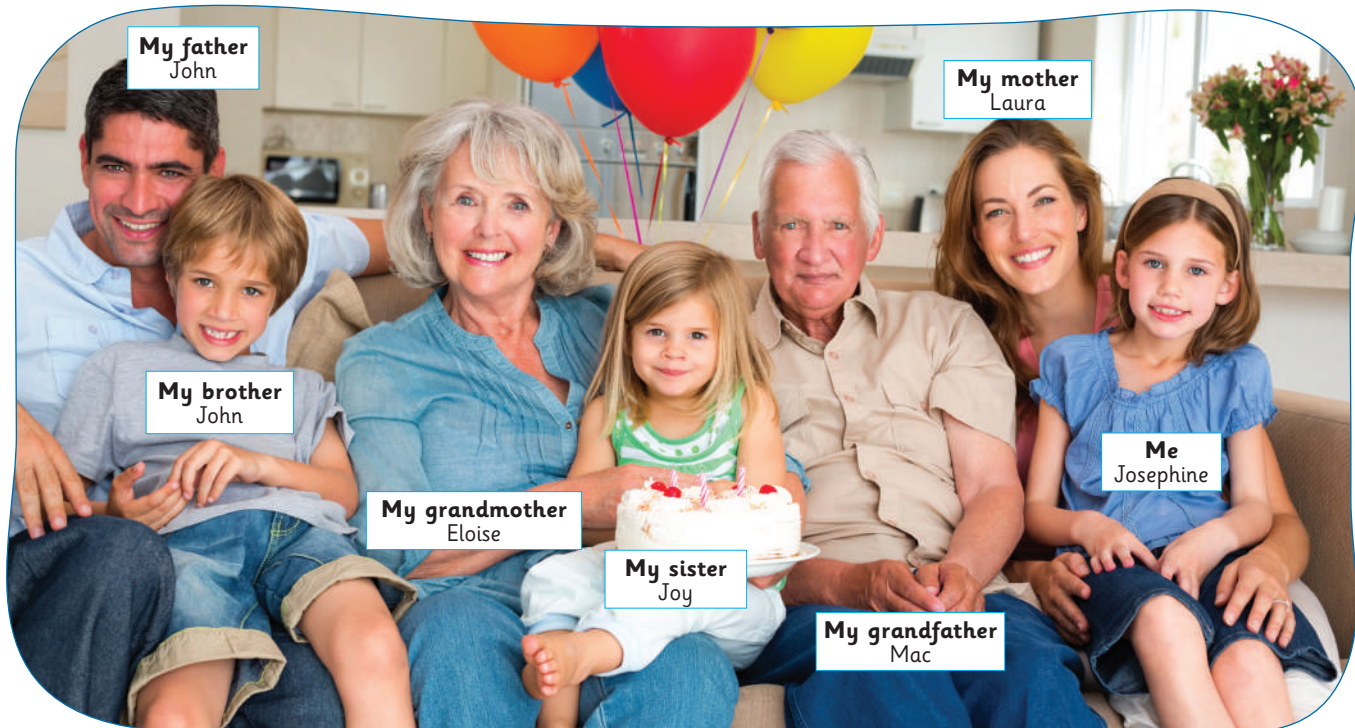
4

Meet my family!



A. Look and Listen

Point to (👉) the family members while you listen. Then listen and repeat.



B. Speaking Practice



1. Quickly draw your family.



2. Tell your partner about your family. Point to (👉) your drawing.

This is my family.

This is my mother. Her name is _____.

This is my father. His name is _____.

This is my sister. Her name is _____.

This is my brother. His name is _____.

This is my grandmother. Her name is _____.

This is my grandfather. His name is _____.

Language Box

me / my

he / his

you / your

she / her



C. Listen

Listen and write the missing words.

A: Do you have a sister?

B: Yes, I _____.

A: What's your sister's name?

B: Her name is _____.

A: How do you spell that?

B: _____.

A: How old is she?

B: She's _____ years old.

A: What grade is she in?

B: She's in year _____ of primary school.

A: _____ a brother?

B: No, I don't.



D. Practice Speaking

Work in groups of three. Ask your partners questions and complete the chart.

Language Box

Do you have _____?

Yes, I do. / No, I don't.

Partner 1

Mother's name: _____

Father's name: _____

Brother ☐ yes ☐ no

Name: _____

Age: _____

Grade: _____

Sister ☐ yes ☐ no

Name: _____

Age: _____

Grade: _____

Partner 2

Mother's name: _____

Father's name: _____

Brother ☐ yes ☐ no

Name: _____

Age: _____

Grade: _____

Sister ☐ yes ☐ no

Name: _____

Age: _____

Grade: _____

Lesson

5

Culture & Fun Review

Culture: Greetings Around the World



A. Listen

1. What country is each speaker from?



A

Country: Morocco

Greeting: Shake Hands



B

Country:

Greeting:



C

Country:

Greeting:



D

Country:

Greeting:



E

Country:

Greeting:



F

Country:

Greeting:



B. Label the Greetings in the Pictures

shake hands

bow

kiss cheeks

put my hand on my heart

fist bump

hug



C. Listen to Check your Answers



D. Discussion

Work in a small group. Ask and answer the questions.

1. Do you use any of the greetings in the photos in Morocco?
2. Practice different greetings. Show your classmates.

Fun Review

ACT, DRAW, WRITE, AND SPEAK

RULES

Coin Head = 1 space; Coin Tails = 2 spaces
Take Turns. To Win: Finish the game first!



Ask a Partner What ____ your name? ____ old are you?	Sing Sing the ABCs as fast as you can	Oops!  Go Back One Space
		Act it out Fast Stand up and sit down three times
Lovely! Go Forward One Space 	Act it Out Fast Point to a book Look at a friend Greet your best friend	Ask a Partner ____ you ____ a sister? ____ is your mother's name?
Draw it Fast brother sister		
Say it Fast Count backwards from 20 (20, 19, 18)		
Ask a Partner Age? Grade?	Ask a Partner ____ do you spell your name?	Draw it Fast fist bump or hand on my heart
OH NO!!!! Go Back to Start	Act it Out Fast Stand up Sit down Draw a happy face Show interest	
Great! Go forward one space	Write Spell out the answers seven + ten = ____ two - two = ____	Ask you Partners  How are you?



Lesson

6

He is tall!



A. Listen

1. Look at the photo and listen.

Then listen and repeat.

Cyndy: This is my brother.

Hicham: He is tall!

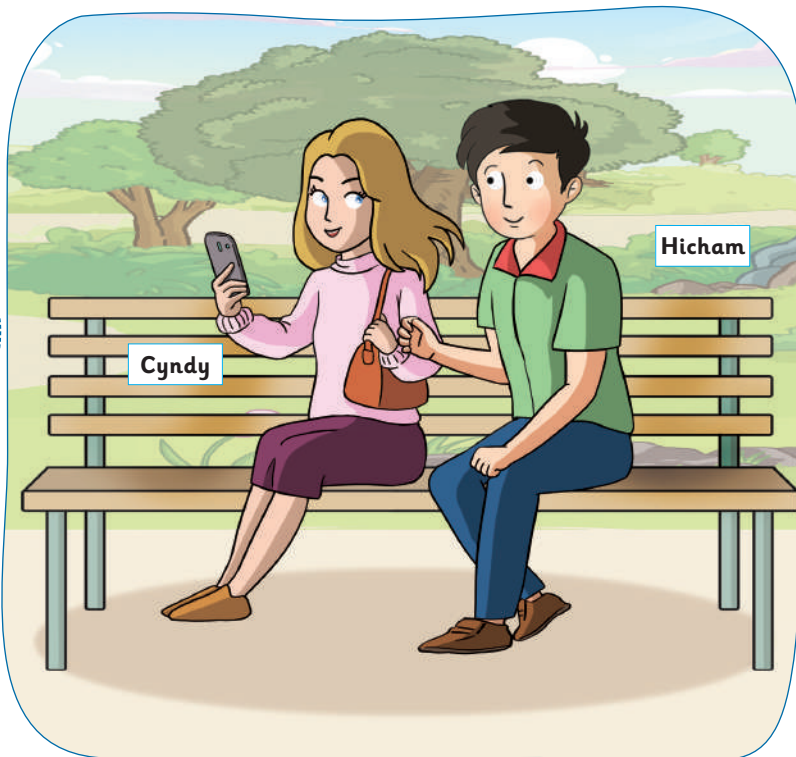
Cyndy: Yes, he is.

Hicham: Do you have a sister?

Cyndy: Yes, I do.

Hicham: Is she tall?

Cyndy: No, she isn't. She's short.



2. Now read the dialog with a partner.



B. Listen

Listen and point to (👉) the words you hear. Then listen again and repeat.



short

tall



big

thin



old

young



C. Practice Speaking

Student 1: Read one sentence.

Student 2: Listen and point to (👉) the picture above.

Take turns.

He is big.

She is old.

She is young.

He is tall.



He is thin.

He is short.



D. Write the Words

big

young

short

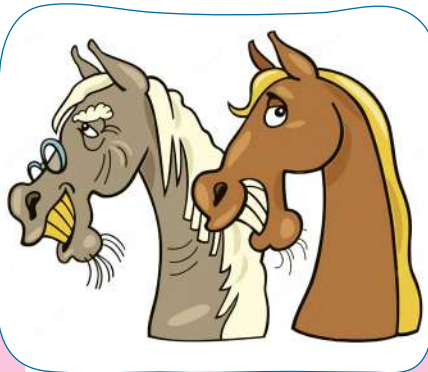
old

thin

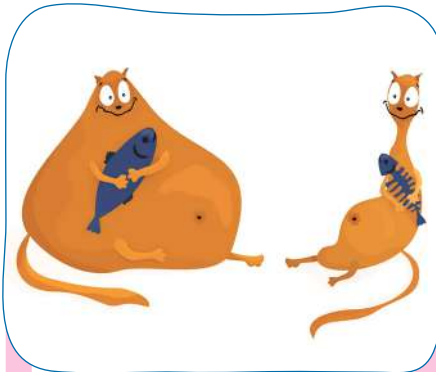
tall



1) _____ 2) _____



3) _____ 4) _____



5) _____ 6) _____



E. Draw and Talk

Draw a picture of a person. Tell a partner.

This is my _____.

She / He is _____.

She / He is _____.



F. Listen

1. Circle the words you hear.

A: Is your brother young / old?

B: Yes, he is.

A: Is he big / thin?

B: No, he isn't. He's big / thin.

A: Is he tall / short?

B: Yes, he is short.

2. Now listen again.
Choose the picture.

Language Box

Is he / she...?

Yes, he is. / No, she isn't.



(1)



(2)



(3)



(4)



G. Unscramble the Sentences

John / is / brother / my
John is my brother.

Start all sentences with a capital letter.
End sentences with a period (.) or a question mark (?).

1. your father / is / thin _____ ?
2. tall / is / your mother _____ ?
3. your sister / young / is _____ .
4. short / is / your brother _____ ?
5. big / my / sister / is _____ .



H. Talk with a Partner



- Greet your partner.
- Ask about family.
- Write the name.
- Put a tick mark (✓) in the correct box.

Family Member	Name	tall	short	thin	big	old	young
father							
mother							
sister							
brother							

Lesson

7

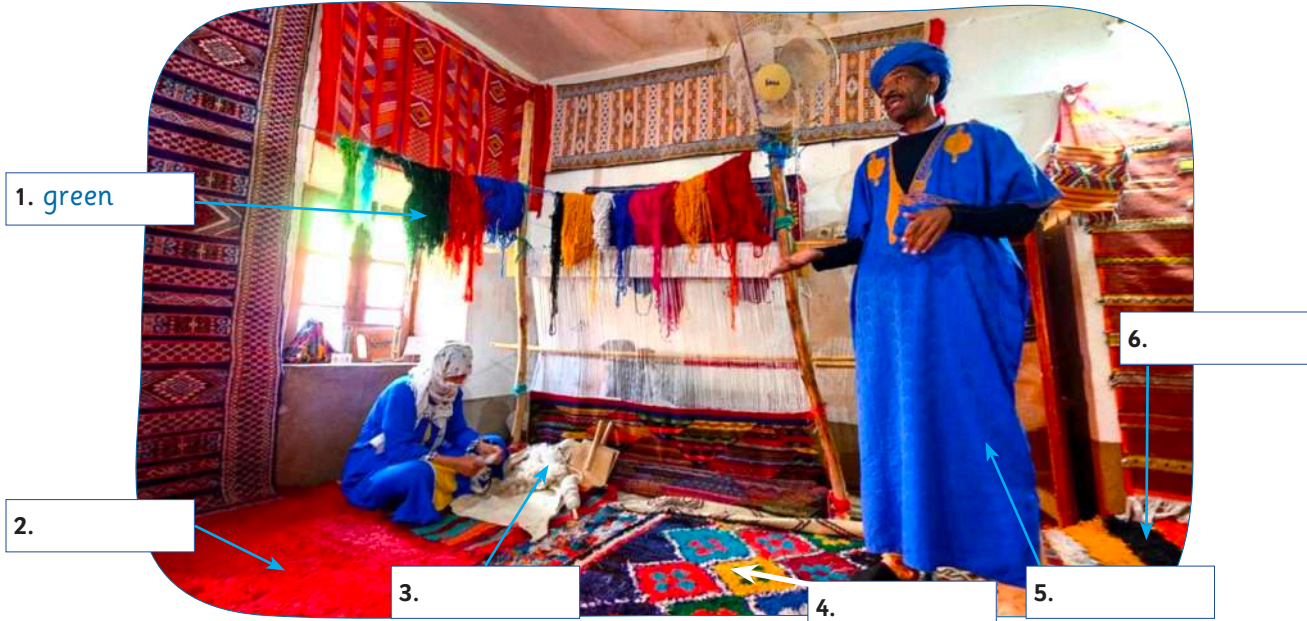
Lisa has an orange phone.



A. Look and Write

Work with a partner. Look at the pictures. Write the colors.

yellow ~~green~~ blue red black white



B. Listen

Now listen to check your answers.
Then listen again and repeat the colors.



D. Talk with a Partner

A: What color do you like?
B: I like _____. How about you?



C. More colors

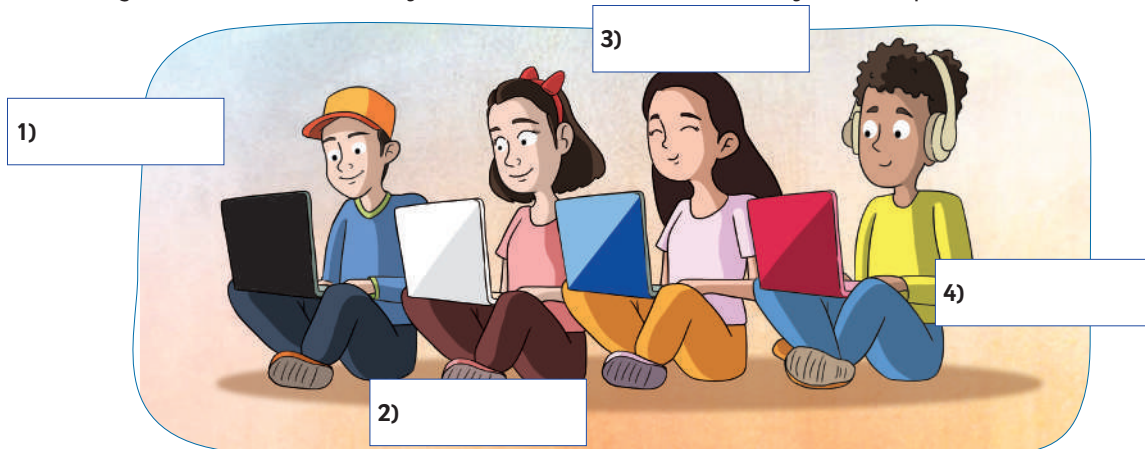
What other colors do you know? Match them.

orange	pink	gray	purple	brown
--------	------	------	--------	-------



E. Listen and Read

Listen while you read about Lisa's friends. Then write the name for each person.



My name is Lisa. These are my friends. We love social media so we chat online. Mariam has a white laptop. Said has a black one. Ahmed has a red laptop, and I have a blue one.



F. Grammar in Context

Look at the people. Read the language box.



Leila



Me



Salah

Language Box

Me

I **have** a green book.

Leila

She **has** green headphones.

Salah

He **has** a red phone.



G. Complete the Sentences

Use **have** or **has**.

1. Salah _____ green glasses.
2. Leila _____ a black phone.
3. I _____ a yellow bag.
4. She _____ an orange book.
5. He _____ a blue book.



H. Speaking Game: Guess Who?

Work in a group of 4 people.

Student A: Pick a person from the picture. Keep it secret.

Students B-D: Ask questions to find the person.

Language Box

Does he / she have _____?

Yes, she does. / No, he doesn't.

A: Guess!

B: Does the person have a red book?

A: No, she doesn't.

C: Does she have an orange bag?

A: No, she doesn't.

D: Does she have a blue phone?

A: Yes, she does.

B: Does she have a red bag?

A: Yes, he does.

C: Is this this person?

(point )

B: Yes!





I. Write about your Friends

Quickly draw a picture of you with your friends.
Then describe them in writing. Write 3-5 sentences.

This is a picture of me and my friends. _____.

Lesson

8

Unit Test, Task & Self Assessment

Unit 1 Test



LISTENING

Listen and circle what you hear.

1




(A)
(B)

2




(A)
(B)

3




(A)
(B)

4

Halima
(A)

Halema
(B)



GRAMMAR & VOCABULARY

Complete the sentences.
Write one word.

A: Hello. (5) I ____ Marni.

B: Nice to meet you. My name's Salma. (6) ____ are you from, Marni?

A: Spain. (7) ____ about you?

B: I'm from Morocco.



Tom: What color is your backpack?

Brahim: I (8) ____ a (9) ____ backpack.



Said: (10) ____ your father young?

Bilal: (11) ____, he (12) ____ old.



Fatema: (13) ____ he have a sister?

Susan: Yes, he (14) ____.

She is three years old.



READING

Read the Global Friend's Board. Then fill in the chart.

Global Friends



Hi! My name's Jim. I'm thirteen years old and I'm from the United States. I'm in year two of middle school. I have a brother. His name is Dan. He is twelve years old, but he is very tall. Dan is in year one of middle school. My brother is my best friend.

Jim

15. **Country:** ____

16. **Age** (circle one): 12 13 14 15

17. **Best friend's name:** ____

Dan

18. **Grade** (circle one): year 1 2 3 of middle school

19. **Tall or short** (circle one): tall short

20. **Does Dan have a brother?** (circle one) Yes No

My Score: ____ / 20 = ____ %

Unit 1 Task – Choose One!



Option 1 : Create an “About Me” Profile

Create an “About Me” profile (poster) to introduce yourself.



Your profile should have:

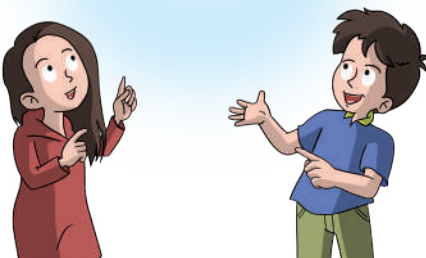
- ☐ Photos or drawings of you
- ☐ Your name
- ☐ Your age and grade
- ☐ Where you are from
- ☐ Colors you like
- ☐ Photos or drawings of your family
- ☐ Your family members' names
- ☐ Brothers'/Sisters' names, ages and grades
- ☐ Descriptions of family members



Option 2: Create a Role play

Write and perform a role play between two or three people using vocabulary and language from the unit. Perform your role play for the class.

In your role play, you should:



- ☐ Greet one another and use a gesture from the Culture Corner
- ☐ Introduce yourselves (ask and answer questions about name (spelling), age, grade and country)
- ☐ Tell about one family member (name, age, description—tall, short, etc.)
- ☐ Show interest (Wow! Lovely!...)
- ☐ Say goodbye



Option 3: Family Photo Album (with real photos or illustrations) or Family Tree

Create a Family Photo Album (book, poster, a web page) to introduce your family.



Check that your photo album has:

- ☐ Photos or drawings of your family members
- ☐ Family members' names, ages, and grades
- ☐ Descriptions of each family member

Self Assessment

Think about your English. What can you do well? What do you need to practice more?
Complete the chart.

Unit 1: What can I do well?	 I'm great at this.	 I want to practice more.
I can introduce myself.		
I can ask and answer questions when I meet new people. What's your name? What grade are you in? How old are you? Where are you from?		
I can describe my family and other people. I have a sister/mother/grandmother. My father is big. She is tall./He is thin. I am short.		
I can ask and answer questions about people. Is she tall? Yes she is./No, she isn't. Does your mother have a yellow phone? Yes, she does. / No, she doesn't. Do you have a red phone? Yes, I do. / No, I don't.		
I know the names of some countries in English.		
I can say and read numbers 0-20.		
I know some colors.		
I can use some classroom language.		
I know the days of the week.		
I use English when I work in a pair or a small group.		
Drop Everything And Read (DEAR): I can set a goal. I can make a plan. I can read a book on my own. I can track my progress in my notebook.		

This is our school.



SPOTLIGHT: Look at the photos. Read and listen to the story.

What is the same about your school and Nila's school?



Hi, my name is Nila. I'm from Bangladesh. I'm 11 years old. This is my school. My school is on a boat. We use solar power.



There is a classroom in my school. We study English. My teacher helps me.



There is a library in my school. There are many books. I love my school.

By the end of this unit, you will be able to:

- ask for help in the classroom:** What page are we on? Can I have an eraser?
- give and follow instructions in the classroom:** take out, put away, turn to page 20, etc.
- ask and answer questions about possessions:** Is this/that your pen? Yes, it is./No, it isn't. Are these/those your books? Yes, they are./No, they aren't.
- describe different kinds of schools and classrooms in Morocco and around the world when speaking and writing:** There is a board in my classroom. There are many students in my school.
- read about different kinds of schools and school routines.**
- discuss routines using the present simple:** I have math class at 8 AM. She reads in English class.

Lesson

1

Is this your book?

In My Classroom



A. Chant: Is this your book?

Listen and repeat.

Then, chant with a partner.

Is this your book?

Yes! That's my book!

Is this your pen?

Yes! That's my pen!



B. Vocabulary: Classroom Objects

1. Listen. Then listen and say.



2. Talk with a partner

What items do you have today?

Name and point to () as many as you can in 2 minutes.

I have a pen.

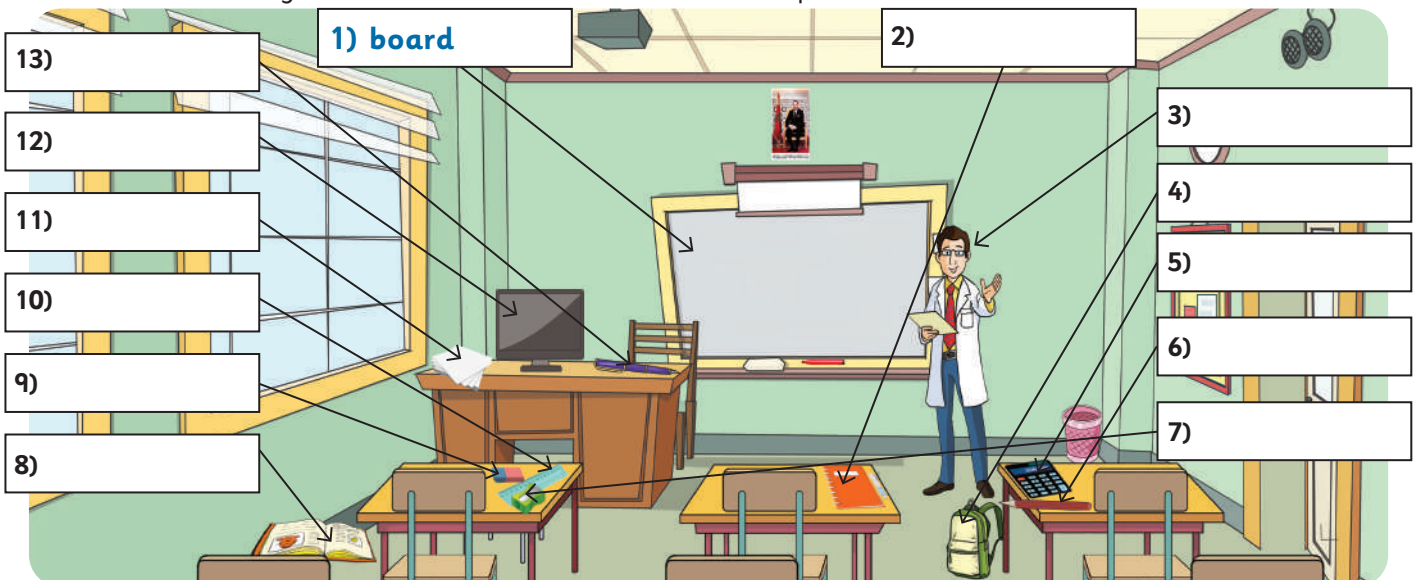
I have a backpack.

I have a notebook.



C. Write

1. Label the things in the classroom. Then check with a partner.



2. Listen to check your answers.



D. Grammar in Context

Look at the pictures. Listen while you read.

1



This is my book.

2



That is my book./**That's** my book.

3



These are your pencils.

4



Those are your pencils.



E. Complete the Sentences

Use the pictures to help you.

1. _____ my calculator.



2. _____ my teacher.



3. _____ my backpacks.



4. _____ my books.



F. Read and Act

Work in pairs. Practice the conversations in the language box.

Point (👉) to show if something is near or far away.

Language Box

Is this your book?

Yes, that's my book.

No, that's not my book.

Are these your books?

Yes, those are my books.

No, those are not my books.

Is that your pen?

Yes, that's my pen.

No, that's not my pen.

Are those your pens?

Yes, those are my pens.

No, those are not my pens.



G. Speaking Game

Work in a small group. Put three things on your desk. Mix them up.

Student 1: Ask a person in the group.

If yes, you get a point.

Take turns.

To win: Get the most points!

Is this your book?

Yes, that's my book.

No. That's not my book.

Are those your glasses?

Yes, those are my glasses.

No, those are not my glasses.

Lesson

2

I need a backpack.



A. Reading

Read the notices from teachers at a school.

1. Circle the classroom vocabulary. There are 11.
2. What is the English teacher's name? _____
What is the Math teacher's name? _____

STUDENT NOTICE BOARD

Mr. Aziz's Class

See you on Monday at 8:00 AM

Please bring these things to our math class:

- a calculator
- 2 pencils
- one red pen
- a pencil sharpener
- an eraser
- a notebook

Lessons with Mr. Chaibi

Welcome!

English lessons start on Tuesday at 10:00 AM

Bring a backpack and the supplies you will need:

- a blue pen
- a book for DEAR time
- two notebooks
- a box of markers



B. Scan for Important Information

Read the notices again. Tick (✓) the things students need for Mr. Chaibi's class. Check your answers with a partner.

1


☐

2


☐

3


☐

4


☐

5


☐

6


☐

7


☐

8


☐



C. Write

1. What do you need for school? Write a message to your parents. List five to eight things.

Hi Mom and Dad,

I need these things for school:

Thanks,

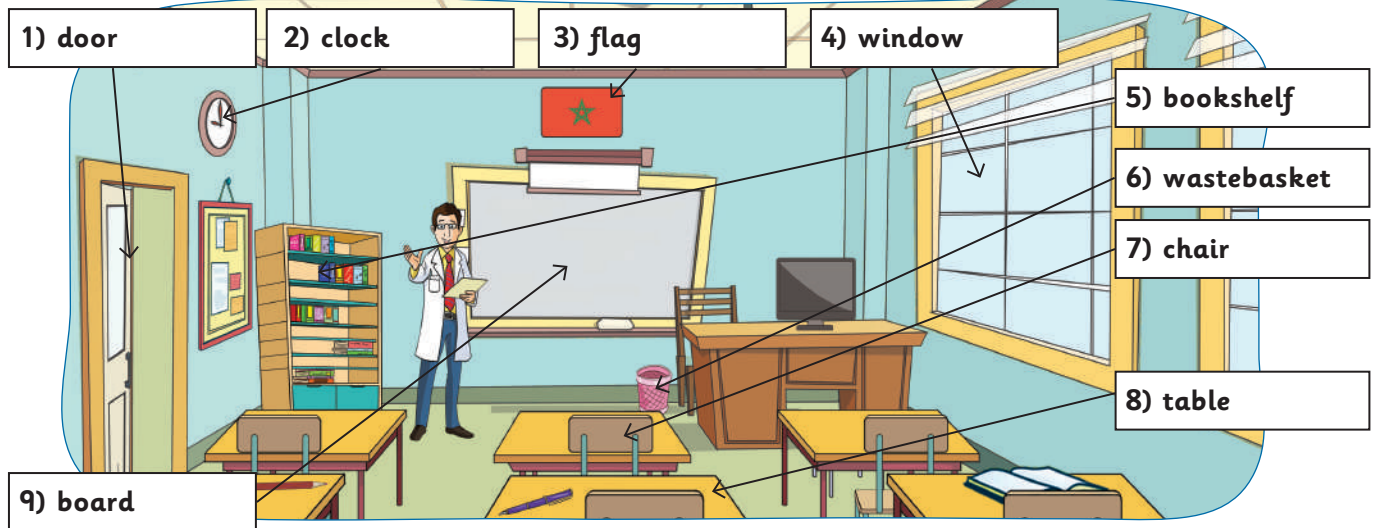
(your name) _____

2. Read your list of items to a partner. Are your lists the same?



D. Vocabulary: What's in your classroom?

1. Listen. Then listen and repeat.



2. Talk with a partner. Which of the items do you see in your classroom?



E. Listen and Complete

1. Listen and write the words you hear.

Global Friends Board



Hi! My name is Talia. I'm from Greece and I'm in year two of middle school. I like my English classroom. My teacher has a (1) _____ for writing. Students all have a (2) _____ and a chair. There are three (3) _____ and there are two doors. There's a clock near the window. And there's a (4) _____ by the door. There is also a (6) _____ of our country. There is a big (5) _____ in the back of the room. We have many books. I love learning English in my classroom!

2. Check your answers with a partner.



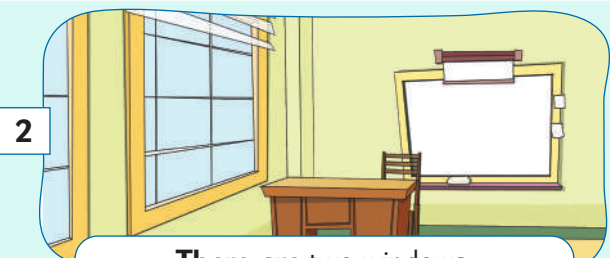
F. Grammar in Context

Read and listen to the sentences.



1

There is a board in my classroom.



2

There are two windows.



3

A: **Is there** a wastebasket?
B: **Yes, there is.**



4

A: **Are there** desks?
B: **No, there aren't. There are** tables.



G. Practice

Look at the picture for one minute. Notice what is in the classroom.



RULES

Work in groups of three.

Students 1 and 2: Say what is in the picture.

Don't look! Take turns.

Student 3: Look at the picture. Give a point for each correct sentence.

There is a _____.

There are _____.

Yes, there is/are not.

One point.

Is there a _____? Are there _____s?

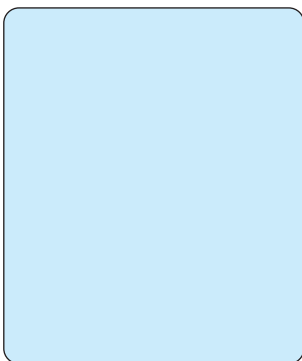
No, there isn't/aren't.

Sorry.



H. Write

Global Friends Board



Me

Hello! My name is _____. There are many things in my English classroom. _____

Lesson

3

Drop everything and read (DEAR).



A. Look and Write

Look at the pictures. Write the things you see. Then check with a partner.

cat

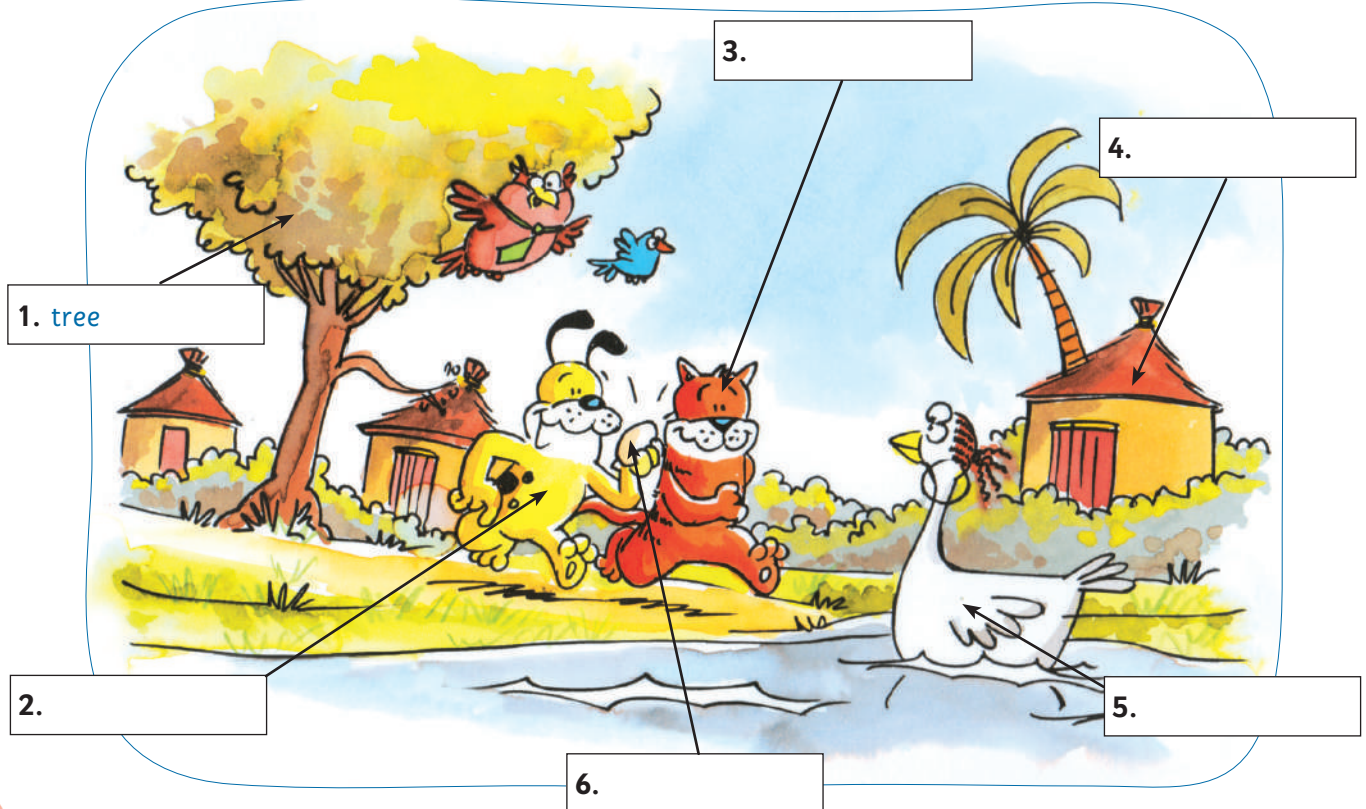
dog

house

egg

goose

~~tree~~

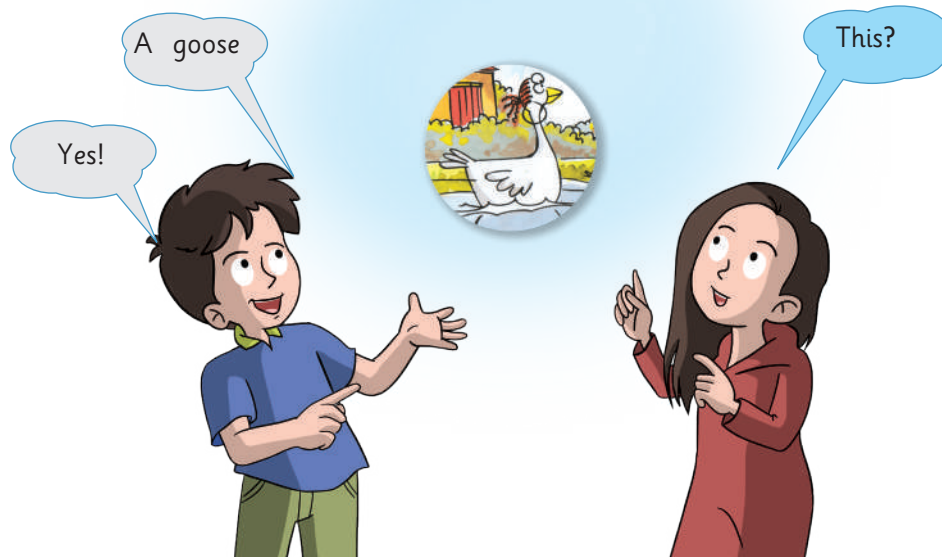


B. Speak

Student 1: Say a word from the picture.

Student 2: Point to the picture.

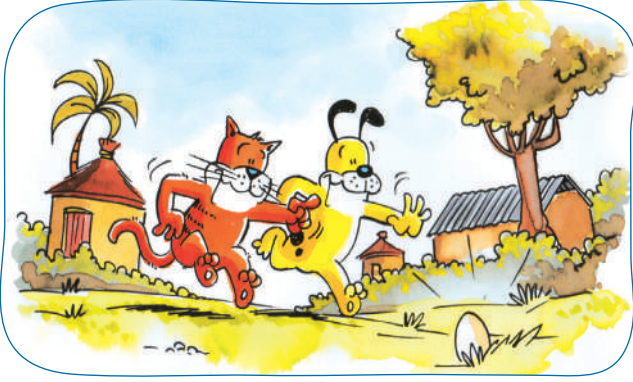
Take turns.





C. Guess the Story

Look at the two pictures. Answer the questions with a partner.



What do Dog and Cat see in the grass? _____

What do you think they say to the ducks? _____

What do you think the story is about? _____



D. Listen to the Story

Listen to your teacher read the story. Look at his or her gestures.



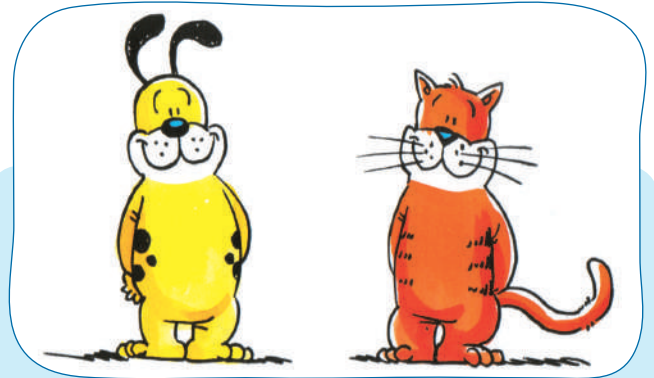
E. Read and Listen

Read the story while you listen.



Cat, Dog and the Egg

Written and illustrated by Elke and Rene Leisink

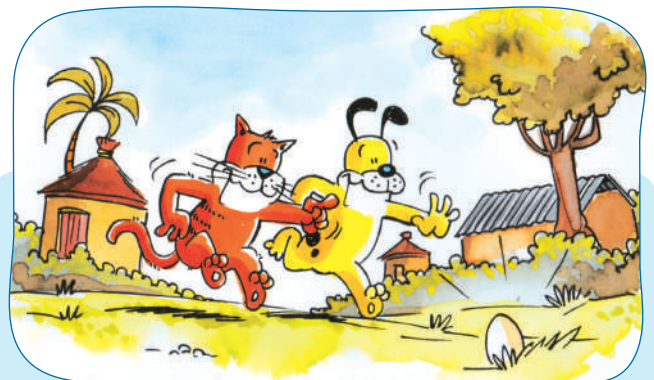


This is Dog.

This is Cat.



Cat and dog walk.
They walk in their village.



Then they see an egg. The egg is in the grass.
The egg is alone in the grass. The egg is all alone.



Cat and dog walk to a bird.
They ask the bird, "Is this your egg?"



But the bird says, "No, that is not my egg. Ask the owl. Maybe it is his egg."



Cat and dog walk to the owl.
They ask the owl, "Is this your egg?"



"Ask the goose. Maybe it is her egg."



Cat and dog walk to the goose.
They ask the goose, "Is this your egg?"



But the goose says, "No, that is not my egg."
Ask the two ducks. Maybe it is their egg."



Cat and dog walk to the two ducks. They ask the
the two ducks, "Is this your egg?"



But the two ducks say, "No, that is not our egg"
Then the egg breaks.



There is a lizard in the egg,
a baby lizard.



Cat and dog bring the baby lizard
to his mother and father.



Goodbye Cat. Bye Dog. Bye-bye lizard.

Adapted from original, 09- "Cat and Dog and the Egg," SIL-PNG, Creative Commons 4.0,
<http://creativecommons.org>.

Concept, text, illustrations, and design by Elke and
Rene Leisink. Translation by Corina Leve.



F. Read the story silently.



G. Read the story in a small group. Be dramatic!



H. Think about the story. Complete the tasks.

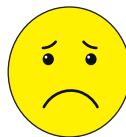
1. How did you like the story? Color the stars to rate it. ☆☆☆☆☆
2. How did the story make you feel? Circle the feelings.



Happy



Sad



Angry



Surprised

3. Write as many words as you can from the story.
 - a. Animals with feathers:

- b. Animals without feathers:

4. Share your answers with a partner.
5. What is the moral of the story? Read the story at home and tell us later.

Lesson

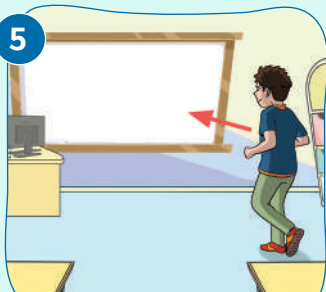
4

Work with a partner.



A. Classroom Directions

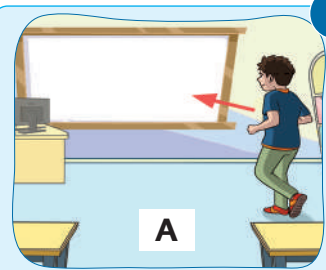
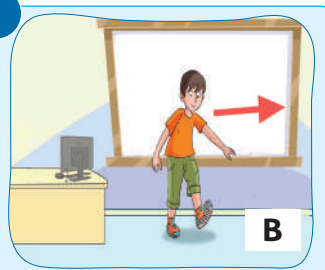
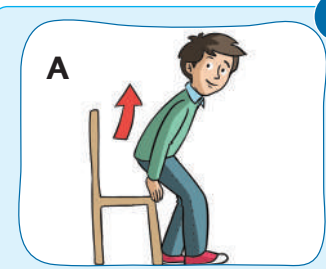
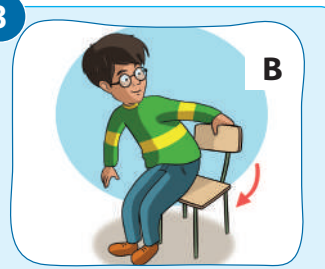
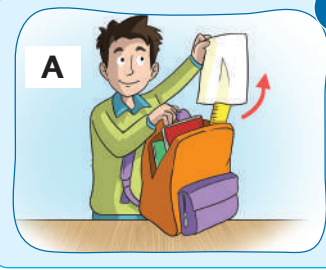
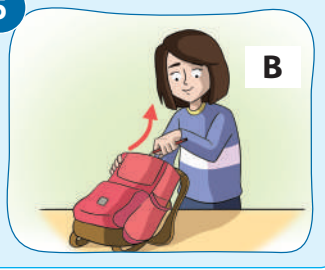
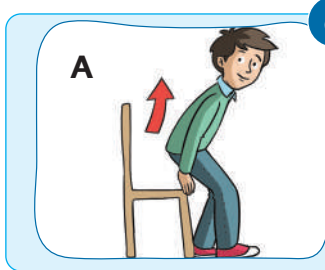
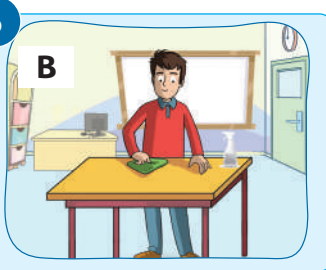
Listen. Then listen and repeat.

 1 Take out your book.	 2 Put away your book.	 3 Stand up.	 4 Sit down.
 5 Go to the board.	 6 Clean up.	 7 Line up.	 8 Hand in your paper.



B. Listen

1. Circle the classroom directions you hear.

 A	 B
 A	 B
 A	 B
 A	 B

2. Check your answers with a partner.



C. Listen

Listen and follow the directions.



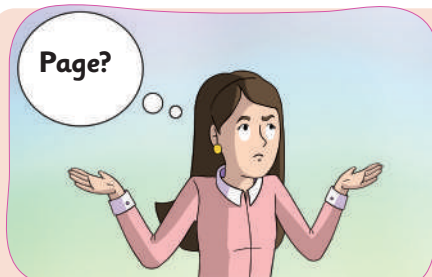
D. Practice Speaking

In a small group, take turns saying classroom directions. Student A, say a classroom direction. Students B-D, act out the direction. Take turns.



E. Classroom Help Language

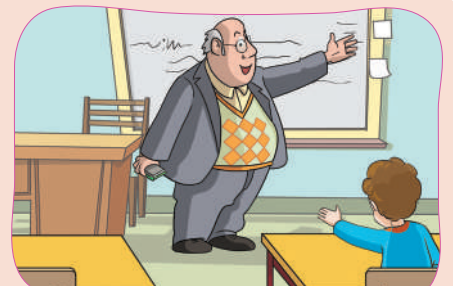
Look at the pictures and listen. Then listen and repeat.



1. What page are we on?



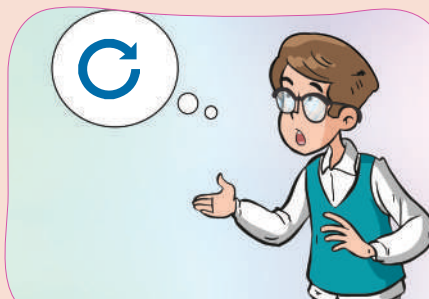
2. I don't understand.



3. I can't see the board.



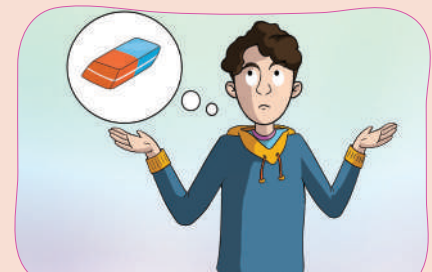
4. Do I need a pen?



5. Can you repeat that?



6. Can you write it on the board?



7. Can I have an eraser?



F. Choose the Correct Question

1. Circle the correct classroom help language.

1

A: Can I have a pencil? / What page are we on?

B: Turn to page 40.

2

A: Do I need a pencil? / I don't understand.

B: No, you need a pen.

3

A: Can I have a pen? / Do I need a pen?

B: Here is a pen.

4

A: Can I have a pencil? / What page are we on?

B: Yes, there is a pencil on my desk.

5

A: Put away your book.

B: Can you repeat that? / Can you write it on the board?

A: Yes. Put away your book, please.

6

A: I can't see the board. / Can you write it on the board?

B: Oh, I'm sorry. (moves away from board)

2. Check your answers with a partner.



G. Roleplay: Ask for Help

Work in small groups. Create a one-minute play!

Student A is the teacher.

Students B-D are students.

Teacher: Greet the class.

Students: Ask for Help.

Teacher: Help the students.

Show your play to the class.



Lesson

5

Culture and Fun Review

Culture: Classrooms Around the World



A. Listen

Look at the country flags. Listen and read. Then listen and repeat.



Canada



Nigeria



Japan



China



B. Listen: Where are these schools?

- Look at the pictures. Guess what country each school is in. Write the letter of the country on each picture.
- Listen to check your answers. Then listen again and tick (✓) the things you hear.

N



Name: ☐ Ngozi ☐ Chiagozie
Work: ☐ groups ☐ pairs ☐ individually
Teacher: ☐ 15 minutes ☐ 50 minutes



Name: ☐ Pam ☐ Paula
Work: ☐ groups ☐ pairs ☐ individually
Items: ☐ tables ☐ desks



Name: ☐ Taiki ☐ Tatsu
Items: ☐ tables ☐ desks ☐ chairs
Classroom: ☐ students stay ☐ teachers stay



Name: ☐ Chen ☐ Chiwa
Middle school grade: ☐ Year 2 ☐ Year 3
Classroom: ☐ inside ☐ outside
Students per teacher: ☐ 100 ☐ 50



C. Talk about It

Work in a pair or small group. Answer the questions together.

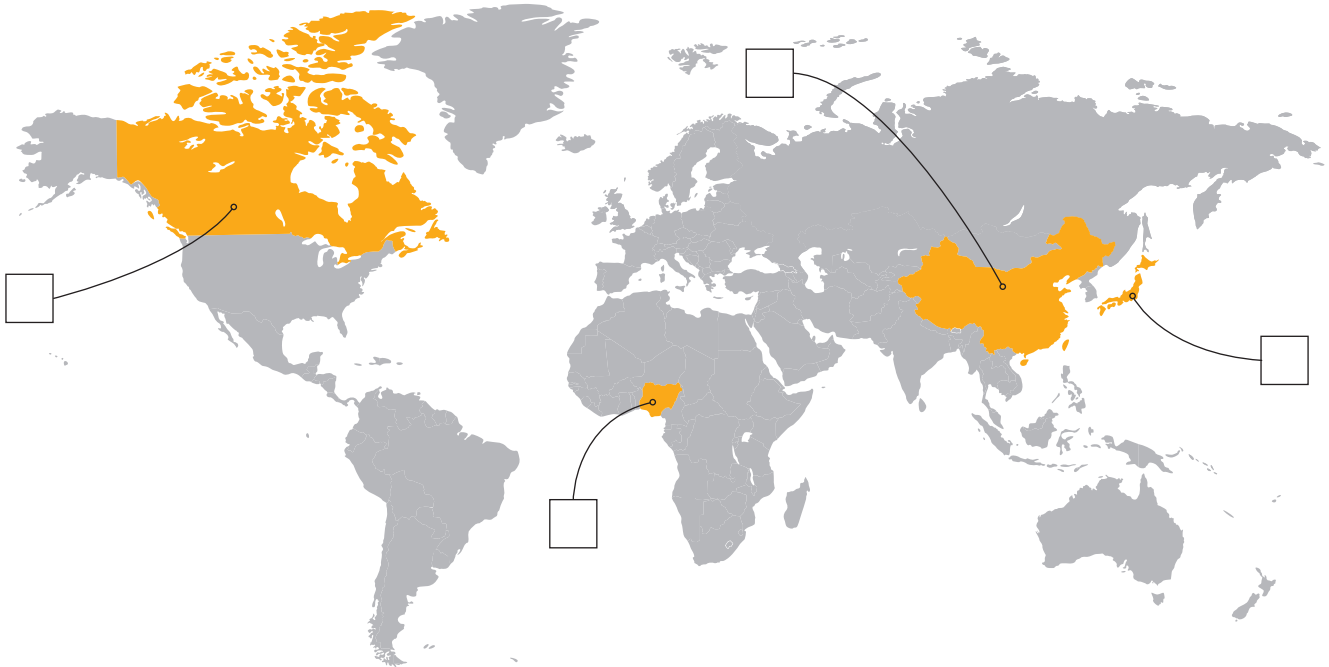
1. Look at the map. Write the name of each country.

1 Canada

2 Japan

3 China

4 Nigeria



2. Group discussion. Choose one picture from Exercise B. Think about your classroom. What is different? What is the same? Write notes in the organizer.

Helpful Language for your Group Discussion

The Same

There is/are _____ in Nigeria **and** Morocco

Different

There is/are _____ in Nigeria. **But** in Morocco, there is/are _____.

County: _____	County: _____
Things that are Different	
Things that are the Same	
Our Thoughts	
Interesting: Surprising: A question I have:	

3. Present your ideas to your classmates.

Communicate!

When you share ideas from your group, use eye contact.
Speak clearly and loudly.

Fun Review



A. BINGO: Classroom Vocabulary

Write the classroom vocabulary in the BINGO board in any order. Look at the pictures your teacher shows. Tick [✓] the words. To win, get 3 in a row. Say, "Bingo!"

backpack	computer	marker	sit down
board	desk	notebook	stand up
book	door	paper	student
bookshelf	eraser	pen	table
calculator	flag	pencil	take out your book
chair	go to the board	pencil sharpener	teacher
clean up	hand in your paper	put away your book	wastebasket
clock	line up	ruler	window



B. Speaking Game

To play the game, describe the pictures using, there is/there are.



RULES

Coin Head = 1 space; Coin Tail = 2 spaces
Do not repeat what your partners say.
Take Turns.
To Win: Finish the game first!



C. Tic Tac Toe

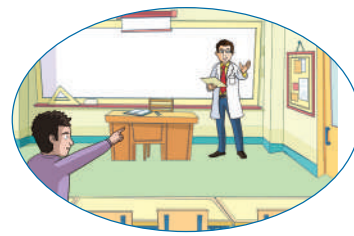
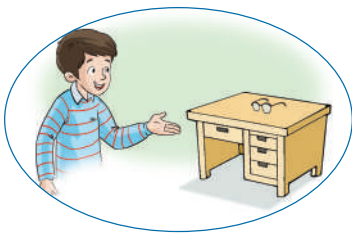
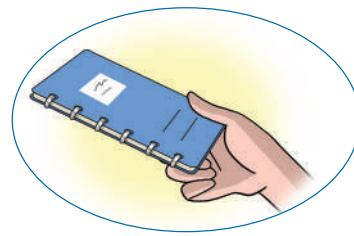
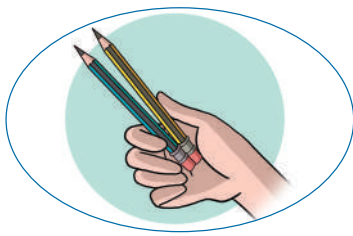
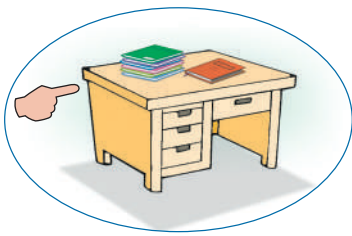
Work in pairs.

Student A. Ask a question to match the picture. Mark X on the Tic Tac Toe board.

Student B. Ask a question to match a different picture. Mark O on the Tic Tac Toe board.

To win: Get three in a row.

Is this your _____? Are these your _____? Is that your _____? Are those your _____?



Play the game again with a new partner.

Lesson

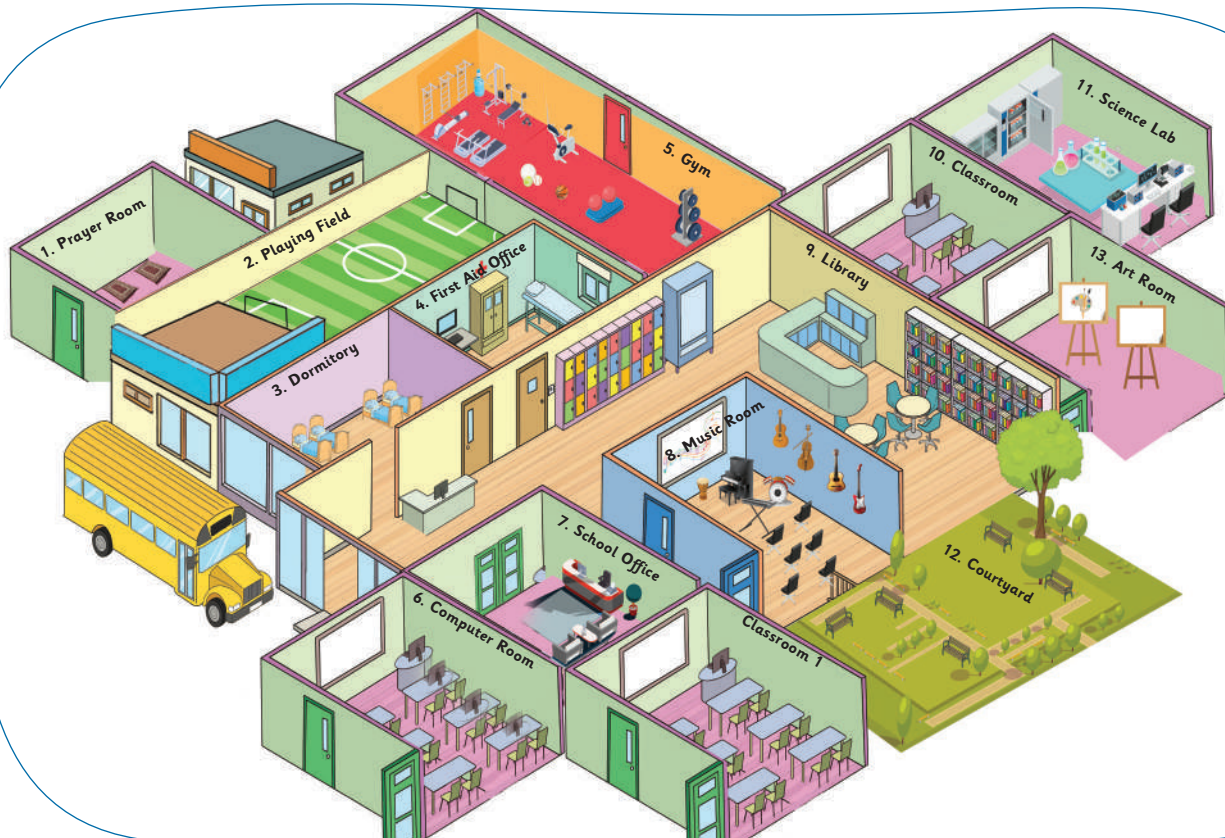
6

This is my school.



A. School Vocabulary

1. Listen. Then listen and repeat.



2. What rooms do you have in your school?



B. Listen and Complete

Listen and write the words you hear.

Hi. My name is Georgio. I am from Italy. I am in 8th grade. These are my friends. This is our school. There are three (1) _____. Our classroom is small. There are 12 students. We have a (2) _____. There are many English books.

There is a (3) _____ room and an art room. There is also a (4) _____. We play basketball there. There is not a (5) _____. We go home after school. Do you have a dormitory in your school?





C. Read and Answer

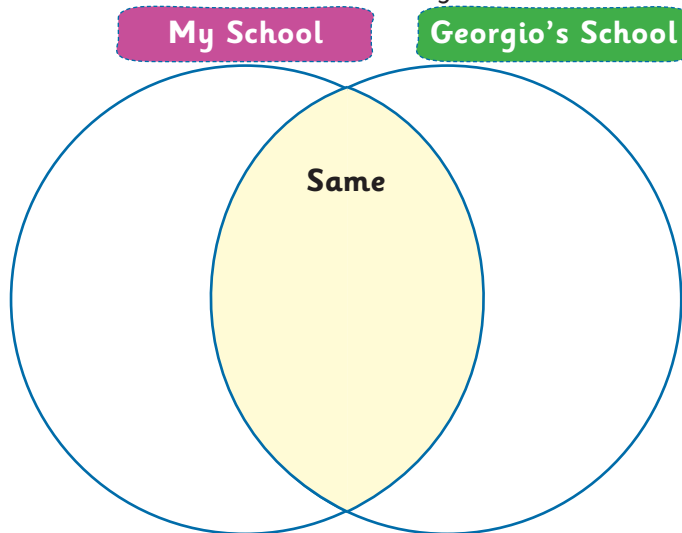
Read about Georgio's school in Exercise B. Answer the questions.

1. What grade is Georgio in? _____
2. How many classrooms are there in Georgio's school? _____
3. How many students are there in his class? _____
4. Is there a library in his school? _____
5. Is there a dormitory in his school? _____



D. Compare

1. Compare your school to Georgio's school in Exercise B. What is the same?
What is different? Write words in the Venn diagram



2. Talk to a partner. Compare your answers.



E. Listen

1. Look at the pictures. Listen. Then listen and repeat.

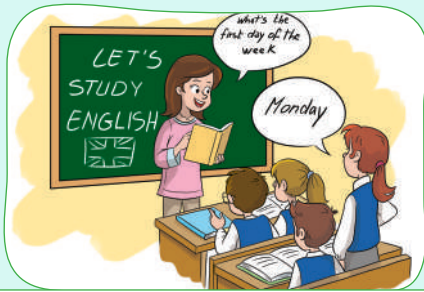
1. Art	2. Math	3. History	4. Computer Science
5. English	6. Chemistry	7. Geography	8. PE
9. Break	10. Biology	11. Arabic	12. Islamic Education

2. Talk with your partner. What subjects do you have this year? What subjects do you like?



F. Write the Missing Words

1. Look at the pictures. Write the missing words. Then check with a partner.



1. We have _____ in the _____.



2. We have _____ in the _____.



3. We _____ in the _____.



4. We have _____ in the _____.

2. Write sentences about what you do in the rooms in your school. Then read them to the class.

1. We pray in the Prayer Room.

2. _____

3. _____



G. Practice Speaking: Talia's Schedule

Student A. Look at Schedule 1. Do not look at schedule 2.

Student B. Look at Schedule 2. Do not look at schedule 1.

Ask questions. Write the missing information.

What does Talia have at 8 o'clock?

She has math in classroom 14.

Schedule 1

Time	Class	Room
8:00		Classroom 14
9:00		Classroom _____
10:00		Gym
11:00		Science _____
12:00		Classroom 1
1:00		Classroom _____
2:00		Art Room

Schedule 2

Time	Class	Room
8:00		Classroom 14
9:00		Classroom 22
10:00		_____
11:00		Science Lab
12:00		Classroom _____
1:00		Classroom 8
2:00		_____ Room

When you finish, compare with your partner. Did you get all of the information?
Do you like Talia's school schedule? Why or why not?

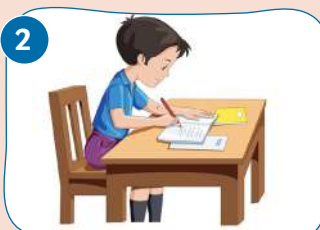


A. Vocabulary: School Activities

1. Look at the pictures and listen. Then listen and repeat.



read



write



listen to



speak



watch



use



study



sing



draw



sleep



play



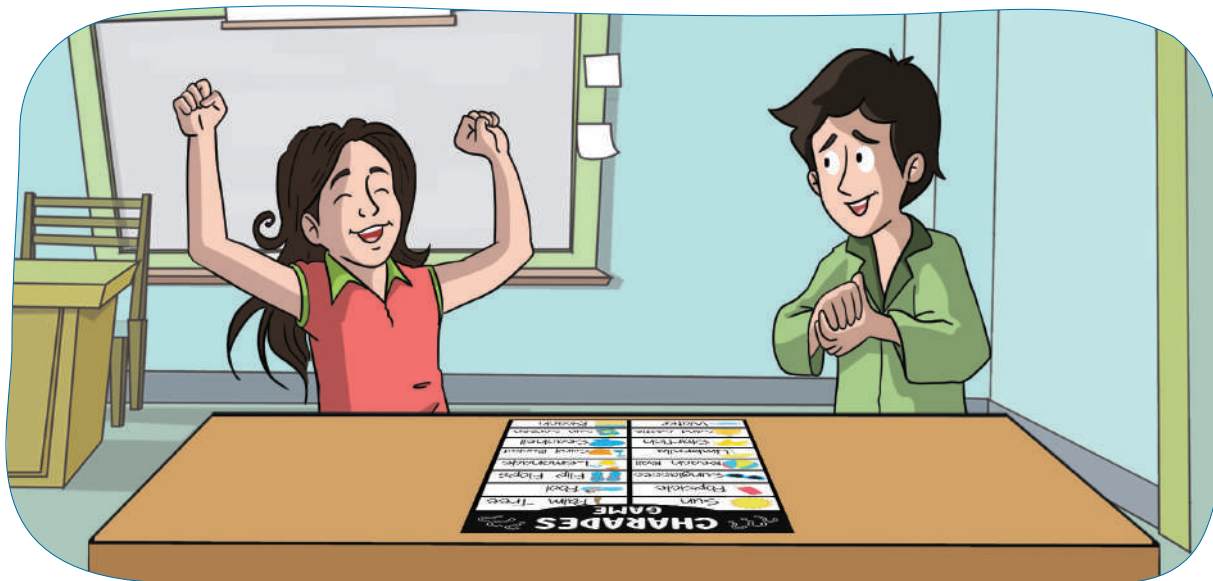
eat

2. Talk with a partner. Which activities do you like?



B. Act and Guess

Watch your partner. Guess the word. Take turns.





C. Write

Complete the phrases with vocabulary from Exercise A.

1. _____ your name / on the paper / with a pencil
2. _____ music / the teacher / the directions
3. _____ soccer / a game
4. _____ a picture
5. _____ or _____ English / French / with your partner
6. _____ lunch / in the courtyard
7. _____ a computer / a pencil / an eraser / a calculator / a ruler
8. _____ or _____ a song
9. _____ a book / the directions
10. _____ a movie / a video / a soccer game



D. Read: Different Schools

Read about Ayoub and Aliyah's schools. Underline the school activities.

Ayoub's School



Ayoub's school is small. There are two classrooms. The students have English. They study in the classroom. The teacher speaks English, Arabic, and Amazigh in class.

Ayoub has music class in the music room. The teacher plays the piano and sings. The students sing songs. Ayoub plays soccer with his friends on the field. They all eat lunch in the courtyard. They sleep in the dormitory.

Aliyah's School



Aliyah's school is big. It has 10 classrooms. The students have English. They study in the classroom. The teacher speaks English in class.

Students use computers in the library. They read, write, and watch videos. Aliyah has art in the art room. She draws colorful pictures. Students have PE in the gym. They play soccer and basketball.



E. Grammar in Context

Read the sentences.

I	
You	
We	read.
They	
He	
She	reads.
It	watches.

I		
You		
We	have	math class.
They		
He		
She	has	a pencil.
It		



F. Complete the Sentences

1. Complete the sentences with the words in parentheses (). Use the correct form.

1. Ayoub's school is small. It _____ two classrooms. (have)
2. Ayoub and Aliyah _____ English in the classroom. (study)
3. Aliyah _____ a computer. (use)
4. She _____, _____, and _____ videos. (read/write/watch)
5. Ayoub _____ music class. (have)
6. He _____ songs. (sing)
7. At Aliyah's school, students _____ in art class. (draw)
8. Ayoub _____ lunch in the courtyard. (eat)
9. Ayoub and his friends _____ in the dormitory. (sleep)
10. Ayoub and Aliyah _____ soccer. (play)

2. Check your answers with a partner.



G. Draw and Talk

1. Quickly draw five things you do at school.

2. Work in pairs. Say what you see in your partner's picture.

You read in
the library.

Yes! You use a calculator in
math class.

Lesson

8

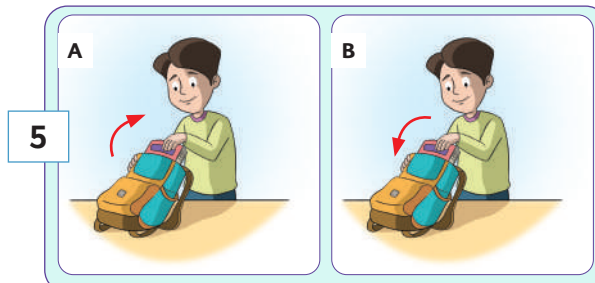
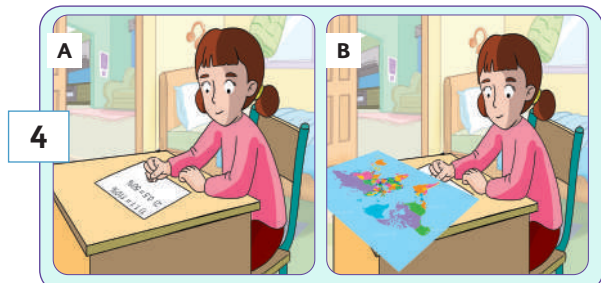
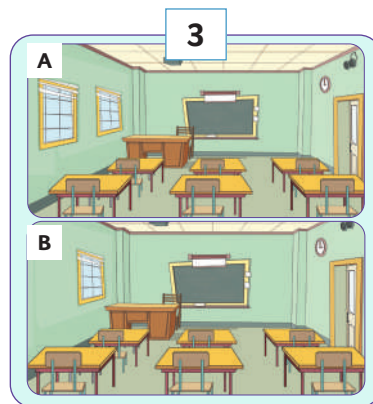
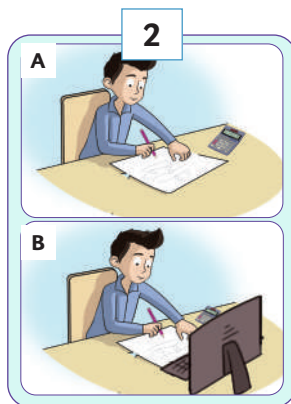
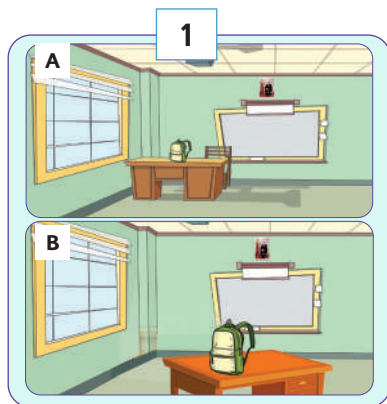
Unit Test, Task & Self Assessment

Unit 2 Test



LISTENING

Listen and circle what you hear.



GRAMMAR & VOCABULARY

Complete the sentences. Write one word.

Sara: (6) Are _____ your markers? →



Widad: No, (7) _____ are my markers. →



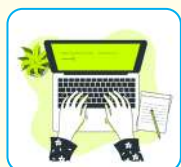
A: (8) _____ there a (9) _____ in your classroom?

B: (10) No, there _____.

(11) They have _____ in the (12) _____.



We (13) _____ songs after school.



Reda (14) _____ the piano.



She (15) _____ a computer every day.



READ

Read the emails. Then circle the words to complete the sentences below.

New Email	New Email
To: _____	To: _____
Cc: _____	Cc: _____
Subject: _____	Subject: _____
Hi Ana,	Hi Nouredine,
How are you? I am great! I like my new school. It's big. I'm in year two of middle school. We have math, English and geography in the classroom. And we have biology and chemistry in the science lab. We play soccer on the playing fields and basketball in the gym. We eat in the school cafeteria, and we sleep in the dormitory. It's a lot of fun. I like it.	Your new school sounds great! I am in a new school, too. It's small. I'm in 7th grade. We only have two classrooms. We don't have a science lab. We have biology in the classroom. We don't study chemistry. We don't have a gym. We have PE on the playing fields. We bring food from home and eat lunch in our classroom. We don't have a dormitory. I love my new school.
How is your school?	Have a great day!
Your friend, Nouredine	Your friend, Ana
📍 ☆ 📎 📧 📧 ▾	📍 ☆ 📎 📧 📧 ▾

16. Nouredine has a **big** / **small** school. Ana has a **big** / **small** school.
17. Nouredine is in year **one** / **two** of middle school. Ana is in year **one** / **two** of middle school.
18. **Nouredine** / **Ana** has biology in the science lab. **Nouredine** / **Ana** has biology in the classroom.
19. Ana **has** / **doesn't study** chemistry.
20. Nouredine **has** / **doesn't have** a dormitory.

My Score: _____ / 20 = _____%

Unit Project - Choose One!



Option 1 : Draw a map of your school. Label all the places.



Option 2: Write your school schedule. Write the activities you do and where you do them.



Option 3: Make a video to introduce your school. Tell people about the places in your school and activities people do there.

Self Assessment

A. Vocabulary Self Assessment

Think about the vocabulary from the unit. Look at the key. Color the graph.

3 = **Great!** I know all the words.

2 = **So-So.** I know some words but I need to study more.

1 = **Help!** I don't know many words.

	Classroom Vocabulary student, teacher, desk, pencil, pen, etc.	Classroom Directions Take out, put away, stand up, etc.	Classroom Help Language What page are we on? Do I need a pen? Etc.	School Vocabulary Library, Cafeteria, Music room, Art room, etc.	School Subjects English, Math, Science, etc.	School Activities read, write, listen, speak, draw, paint, etc.
3 						
2 						
1 						

B. Grammar Self Assessment

Think about the grammar from the unit. Look at the key. Color the graph.

3 = **Great!** I understand the grammar and can use it.

2 = **So-So.** I understand some of the grammar but I need to learn how to use it.

1 = **Help!** I don't understand the grammar.

	Grammar This/That These/Those Is this your pen? Yes, it is. / No, it isn't. Are these your papers? Yes, they are. / No, they aren't.	Grammar: There is.../ There are..., Is there...? Are there...? Is there a table? Yes. There is. / No there isn't. Are there chairs? Yes. There are. No. There aren't.	Grammar: Simple Present for routines I read. You listen. He writes. We speak. They play.
3 			
2 			
1 			

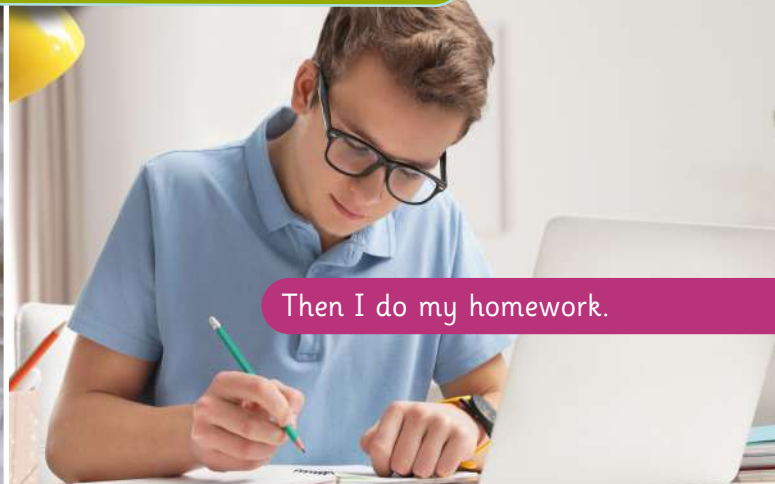
Tell me about your day.



SPOTLIGHT: Look at the pictures. Read and listen.
Do you and Cameron have a similar morning routine?



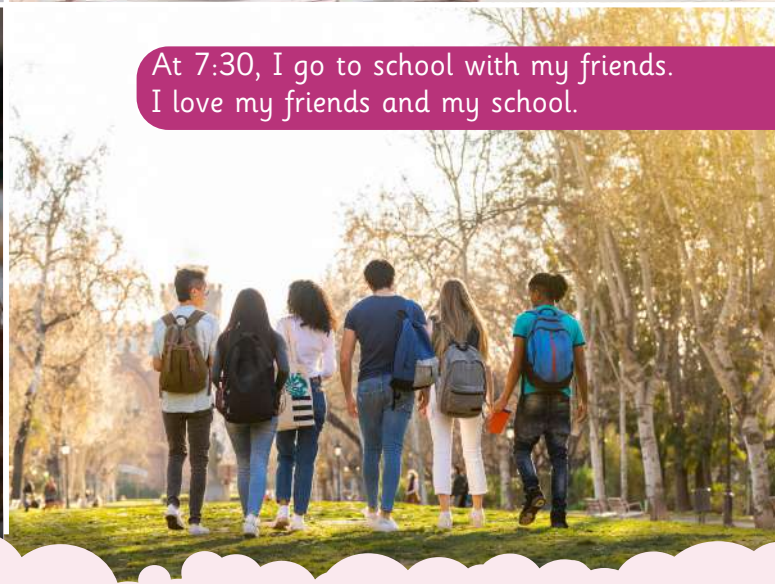
My name is Cameron. I am from New York City.
From Monday to Friday, I wake up at 5:00 in the morning.



Then I do my homework.



At 7:00, I eat breakfast with my sister.



At 7:30, I go to school with my friends.
I love my friends and my school.

By the end of this lesson, you will be able to:

- **talk about days of the week and daily activities using time expressions** morning, afternoon, etc.
- **ask and answer questions about routine activities with “when” and “what time”**
When do you wake up? What time do you start school?
- **discuss daily schedules with classmates** using “before” and “after”
- **recognize and use numbers between 20 and 100**
- **use verbs in simple present tense to talk about routines** I wake up at 6 AM. He/she walks to school at 8.
- **recognize and use real world English vocabulary items** gonna, wanna, hang out with friends, etc.
- **explore unique school habits from different cultures** around the world and say how they are similar or different in Morocco.

Lesson

1

I eat breakfast at seven.



A. Morning Habits Chant

Listen and repeat. Then chant with class.

I wake up at seven.
How about you?

I eat breakfast and go
to school.

I wake up at six. Then
what do you do?

I do too!



B. Vocabulary: Daily Activities

Look at the pictures. Listen. Then listen and repeat.



1. wake up



2. get up



3. eat breakfast



4. take a shower



5. take a bath



6. get dressed



7. brush my teeth



8. brush my hair



9. go to school



10. start school



11. go home



12. eat lunch



13. eat dinner



14. do homework



15. play outside



16. go to bed



C. Act and Guess

Watch your partner act out an action from Exercise B.

Guess the word. Take turns.



D. Grammar in Context

Read the sentences.

Language Box: Present Simple to talk about Routines

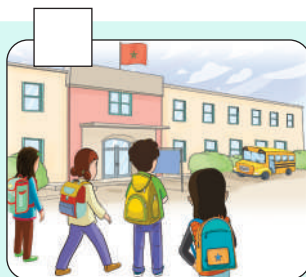
I		
You	get up.	
We	eat	
They		breakfast.
He	get ^s up.	
She	eat ^s	breakfast.
It		



E. Listen

What do Anir and Arinass do each day? Listen and put the pictures in order.

1. Anir's Day



2. Arinass's Day



F. Write

Write two sentences about Anir and two sentences about Arinass.
Then check with a partner.

1. Anir brushes his hair every morning.

2. _____

3. _____

4. _____

5. _____

Spelling Box

brush Anir **brushes** his hair.

go Arinass **goes** to school.

do She **does** her homework.

G. Fill in the Blanks

Complete the sentences with the correct form of the verb. Then check with a partner.

eat do get up go brush play take

1. They _____ at 6:30 and _____ breakfast at 7:00.

2. Iman _____ homework and _____ a shower in the evening.

3. I _____ my teeth in the morning and at night.

4. Amine _____ to school by bus every day.

5. Hala and Fatima _____ games in the park most days.

H. Speak

What do you do every morning? Practice with your partner and fill in the chart.

What do you do every morning?



I eat breakfast every morning.

You	Your partner
What do you do every morning?	• I get up at 7:00. • I • I • I • I

Work in small groups.

Now tell classmates about your partner's morning routine.

Amine eats breakfast every morning. Then he brushes his teeth and goes to school at 7:30.

Lesson

2

What time is it?



A. Listen: Numbers

Look at the numbers. Listen and read. Then listen and repeat.

10	20	30	40	50
ten	twenty	thirty	forty	fifty

60	70	80	90	100
sixty	seventy	eighty	ninety	one hundred

21	22	23	24	25
twenty-one	twenty-two	twenty-three	twenty-four	twenty-five

26	27	28	29	30
twenty-six	twenty-seven	twenty-eight	twenty-nine	thirty



B. Speak

How old are your family members? Complete the chart and ask your partner. Then check your answers.

Your numbers	Your partner's numbers	✓ or ✗
Father's age:	Father's age:	
Mother's age:	Mother's age:	
Grandmother's age:	Grandmother's age:	
Grandfather's age:	Grandfather's age:	



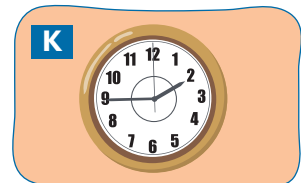
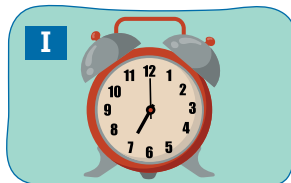
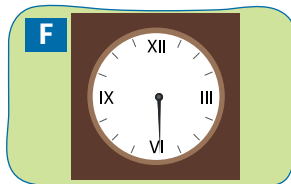
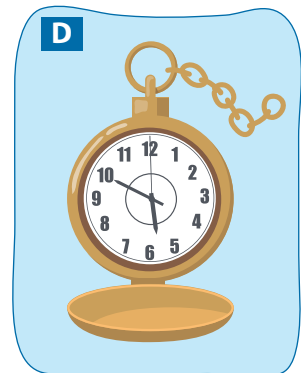
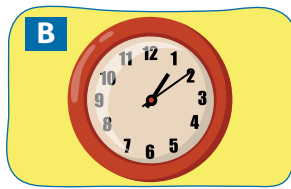
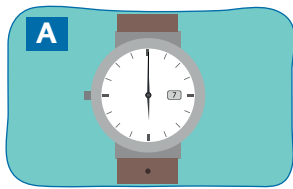


C. Listen: Tell the Time

Look at the pictures and listen.
Then listen and repeat.

Real World English

I wake up at six o'clock. = I wake up at six.
Break is at 1:05. = Break is at one "O" five.



D. Listen

Circle the times you hear. Then check with a partner.

- | | | | |
|---------|-------|---------|------|
| 1. 4:30 | 4:13 | 4. 8:15 | 8:50 |
| 2. 7:00 | 11:00 | 5. 1:05 | 1:15 |
| 3. 2:35 | 2:45 | 6. 2:14 | 2:40 |



E. Vocabulary: Times of Day

Listen. Then listen and say.



1. in the morning



2. in the afternoon



3. in the evening



4. at night



5. noon

It's noon. = 12:00 PM



6. Midnight

It's midnight. = 12:00 AM/00:00

F. Speak

Work in pairs. Student A, look at picture A. Student B, look at Picture B.

Ask and answer questions to find the time of day in each city. Write the time. Then check with your partner.

What time is it in London?



It's 6:20 in the morning.

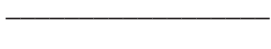
Picture A



New York City, USA



Petra, Jordan



Casablanca, Morocco



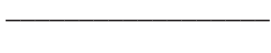
Seoul, South Korea



Sydney, Australia



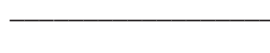
Dakar, Senegal



Addis Ababa, Ethiopia



London, U.K.



What time is it in London?



It's 6:20 in the morning.



Picture B



New York City, USA



Petra, Jordan



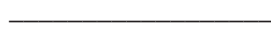
Casablanca, Morocco



Seoul, South Korea



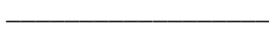
Sydney, Australia



Dakar, Senegal



Addis Ababa, Ethiopia



London, U.K.



Lesson

3

Drop everything and read (DEAR).



A. Look and Write

Look at the pictures. Write the things you see. Then check with a partner.

baboon

crocodile

river

~~**tree**~~

island

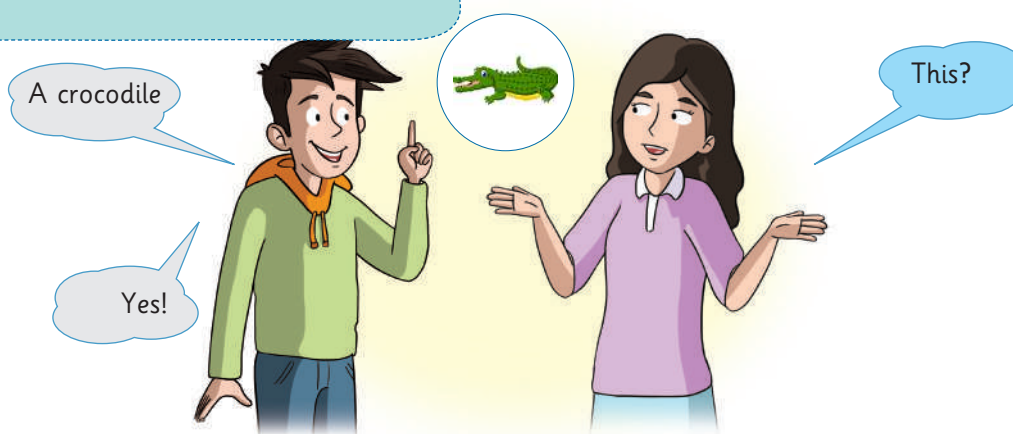


B. Speak

Student 1: Say a word from the picture.

Student 2: Point to the picture.

Take turns.





C. Guess the Story

Look at the pictures. Answer the questions with a partner.

- Are the crocodile and baboon friends?
- How does the crocodile feel?
- What do you think will happen in the story?



D. Listen

Listen to your teacher read the story. Look at your teacher's gestures.



E. Read and Listen

Read the story while you listen.



The Friendship of Baboon and Crocodile

By the people of Mozambique



Long ago, Baboon and Crocodile were the best of friends. They played together. They ate together. They did everything together.



One day, Crocodile got so sick he was almost dead.



Crocodile went to the doctor. The doctor said, "If you want to get well, you must eat baboon meat."



When Crocodile heard this, he was sad. But the doctor said there was no other option. To get well, Crocodile had to eat his friend Baboon.



Baboon came to play with his friend. Crocodile put Baboon on his back and took him to the deepest part of the river.



Crocodile said, "I went to the doctor. He told me that I must eat you to get well. I am sorry, my friend."



Baboon answered, "No, my friend. Don't eat me. I am too small. Wait a minute. I will call my grandfather. He is very big. When you eat him, you will be full and you will get well faster."



Crocodile asked, "Where is your grandfather?" Baboon pointed to an island and said, "He is on a tree, on that island." Crocodile said, "Go get your grandfather so that I can eat him."



Baboon jumped off Crocodile's back. He ran up the tree and stayed there. The crocodile waited and waited. But he did not see Baboon anywhere.



And that was the end of Baboon and Crocodile's friendship.

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F. Read the story silently.



G. Read the story in a small group. Be dramatic!



H. Think about the story. Complete the tasks.

1. How did you like the story? Color the stars to rate it. ☆☆☆☆☆
2. How did the story make you feel? Circle the feelings.



Happy



Sad



Angry



Surprised



3. Write a new word from the story. Draw a picture of the word.



4. Share your answers with a partner.
5. When at home, ask about a similar story in the Moroccan culture. Be ready to tell your classmates later.

Lesson

4

I wake up at seven.



A. Listen

1. Look at the picture and listen. Then listen again and fill in the missing information.

Samira: What time do you wake up?

Nona: I wake up at _____. How about you?

Samira: I wake up at _____.

Nona: What time do you go to school?

Samira: I go to school at _____. I have _____ first.

Nona: What time do you eat lunch?

Samira: I eat lunch at _____. What time do you go home?

Nona: I go home at _____.



2. Check your answers with a partner.



B. Read

First scan the chat and underline all the times. Then read the chat between Rei and Lupita.

Global Friends Chat

September 5th, 4:00 PM



Hi, I'm Rei. I'm from Japan. I have English homework. I have to write about days in other countries. What time do you eat lunch in your country?

September 5th, 4:10 PM



We eat dinner at 10:30 at night.

September 5th, 4:02 PM



Hi Rei! My name is Lupita. In Spain, we eat lunch at 2:30 in the afternoon.

September 5th, 4:15 PM



What time do you go to bed?

September 5th, 4:05 PM



That's late! We eat lunch at noon. What time do you eat dinner?

September 5th, 4:20 PM



On school days, I go to bed at midnight. But on Saturdays I go to bed at around 1:00 am.



C. Read for Detail

Read the chat again. Answer the questions. Then check with a partner.

1. Where is Rei from? _____ How about Lupita? _____
2. What time does Lupita eat lunch? _____ How about Rei? _____
3. What time does Lupita go to bed on school days? _____
4. What time does Lupita go to bed on weekends? _____



D. Grammar in Context

Read the sentences.

Language Box WH- Questions about Routines		
What time do	you we they	get up?
What time does	he she	go to school?
What time does	it math class	start?



E. Fill in the Missing Information

1. Read the dialog and complete the sentences. Write one word in each space. Then check with a partner.

Souad: What time (1) _____ you get up on weekdays?

Chandra: I wake up at about 6 AM.

Souad: That's early! How about your mom and dad.

What time (2) _____ they wake up?

Chandra: They wake up even earlier – at 5:30 AM.

Souad: (3) _____ you have brothers and sisters?

Chandra: Yes, I have one sister. She is very young, so her school starts later. She sleeps until 8.

Souad: What time (4) _____ she start school?

Chandra: At 10:00 AM.

Souad: Oh, she's lucky!

Chandra: So true! How about you, Souad? What time (5) _____ school start in Morocco?



2. Now, listen to check your answers.



F. Speak



1. Write the time you do activities each day.

Activity	Time	Activity	Time
wake up		take a shower or bath	
go to bed		eat breakfast	
go to school		eat lunch	
start school		eat dinner	
go home from school			



2. Interview your partner.



3. Write your partner's schedule.

			
Time	Activity	Time	Activity

Culture



A. What country is it?

Look at the photographs. What are the students doing? Guess what country they are in.



B. Read

Read while you listen. Match the picture to the description.

School Habits Around the World

Show Respect

___ **Republic of Georgia**– students fold their arms to show they are listening carefully.

Celebrate Learning

___ **Kazakhstan** – students bring a flower to their teacher on the first day of school each year.

___ **US** – students show their work in a science fair each year.

Keep Schools Clean

___ **South Korea** – students take their shoes off before entering the school.

___ **Japan** – schools do not have cleaners. Students work together to clean the whole school everyday.

Stay Healthy

___ **China** – students do exercise all together before starting the day.



C. Talk about it

What habits do you find most interesting? What habits are the same as in Morocco?



D. Draw or Write

Work in teams. Create a guide to help students from other countries behave well in Moroccan schools.

1. Fill in the table. You can write or draw to communicate your ideas.

In Moroccan schools, how do you...?			
Show respect to your teacher		Keep your school clean	
Celebrate learning		Stay healthy	



2. Share your ideas with the class or with another small group.

Fun Review



A. What time? When?

For each daily activity, write a question with "What time...?" or "When...?" Write your answer. Then ask different partners and write their names and times.

Daily Activity	Question	Me	Classmate / Time
	What time do you get up?	6:45	Amir 7:15
	When do you wake up?	6:30	Lhoussaine 7:00
			
			
			
			
			
			
			
			



B. Tell your group

Tell your group about your partner.

Adil wakes up at 7:15.
How about Leah?

Leah eats dinner
late - at 10 PM!

Lesson

6

We play after school.



A. Listen

Listen. Then listen and say.

A: What do you do before school, Jun?

B: I get up and take a shower.

A: Do you do your homework before school?

B: No, I do my homework after school. How about you?

Language Box

Before

Now

After

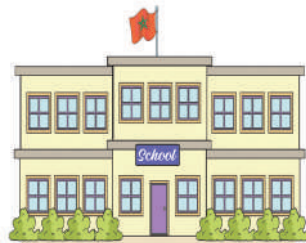


B. Grammar in Context

- Underline the words before and after in A.
- Write what Jun does before and after school.

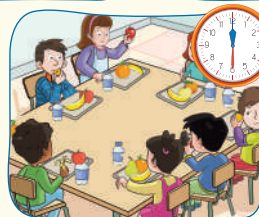
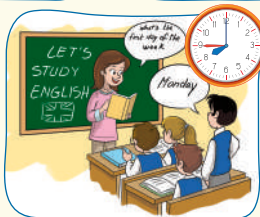
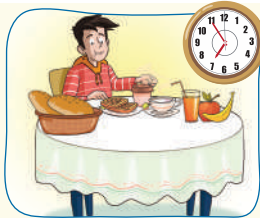
Before school

After school



C. Practice

Look at the pictures. Complete the sentences with before or after. Then check with a partner.



- Sohaib gets dressed _____ he has breakfast.
- He brushes his teeth _____ he eats breakfast.
- He brushes her hair _____ he goes to school.
- He has English class _____ he goes to school.
- He has a break _____ he has English class.
- He has lunch _____ he has math class.

D. Use

What do you do before and after?
Tell a partner.

I get dressed before
I eat breakfast.
How about you?

I get dressed after I
eat breakfast.

1. get dressed / eat breakfast
2. have English class / have math class
3. eat lunch / have science class
4. do homework / eat dinner
5. brush my hair / brush my teeth

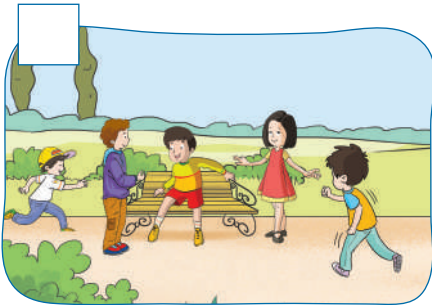


E. Vocabulary: After-school Activities

Listen. Then listen and repeat.

Real World English

Hang out with friends = be/play with friends



1. go to the park



2. have a snack



3. study for a test



4. relax



5. watch TV/videos



6. read a book



7. play video games



8. hang out with friends



9. do chores



10. have volleyball club



11. have a music lesson



12. play on my phone



F. Before or After?

Look at the pictures in Exercise E. Tick the activities you do **after** school. Tell a partner. How are your schedules the same? How are they different?

Language Help

Driss and I have football club after school. I study after I eat dinner, **but** Driss studies before he eats dinner.



G. Act and Guess

Watch your partner act out an activity from Exercise E. Guess the activity. Take turns.



H. Write

Look at the pictures and complete the sentences. Then check with a partner.



Julia



Henry



Adam



Chaima



Zahra



Ayman



Asmae



Azzam

1. _____ after school.
2. _____ after school.
3. _____ after school.
4. _____ after school.
5. _____ after school.



Think of other similar sentences. Share with your partner.



I. Use

1. Draw a comic strip to show your day. What do you do before school? What do you do after school?

--	--	--	--



--	--	--	--



2. Mingle with your classmates. Show your comic strip and say what you do before and after school.

Lesson

7

Let's hang out!



A. Listen and Say

Look at the picture. Listen. Then listen and repeat.

Tisba: Hi, Mustafa. How are you?

Mustafa: I'm great! **Do you want to** hang out after school?

Tisba: Sure!

Mustafa: Let's play video games.

Tisba: OK. Sounds great!



1. Read the language box.

2. In Exercise A, circle how Mustafa invites Tisba to hang out. Underline how Tisba answers. Star (*) how Mustafa invites Tisba to play video games. Then, practice the conversation with a partner.

Pronunciation Box

Want to = wanna

Do you **want to** go to the park?

Can you = canya

Can you hang out?

Language Box

Inviting friends...

Let's _____.

Do you want to _____?

Can you _____?

Sure!

OK!

Sounds great!

Sorry. I can't.



B. Choose Activities

1. Tick (✓) the activities you want to do after school. Put an (x) for the activities you don't want to do.



2. Talk with a partner about the activities you ticked (✓) in task 1.

Do you want to go to the park?



Let's hang out!

Sorry, I can't.

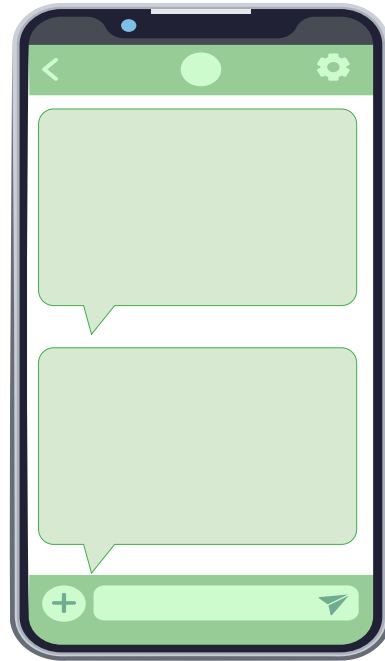
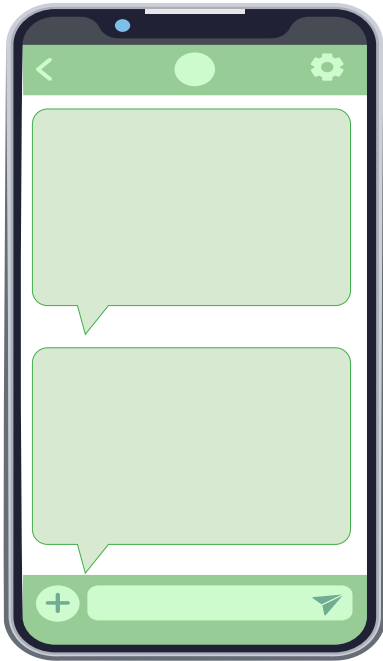


Sure! Sounds great!



D. Write

"Text" your friends. Invite them to do something after school. Write the conversation.



E. Practice

Practice your text conversations in E with a partner.

F. Use

Write 3 activities you want to do after school. Then invite your classmates. Say "yes" or "no" to your classmates' invitations.

Can you go to the park on Monday?



Sure!

Monday	Tuesday	Wednesday	Thursday	Friday

Unit Test, Task and Self Assessment

Unit 3 Test



LISTENING

A. Listen and circle the best picture.

1	2	3	4



B. Listen and put the pictures in order, from 1-5.



GRAMMAR & VOCABULARY

Complete the sentences.

After school, I (6) _____.



My sister (7) _____.



Before dinner we (8) _____.



Said: (9) What _____ you (10) _____ after school?

Ismail: (11) I _____ with my friends.



Saadia: (12) _____ you hang out after school today?

Kaoutar: Sorry, I can't. Shall (13) _____ hang out tomorrow?

Saadia: Sure! (14) _____ go to the park.



READ

Read about Mourad's daily routine. Then circle True or False.



Abdullah wakes up at 7:00 on weekdays. He eats breakfast before he gets dressed. School starts at 8:00. He eats lunch at noon. Then he goes home at 3:00. Before he goes home, he hangs out with his friends. After he gets home, he has a snack and plays on his phone. After he relaxes, he does his chores. He has soccer club at 5:30 in the evening. After soccer, he eats dinner with his family. After dinner he does his homework. Then, he goes to bed. Before he sleeps, he reads a book.

- | | | |
|--|------|-------|
| 15. Mourad starts school at 7:00. | True | False |
| 16. He gets dressed before he eats breakfast. | True | False |
| 17. He hangs out with friends after school. | True | False |
| 18. Before he relaxes, Mourad does his chores. | True | False |
| 19. He eats dinner after soccer club. | True | False |
| 20. After he goes to bed, he reads a book. | True | False |

My Score: _____ / 20 = _____%

Unit 3 Task - Choose One!

Option 1: Plan a day with a friend. Create a poster and share your plan with the class.



Follow the steps:

1. Choose activities you want to do with your friend. Include places you want to go and things you want to do.
2. Make a schedule of when you will do the activities. Include the activities you will do in the morning, in the afternoon and in the evening.
3. Draw or find pictures of the activities.
4. Create your poster with the pictures and your schedule.
5. Share the poster with your class.

Option 2: Make a weekly planner. Include all the things you will do before and after school. Remember to note who you will do things with.



Follow the steps:

1. Create a weekly plan for Monday through Sunday. Include the activities you will do before and after school and who you will do the activities with.
2. Write the activities on the schedule.
3. Write a paragraph about the things you will do and who you will do them with.
4. Share your weekly plan and read your paragraph to the class.

Option 3: Create an after-school club/camp—make a schedule for what you/the campers/club members will do after school every day.



Follow the steps:

1. Decide on the type of club/camp you will create. For example: sports, art, reading, technology, movies, outdoor adventure, etc.
2. Choose the activity club/camp members will do and create a schedule.
3. Make a flyer to tell people about the club/camp. Include days/times you will meet and the activities you will do at the club/camp.
4. Share your camp/club flyer and schedule with the class.

Unit 3 Self Assessment

A. Vocabulary Self Assessment

Think about the vocabulary from the unit. Look at the key. Color the graph.

3 = **Great!** I know all the words.

2 = **So-So.** I know some words, but I need to study more.

1 = **Help!** I don't know many words.

	School Subjects	Learning verbs	After school activities	Other words:
3 				
2 				
1 				

B. Grammar Self Assessment

Think about the grammar from the unit. Look at the key. Color the graph.

3 = **Great!** I understand the grammar and can use it.

2 = **So-So.** I understand some of the grammar but I need to learn how to use it.

1 = **Help!** I don't understand the grammar.

	Present Simple for Routines	Asking questions with What time...? and When...?	Saying what you do before and after school and other activities
3 			
2 			
1 			

C. DEAR Self Assessment

Check your DEAR At Home goals. Track your progress.

My goal is to read for _____ minutes a day _____ times a week.

During this unit, I read for _____ minutes a day _____ times a week.

Color the graph.

3 = **Great!** I met my goal.

2 = **So-So.** I almost met my goal.

1 = **Help!** I did not come close to my goal.

Color the graph.	
3 	
2 	
1 	

Can you come to my house?


SPOTLIGHT:

Look at the pictures. Listen. Where does Chaima live?
Tick (✓) the picture.



By the end of this unit, you will be able to:

1. ask and answer questions to talk about the rooms in houses and apartments. How many bedrooms are there in your house? My house has two bedrooms.
2. write a short description of your house or apartment.
3. use prepositions of location to describe where things are in your house. There is a picture above the sofa. There is a mirror on the wall. The cat is sleeping under the chair.
4. talk about how often you and your family do activities around the house. My grandmother always watches TV in the living room. I usually do homework in my bedroom.
5. describe different kinds of eco-friendly houses in Morocco and around the world. The tiny house in the USA is made of wood and glass. It has solar panels.
6. use the present continuous to describe what is happening right now. I am writing an email to you. My family and I are cleaning the house today. What are you doing right now?
7. smile, use eye contact, and speak loudly when giving a talk or presentation.
8. use pictures and context clues to predict what you will read about and listen to.
9. use a capital letter at the start of sentences, and end sentences with a period (.) or question mark (?).

Lesson

1

Welcome to our house!



A. Listen: Rooms in a House

Look at the pictures and listen. Then listen again and repeat.



1. kitchen



2. living room



3. bedroom



4. bathroom



5. hall



6. study



7. laundry room



8. dining room



9. garden



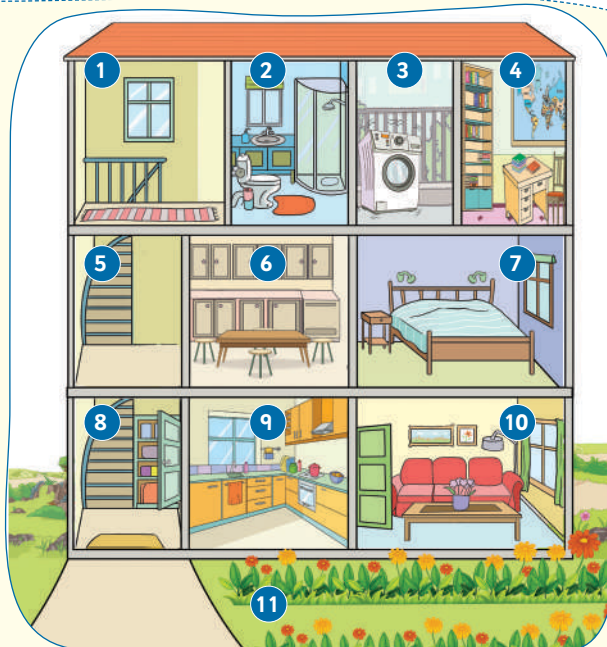
10. stairs



B. Write

Label the rooms in the house. You may need to write some rooms more than one time.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____



C. Name the Rooms

Work in pairs.

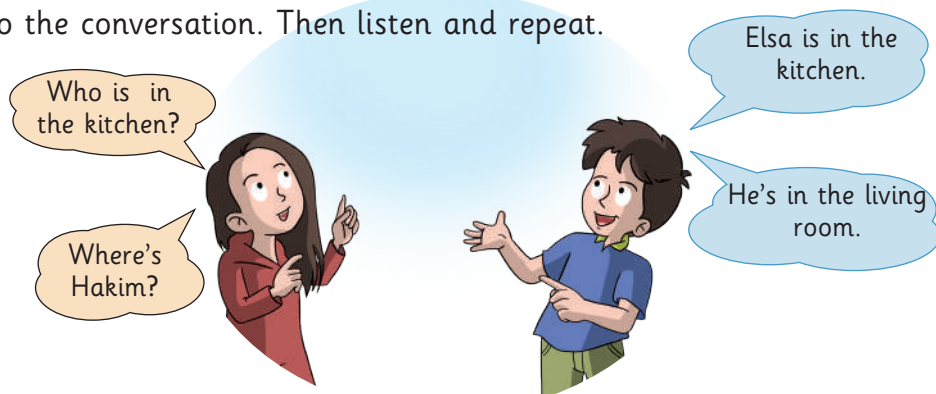
Close your eyes and point to (👉) the picture in Exercise B.

Open your eyes and say the place you touch.

Take turns.

D. Listen and Speak

1. Listen to the conversation. Then listen and repeat.



2. Practice the conversation.

Write the names below in different rooms of the house in Exercise B.

Mother

Father

Hadi

Achraf

Jamila

Work in pairs. Ask and answer questions about the people. Take turns.

Language Box

Where is Hakim?

Where's Hakim?

Who is in the kitchen?

Who's in the kitchen?

E. Read

1. Before you read, look at the title and the pictures.

Make guesses about what you will read:

Where is Fiona from?

What is the reading about?

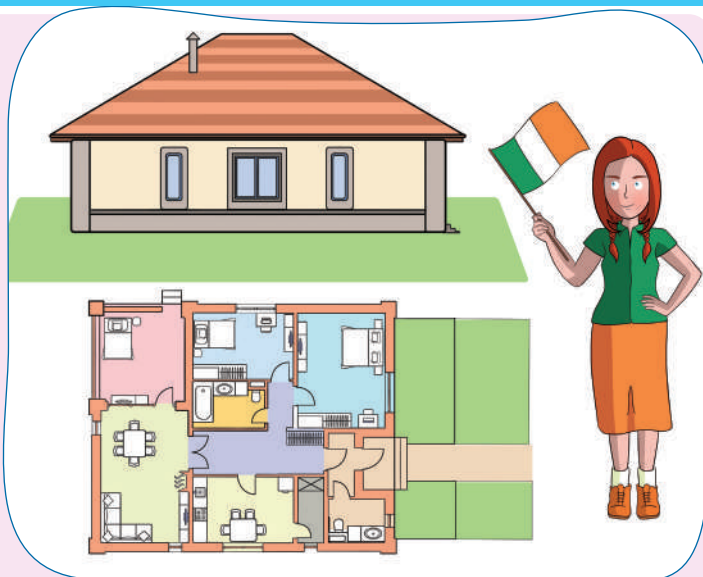
2. Now read the text and answer the questions.

Reading Skill: Predict

Before reading, guess what you will read about. Use the title and pictures to help you.

Global Discussion: Tell the World about Your House

My name is Fiona. I'm from Ireland. I live with my family in Dublin, a large city. We live in a house. It has three bedrooms. My bedroom is small. There is a kitchen with a table where we eat and a big living room. There are also two small bathrooms. Finally, there is a large garden in the back of my house. I have friends in my neighborhood. We often hang out in the garden. I love my house.



a) What is the text about?

- 1) Fiona and her friends
- 2) Fiona's house
- 3) Fiona's life

b) Where is Fiona from?

- 1) a small city
- 2) Ireland
- 3) the text does not say

c) Fiona's house has two bedrooms.

True or False

d) Fiona's family eats in the kitchen.

True or False

e) There is a study in Fiona's house.

True or False

f) Fiona and her friends like her garden.

True or False



F. Draw and Write

Draw the rooms in your house. Write about it.

Language Box

My bedroom is small.

I have a small bedroom

Global Discussion: Tell the World about Your House

Lesson

2

I watch TV in the living room.



A. Listen

Read the dialog. Guess the words you will hear.
Then listen and write the missing words.

Wissal: Do you live in a house or an _____?

Rachid: I _____ in an apartment.

Wissal: How _____ bedrooms are there?

Rachid: There are _____ bedrooms.

Wissal: Is there a _____?

Rachid: _____, there is. I love all the flowers.

Wissal: Is there a _____?

Rachid: No, there isn't. I do my
homework in _____.

Reading Skill: Predict

Before listening, guess what you will hear. Use the picture and context clues to help you.



B. Speak

Ask 2-3 classmates about their homes. Use the questions in Exercise A. Complete the chart.

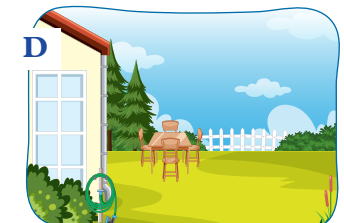
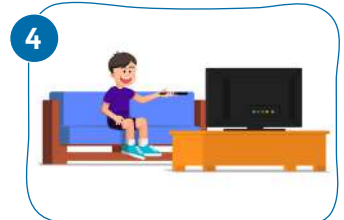
Name	House or Apartment?	Number of bedrooms?	Study?	Dining room?	Your choice _____?

Tell others about one of your classmate's house.



C. Listen and Match

Look at the pictures. Listen. Match Farouk's activities with the place in his house.





D. Write

List the activities you do in each room.
Use the word bank and other activities you know.

Word Bank

eat sleep watch tv/videos
play video games do homework
relax read listen to music
have a snack hang out with
friends

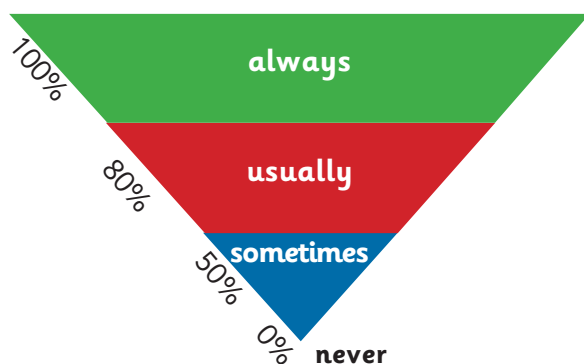


Kitchen	Living Room	Bedroom	Garden	Your choice ___?
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



E. Speak

Work with a partner. Ask and answer questions about what you do in each room.



What do you do in the kitchen?

I usually do my homework in the kitchen.



F. Listen

Listen to a student give a short talk about his house. Answer the questions.

- Where is Abdul Aziz from? _____
- How many bedrooms does his house have? _____
- Tick (✓) the activities Abdul Aziz does in the family living room.

☐ study	☐ play video games	☐ watch TV
☐ exercise	☐ talk to his father's brothers	
- Does Abdul Aziz study alone? Yes No
- Tick (✓) how Abdul Aziz feels about his house.
He likes it. He doesn't like it.



G. Speak

1. You will give a 1-minute talk to a small group. In your talk, you should:

- Greet everyone.
- Say where you are from.
- Tell about your house.
- Say two or three activities you do in different rooms of your house.
- Say how you feel about your house.
- Say, "Thank you" at the end of your talk.

Be a GREAT Speaker!

- ✓ Stand up straight.
- ✓ Smile!
- ✓ Use eye contact – look at your classmates!
- ✓ Speak loudly so that all of your classmates can hear you.

Think about what you will say. Write notes to look at while you speak.

2. Work in a group. Take turns.

While your classmate speaks, pay attention. Is he or she a GREAT speaker? Circle your observation.

Be a Great Speaker!					
Student Name	Stands up straight	Smiles	Looks up	Uses eye contact	Loud enough
Me	Yes, always.	Yes, always.	Yes, always.	Yes, always.	Yes, always.
	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.
	No, not at all.	No, not at all.	No, not at all.	No, not at all.	No, not at all.
_____	Yes, always.	Yes, always.	Yes, always.	Yes, always.	Yes, always.
	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.
	No, not at all.	No, not at all.	No, not at all.	No, not at all.	No, not at all.
_____	Yes, always.	Yes, always.	Yes, always.	Yes, always.	Yes, always.
	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.
	No, not at all.	No, not at all.	No, not at all.	No, not at all.	No, not at all.
_____	Yes, always.	Yes, always.	Yes, always.	Yes, always.	Yes, always.
	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.	Yes, sometimes.
	No, not at all.	No, not at all.	No, not at all.	No, not at all.	No, not at all.

Lesson

3

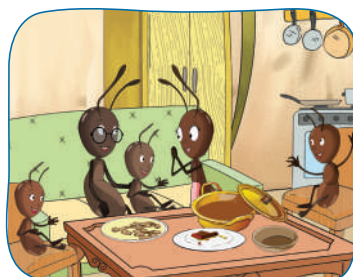
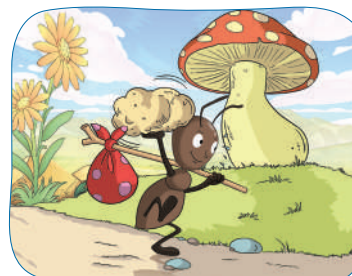
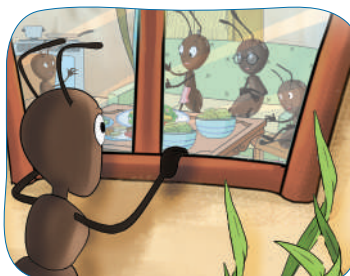
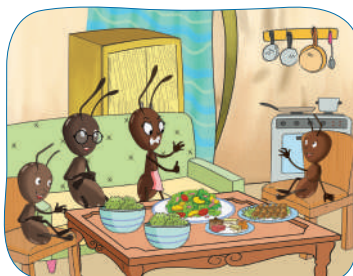
Drop everything and read (DEAR).

A. Guess the Story

Look at the pictures. Can you guess the story?

Use the word bank to help you.

ant lazy chores look for food dinner breakfast
cook work hard happy angry

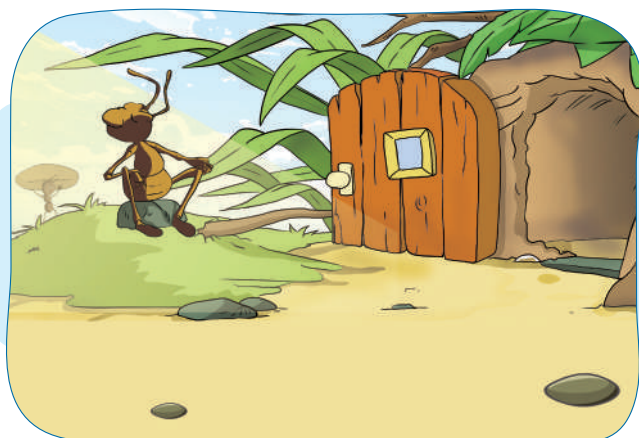


B. Listen

Listen to your teacher tell the story.

C. Read and Listen

Read the story while you listen.



The Lazy Ant

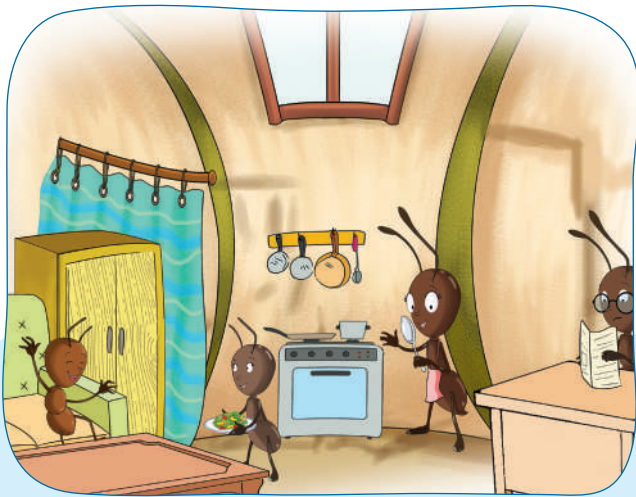
Written by Cebo Solombela
Illustrated by Youssef Elhosni



It was summer time and most of the ants in Ant City were very busy. They collected food. They did chores around the house. They worked very hard.



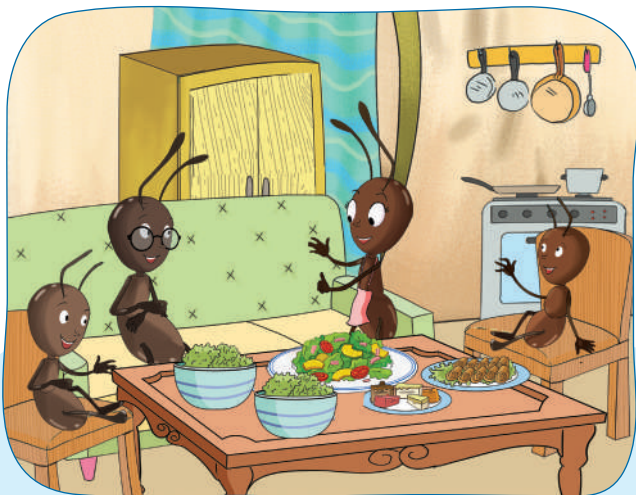
But Lazy Ant laid on his back on top of a rock basking in the sun. He was very relaxed and happy.



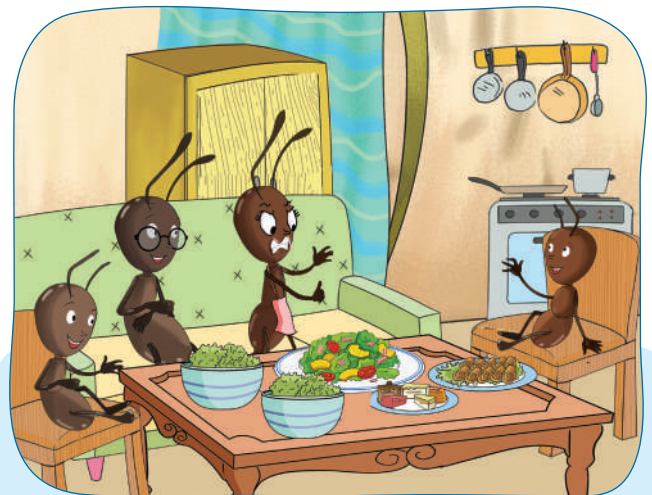
Lazy Ant's father went to his office. He worked very hard. Lazy Ant's mother and sisters were very busy. They collected food. They cooked together. They set the table.



But Lazy Ant only glanced at them. He laid on the rock and whistled while he waited for them to finish.



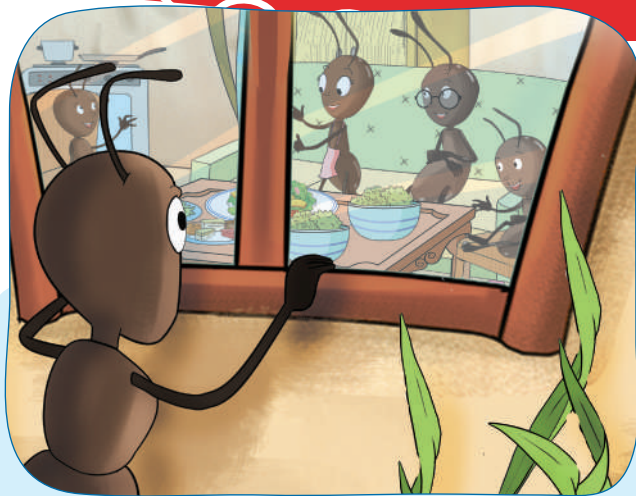
Lazy Ant's father came home. He helped Mother Ant and Sister Ants set the table. Mother said, "It's time to eat!" Lazy Ant jumped up. He ran to the table. He was very hungry!



But Lazy Ant's mother became angry. She said, "No! You did not help our family with chores today. You only sat in the sun. I'm sorry there is no food for you now. You can take a bag and collect food if you want to eat."



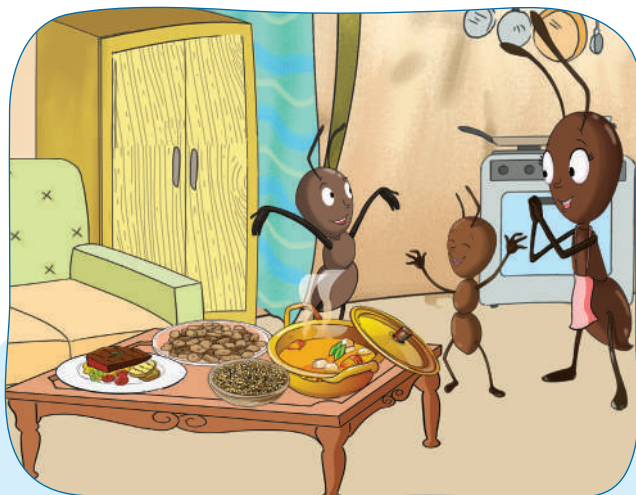
Lazy Ant was shocked. He was sad. He took his bag and went outside to collect food.



He looked in the window. His family was eating together. They were smiling. They were laughing. Lazy Ant felt very alone.



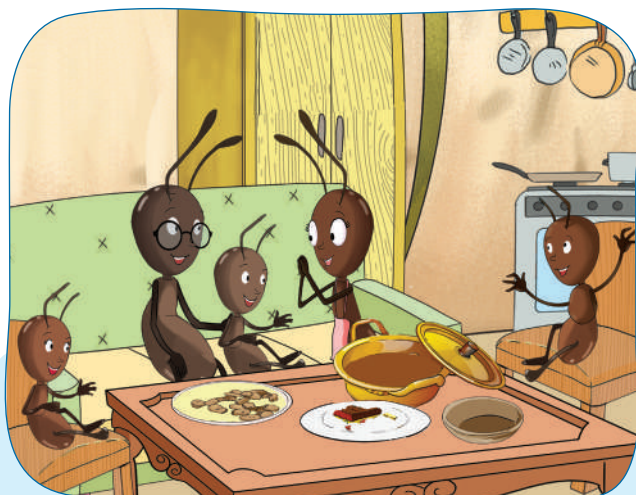
Suddenly, Lazy Ant got an idea. He began to collect food and put it in his bag. He worked and worked until his bag was very full.



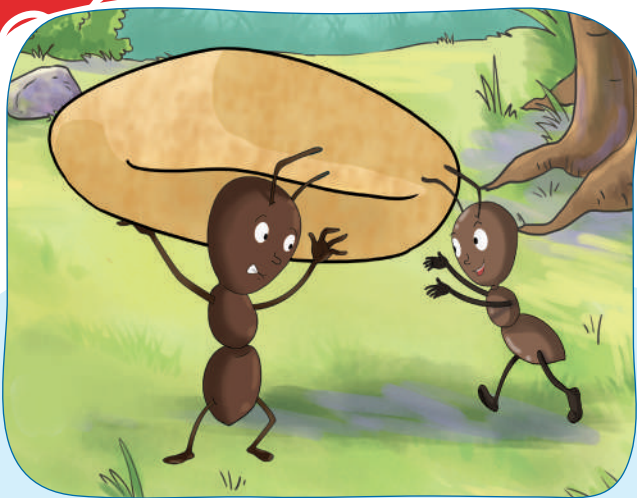
The next morning, Lazy Ant got up early. He cooked breakfast for his whole family. He shouted, "Breakfast is ready!"



Mother Ant was proud of Lazy Ant for working so hard. She gave him a hug. Father Ant patted him on the head. Sister Ant smiled at Lazy Ant.



The Ant Family all sat down together. They ate together. They laughed together. Lazy Ant smiled. He was happy.



From that day, Lazy Ant began to work hard. He offered to help his neighbors. He offered to help his friends. He offered to help his mother, father, and sisters.



All the ants in Aunt City were shocked by the change in his behavior. The elders of Ant City even celebrated the change in Lazy Ant's behavior with him.



From that day, Lazy Ant finally saw the importance of working together with others. He learned that working together creates peace, joy and harmony.

The Lazy Ant is written by Cebo Solombela. © Book Dash , 2016. Released under CC BY 4.0 license. Illustrated by Youssef Elhosni.



D. Think about the story. Complete the tasks.



1. How did you like the story? Color the stars to rate it. ☆☆☆☆☆



2. How did the story make you feel? Circle the feelings.



Happy



Sad



Angry



Surprised



3. Write a new word from the story. Draw a picture of the word.



4. What is the message of the story? Do you agree with it? .

Lesson

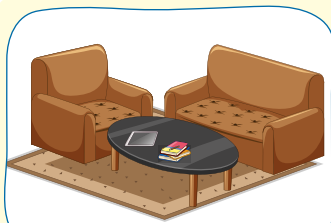
4

Is there a TV in the living room?



A. Listen: Things in the House

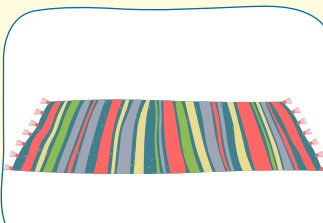
Look at the pictures and listen. Then listen and repeat.



1. sofa



2. lamp



3. rug



4. picture



5. TV



6. refrigerator



7. stove / oven



8. sink



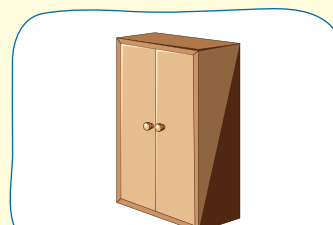
9. microwave



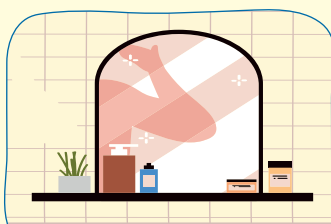
10. bed



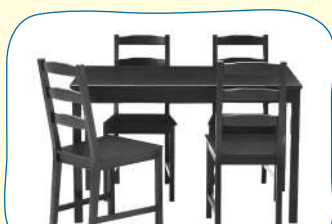
11. curtains



12. closet



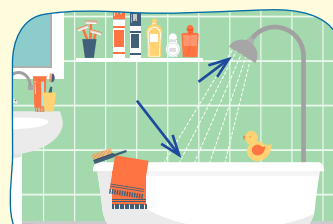
13. mirror



14. table and chairs



15. armchair



16. bathtub / shower



B. Speak

1. Look at the pictures in Exercise A. Put a tick next to the items that are in your house.
2. Ask your partner about the things in their house. Take turns. While you talk, put another tick (✓) next to things that you both have in your houses.

What's in your living room?



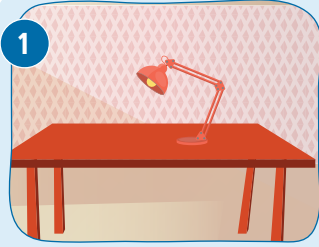
There's a sofa, an armchair, a mirror, and a TV in my living room. How about you?





C. Grammar in Context: Prepositions of Place

Listen and point to (☞) the pictures. Then listen again and repeat.



The lamp is **on** the table.



The dog is **under** the table.



The picture is **above** the sofa.



The microwave is **next to** the refrigerator.



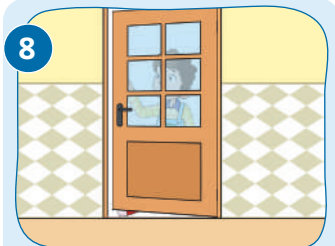
The table is **between** the beds.



The apple is **in** the refrigerator.



The sofa is **in front of** the TV.



Brahim is **behind** the door.



D. Read

1. Look at the picture. Read the sentences and write True or False.



In the bathroom

- _____ 1. There is a mirror on the wall in the bathroom.
- _____ 2. The bathtub is between the sink and the toilet.

In the kitchen

- _____ 3. The stove is under the refrigerator.
- _____ 4. The refrigerator is next to the sink.

In the bedroom with one bed

- _____ 5. The lamp is next to the bookshelf.
- _____ 6. The table is between the bookshelf and the bed.

In the living room

- _____ 7. There is a clock on the wall.
- _____ 8. The TV is in front of the sofa.

2. Check your answers with a partner. Student 1, read the sentence. Student 2, say your answer. If it is false, correct the sentence to make it true. Take turns.

1. The mirror is above the table.



False. The mirror isn't above the table. It's above the sink.





E. Write

Look at the picture in Exercise D. Write two new True or False sentences about the location of things in the house. Your partner reads and chooses True or False. .

1. _____

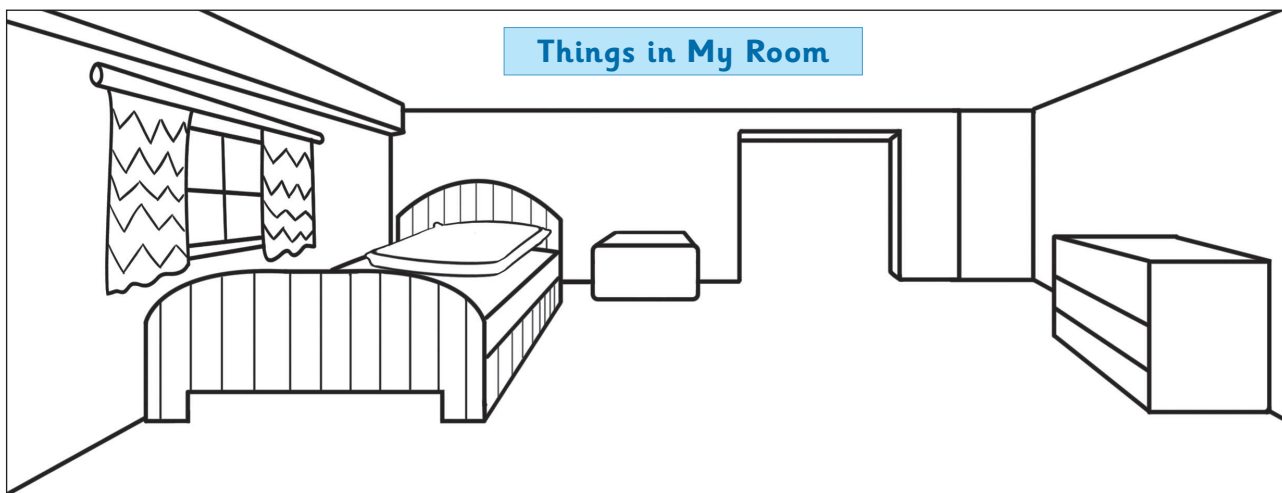
2. _____



D. Draw

1. Choose **four** items from the list. Quickly draw them in the room.

a rug a lamp a picture a dog a laptop a TV an armchair a mirror books a plant



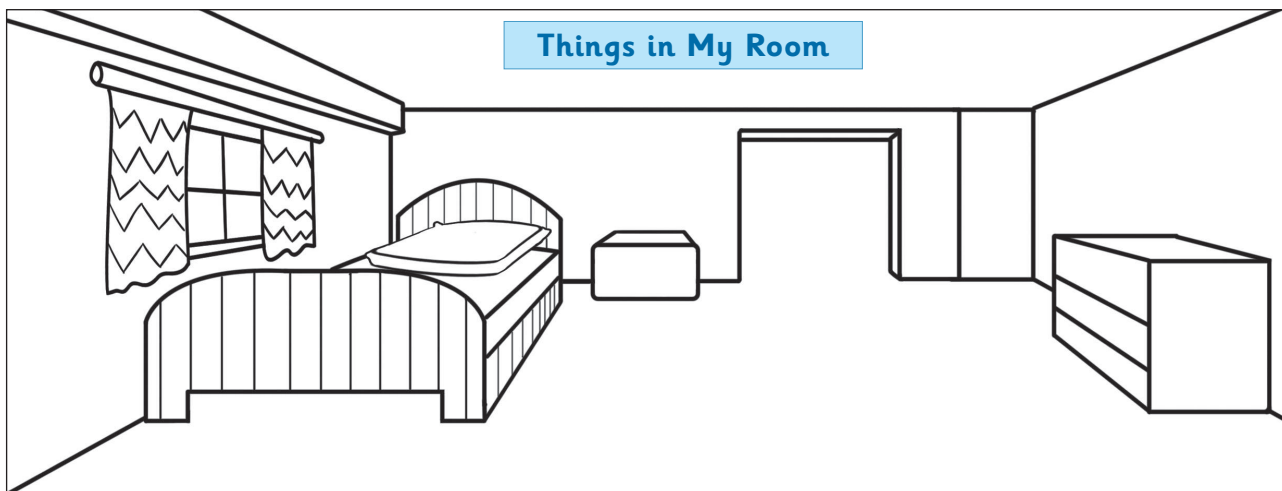
2. Ask and answer questions to find the location of things in your partner's room. Take turns. Draw your partner's items in the picture of the room below.

Do you have a dog?

No, I don't.

Do you have a laptop?

Yes, I do. It's on my bed.

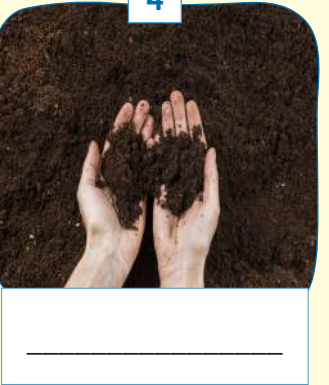
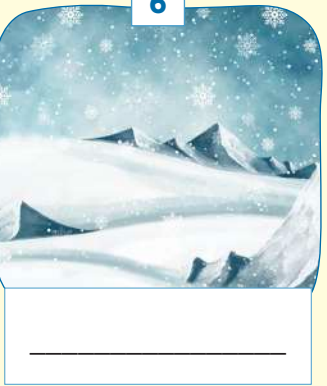
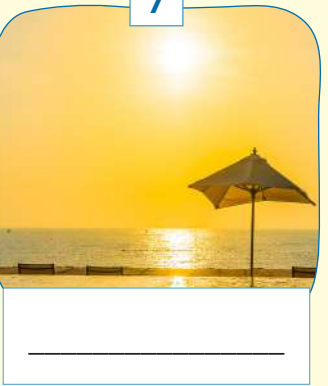


Culture: Eco-Friendly Homes Around the World

A. Vocabulary: Eco-friendly Houses

-  1. You will learn about eco-friendly houses. These words will help you. Work with a partner.
Label the pictures with the words you know.

earth (dirt) glass sand plastic bottle wood solar panels cold winter hot summer

1 	2 	3 	4 
5 	6 	7 	8 

-  2. Listen and check your answers. Then listen and repeat.

B. Listen

- Look at the pictures of eco-friendly houses from Morocco, Nigeria, and the USA. What do you think they are made of?
- Listen and fill in the missing information. Check your answers with a partner.



Name: Eco Dome

City & Country: Ben Slimane, Morocco

Materials:

_____ and _____

What is special about it?

Stays cold in summer and

_____ in winter



Name: Pet Bottle House

City & Country: Yelwa, Nigeria

Materials:

_____ and _____

What is special about it?

Very strong. It will last _____ years.



Name: Tiny House

City & Country: San Diego, USA

Materials:

_____ and _____

What is special about it?

Only _____ square meters



C. Speak

- Which eco-friendly house do you like best? Why?
- The people who made eco-friendly houses want to protect the environment. What do you do to protect the environment? Fill in the chart.

Actions to Protect the Environment		Me	My Partner
	I recycle cans and paper.	☐ Always ☐ Sometimes ☐ Never	☐ Always ☐ Sometimes ☐ Never
	I turn off the lights in my house.	☐ Always ☐ Sometimes ☐ Never	☐ Always ☐ Sometimes ☐ Never
	I ask for a plastic bag when I go shopping.	☐ Always ☐ Sometimes ☐ Never	☐ Always ☐ Sometimes ☐ Never



- Now ask your partner.

Do you recycle?

Yes, I always recycle.

Fun Review



A. Write

Look at the two pictures. Find the differences and similarities. Write 4-6 sentences in your notebook.

Example:

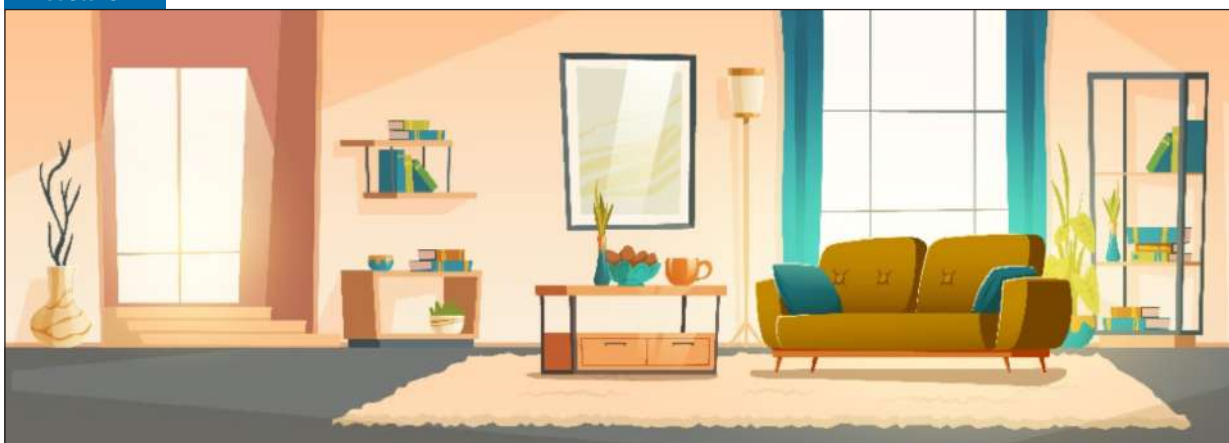
Differences

In living room 1, there is no armchair, but in living room 2 there are two armchairs.

Similarities

There is a plant next to the window in both living rooms.

Picture 1



Picture 2



B. Speak

Mingle with your classmates.

Ask questions. When a classmate says, "Yes," write their name.

Write a different classmate's name for each item.

Hi! Do you live in a house?

Yes, I do.

Find someone who...	Name
lives in a house	
lives with their grandfather	
has 3 bedrooms	
has a garden	
has a TV in the bedroom	
shares a bedroom with their sister or brother	
does homework in the dining room	
has a picture of a soccer player in their bedroom	
has an umbrella in the hall	

Lesson

6

I'm cleaning my room.



A. Look, Read, and Match

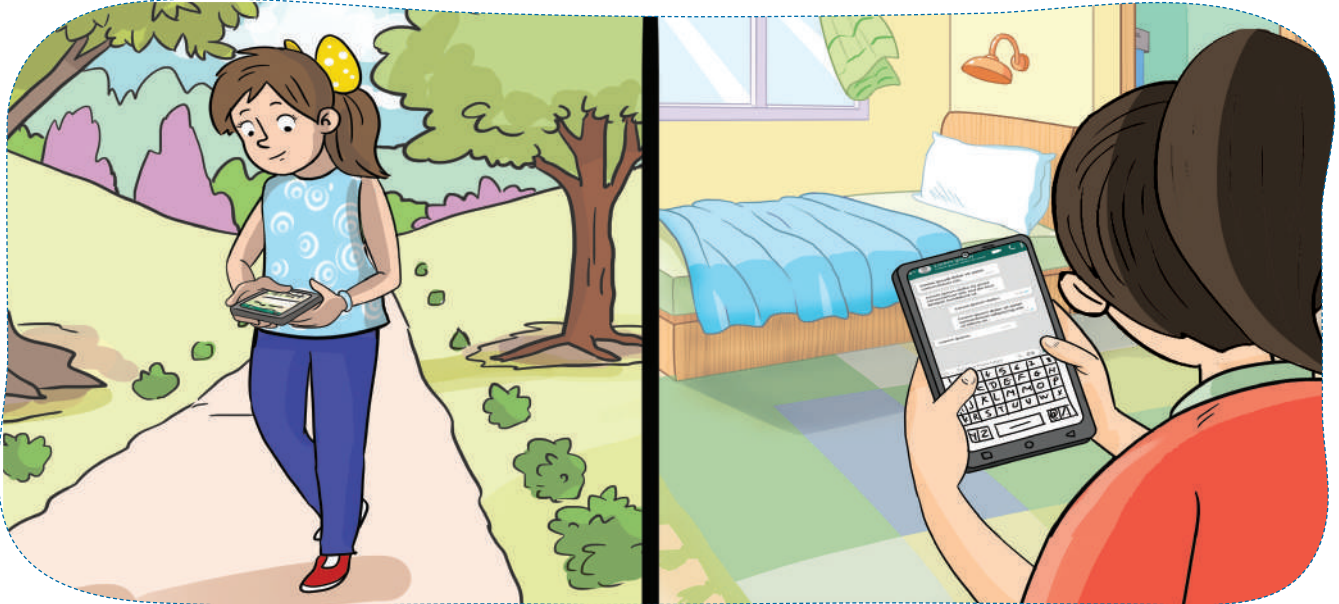
Read the texts. Draw a line to match the texts to the pictures.

Do you want to hang out?

Sorry, I can't.

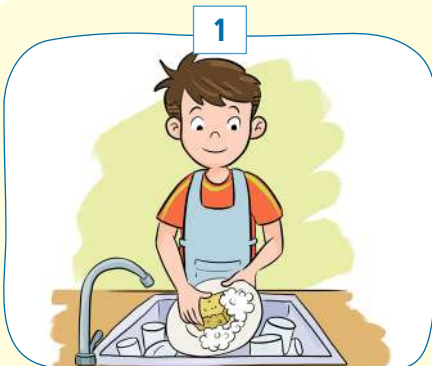
What are you doing?

I'm cleaning my room.



B. Listen: Chores

1. Listen. Then listen and repeat.



wash the dishes



put away the dishes



set the table



clear the table



take out the trash



cook dinner



dust



make the bed



clean my room



do the laundry



walk the dog



sweep the floor

2. Tick (✓) the chores you do at home.
Then ask your partner.

Do you do the dishes?

Yes, I do.

Me too.

Useful Language

I do the dishes.

Same

Different

Me too.

Not me.

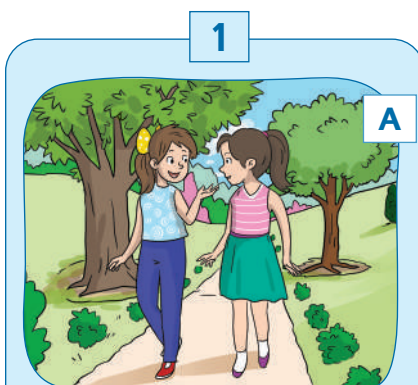
I do too.

I don't.

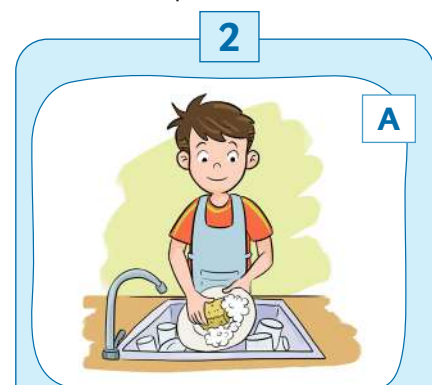


C. Listen

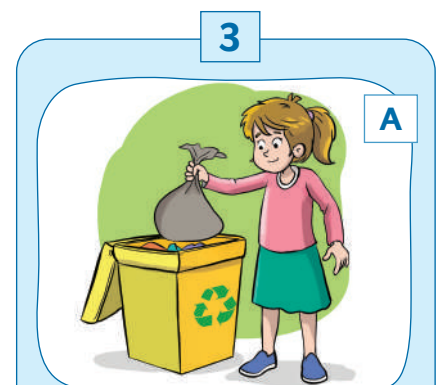
Listen to the conversations. Choose the best picture.



B



B



B





D. Grammar in Context

Read the sentences.

Present Continuous Questions			Present Continuous Statements		
What am	I	doing?	I	am	washing the dishes.
	you		You	are	
What are	we		We		
	they		They		
	he		He	is	
What is	she		She		
	it		It		



E. Write

Complete the sentences with the present continuous to show what is happening right now.
Then check your answers with a partner.

1.

Mom: _____ he _____?

Dad: He _____ the floor.
(sweep)

2.

Sister: _____ you and the dog _____?

Brother: The dog _____ by the bed
(sleep).

3.

Marni: _____ you _____?

Albert: We _____
breakfast. (cook)

4.

Lois: _____ I _____?

Wilma: You _____ the
trash. (take out)

5.

Phil: _____ she _____?

Aaban: She _____ the dishes.
(put away)

6.

Arij: _____ they _____?

Chams: They _____ the
table. (set)

F. Speak

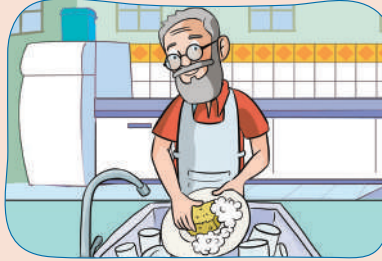
Work in Pairs. Student 1, look at Picture A. Student 2, look at Picture B. Ask questions to find out what everyone in the family is doing right now. Write the activity.

Picture A

What is _____ doing? What are _____ doing?



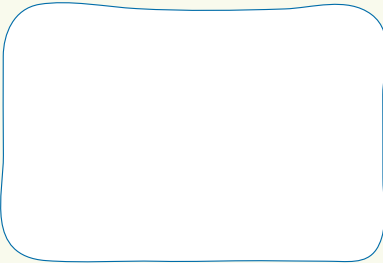
Rana and Sophie



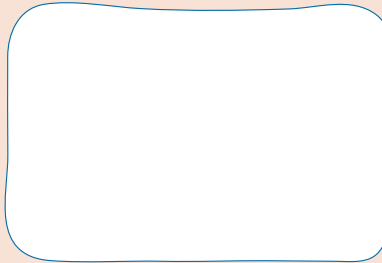
Grandfather



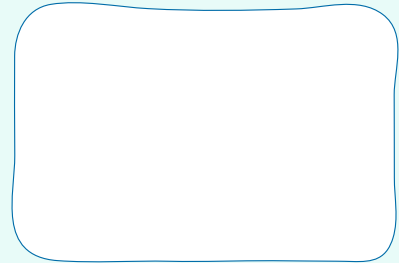
Grandmother



Abdelatif and Henry



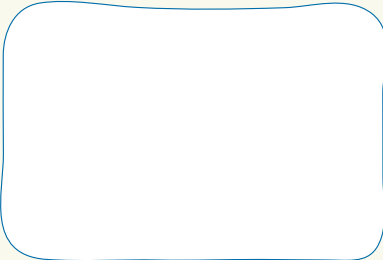
Mother



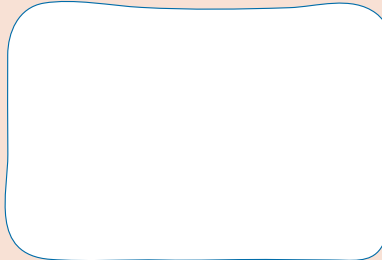
the dog and the cat

Picture B

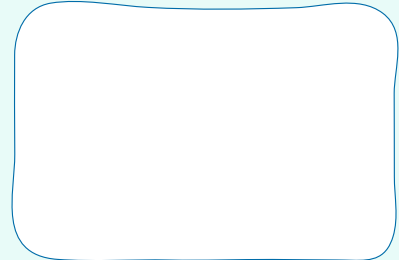
What is _____ doing? What are _____ doing?



Rana and Sophie



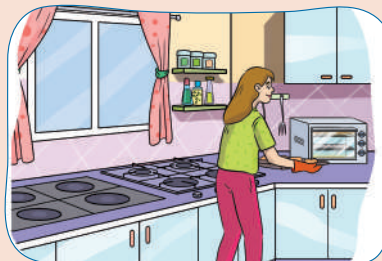
Grandfather



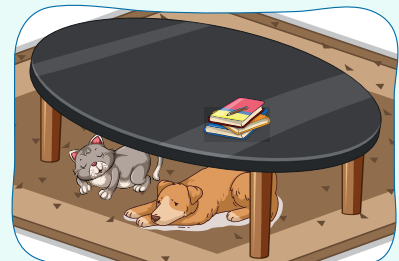
Grandmother



Abdelatif and Henry



Mother



the dog and the cat

Lesson

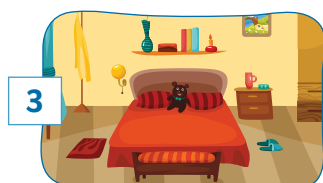
7

We're doing chores today!



A. Match

Match the numbers to the letters. Then check your answers with a partner.



A
Make the bed

B
Put away the dishes

C
Garden

D
Bathroom

E
Closet

F
Dining Room

G
Mirror

H
Sweep the floor

I
Bedroom

J
Bookshelf

K
Set the table

L
Living room

M
Apartment

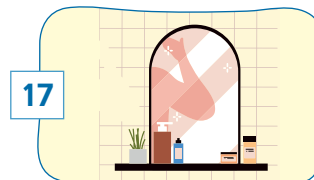
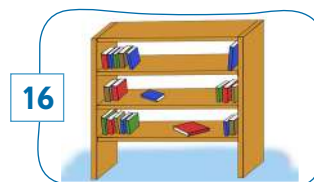
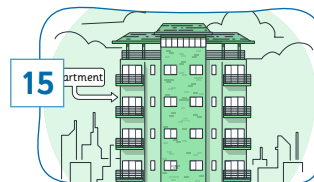
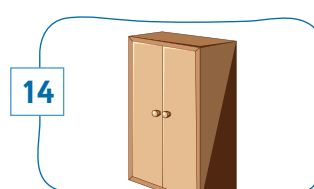
N
Take out the trash

O
Cook

P
Picture

Q
Sink

R
Do laundry



B. Speak

1. Who does chores in your family? Write the family member (or your name) under the "Who?" column.

Chore	Who?	Same (✓) or Different (x)?
wash the dishes		
cook dinner		
clean the bathroom		
take out the trash		
put away the dishes		
set the table		
mop the floor		
make the bed		
.....		
.....		

2. Now compare with a partner. Under the "Same or Different" column, write a tick (✓) if you are the same. Write an "X" if you are different.

Who washes the dishes in your house?

My father does.

Real World English

Who washes the dishes?

I wash the dishes. = **I do.**

My sister and I wash the dishes. = **My sister and I do.**

My brother washes the dishes. = **My brother does.**

C. Unscramble the Sentences

Unscramble the questions and answers. Then practice the conversations with a partner.

1. Rabia: What are you doing?

Habiba: washing / I / the / dishes / am

_____.

2. Abas: father / doing / your / what / is

_____?

Anas: He is making the bed.

3. Rayan: What are your sister and brother doing?

Zara: are / dinner / they / cooking

_____.

4. Penelope: your / teacher / doing / is / what

_____?

Yasmine: is / she / away / putting / books / the

_____.



D. Write

Write a sentence about the picture.
Use a preposition of location.

Writing Tip

Remember to start every sentence with a capital letter (A not a).
End every sentence with a period (.) or a question mark (?)

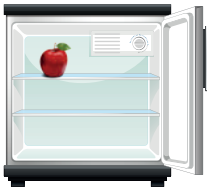
1



2



3



4



5



6



8



9

Draw your own picture.

Ask your partner to write a sentence about your picture.



E. Read



1. Leila is writing an email to her friend Fatou in Senegal. Look at the pictures. What is she writing about?
2. Now read the email. Write the names of people in the pictures.



1. _____



2. _____ and _____



3. _____



4. _____



3. Read the email again. Mark the statements below the email true (T) or false (F).

Hi Fatou!

How are you? I am great, but I am very busy today. It's Sunday so I don't have school. I am at home with my family. We are doing chores. My two sisters are cleaning our bedroom. Amina is making her bed and Ariel is dusting the bookshelf. I am also in our bedroom. I am laying on my bed and writing this email to you. My mother and father are doing chores too. My mother is in the kitchen. She is cooking dinner. My father is sweeping the floor in the living room. My grandmother is not doing chores. She is relaxing on the sofa. I need to get back to work. It's my turn to clean the bathroom, so bye for now. Please write back soon.

Warmly,

Leila

Sans Serif

T

B

I

U

A

≡

1/2

≡

≡

≡

≡

≡

Send

A

📎

📁

\$

📷

🔗

😊

Saved

🗑️

⌵

- a. _____ Leila is bored right now.
- b. _____ Today is Saturday.
- c. _____ Leila and her two sisters share a bedroom.
- d. _____ After writing the email to Fatou, Leila will relax.

F. Write and Speak



1. Imagine today is Sunday. What is your family doing? Write 1-2 activities for each family member.



2. Ask a partner and write their answers.

It's 1:30 PM on Sunday. What is your family doing?

Mother	Father	Brother	Sister	Me
•	•	•	•	•
•	•	•	•	•

What is your mother doing?

She is reading a book.

It's 1:30 PM. What is your partner's family doing?

Mother	Father	Brother	Sister	Me
•	•	•	•	•
•	•	•	•	•

Lesson

8

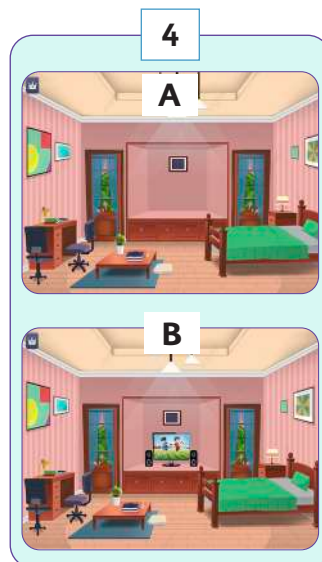
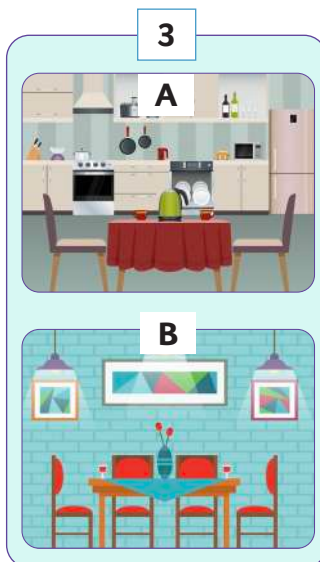
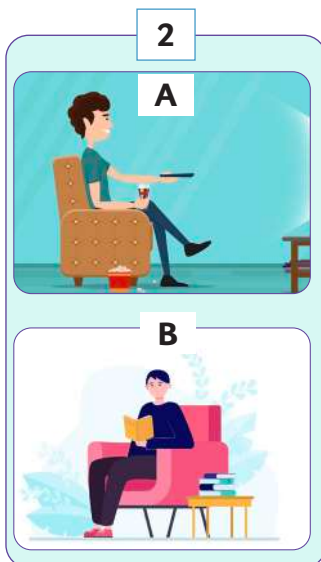
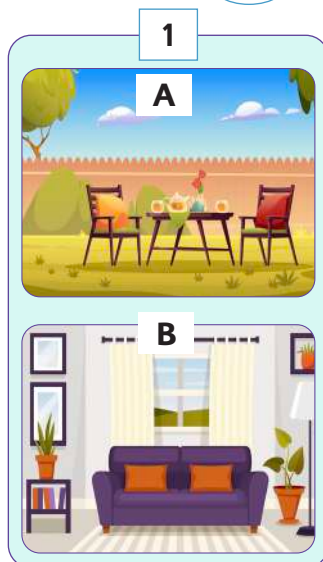
Unit Test, Task, and Self Assessment

Unit 4 Test



LISTENING

Listen and circle what you hear.



GRAMMAR & VOCABULARY



A. Circle the best word to complete the sentences.

A: (5) **What** / **How many** bedrooms are in your house?

B: There are 3 bedrooms.

A: (6) **What** / **Who** is in your living room?

B: There are two armchairs and a sofa.



B. Write one or two words to complete each sentence.



A: What are Anne and Alma
(7) _____ now?

B: They (8) _____ the
dishes.



A: (9) _____ is Rayan
doing?

B: He (10) _____ the
table.



A: Do you usually (11)
_____ the floor?

B: Yes, I do. Do you?

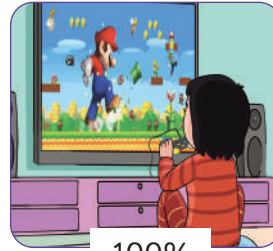
A: Yes, (12) _____.

C. Look at the picture and the %. Complete the sentences with one word.



50%

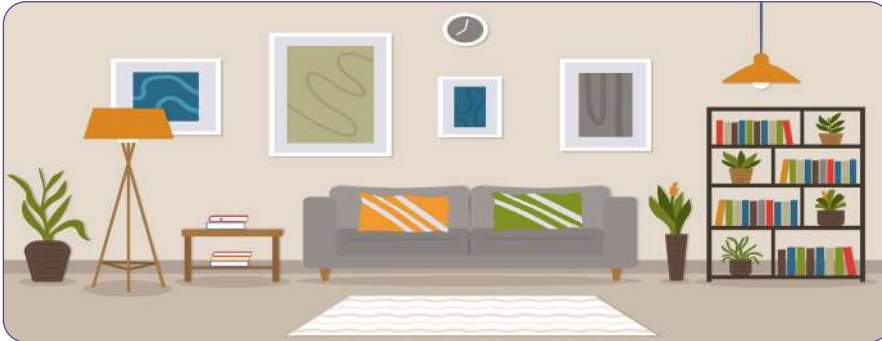
Leslie (13) _____
does her homework in the
(14) _____.



100%

I (15) _____ play
(16) _____ games in my
bedroom.

D. Look at the picture. Complete the sentences with a word from the box.



under
on
above
between
in front of
next to
behind

17. The table is _____ the lamp and the sofa.
18. There's a rug _____ of the sofa.
19. The clock is _____ the blue picture.
20. The bookshelf is _____ the plant.



READ

Read the story about Li's family. Then complete the table.

Li's Family is Doing Chores Today

Li's family is doing chores today. His mother usually cooks but today she is cleaning the bathroom. His dad usually takes out the trash but today he's cooking dinner in the kitchen. His brother is taking out the trash. Li's sister is cleaning her bedroom today. She always cleans her bedroom on Saturdays. She is dusting right now. Li usually works in the garden, but today he is doing the dishes.

What chores are Li's family doing today? Put an X under the best picture for each person.						
Family						
21. Mother						
22. Father						
23. Brother						
24. Sister						
25. Li						

My Score: ____ / 25 = ____ %

Unit 4 Task - Choose One!

Option 1: Redesign your Bedroom

Follow the steps:

- Draw a picture of your bedroom now.
- Draw a picture of how you want your new bedroom.
- Write a description of your new bedroom. How is it different from your old bedroom? What colors do you have in your new room? What things are in your new room? Where are the things in your new room? Write three things you like about it.
- Show the class your pictures and read your description.



Option 2: Create a Schedule for Weekly Chores

Follow the steps:

- Make a list of chores you do at home.
- Write them on a chore chart with the days of the week.
- During the week, check (✓) the chores you do.
- Make a chore chart for other family members too!

Name: _____ Week of: _____

MY CHORE CHART

CHORE	S	M	T	W	Th	F	S

Option 3: Research and give a presentation on a house from a different culture.

Follow the steps:

- Choose a country or culture to write about.
- Research types of houses in that country. Include...
 - o rooms in the house
 - o things in the rooms
- Print or draw pictures of the house (or a couple of the rooms).
- Write a presentation about the house.
- Say how things are the same and different from houses in Morocco.
- Practice saying the presentation.
 - o Speak loudly.
 - o Look at your classmates.
- Give your presentation to the class.



Unit 4 Self Assessment

Unit 4. What can I do well?	 I'm great at this.	 I want to practice more.
I can describe my house.		
I can say where things are located in rooms of my house.		
I can say how often I do activities and chores in my house.		
I can use eye contact and speak loudly when giving a talk.		
I can use present continuous to talk about what I and other people are doing right now.		
I can use pictures to make predictions about what I will read and listen to.		
I do some eco-friendly things to protect the environment.		
I use capital letters at the start of sentences. I use a period (.) or a question mark (?) at the end of sentences.		

Kingdom of Morocco



Ministry of National Education
Preschool and Sports

English Spotlight 1

Student Book (Part 2)

Year 1 of Middle School



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Published in 2024

Dear Student,

Welcome to **English Spotlight 1**, a textbook that hopes to give you an amazing adventure in the world of English! This is Part 2 of your course book.

This book will help you become great at listening, speaking, reading, and writing in English. But we're making it really enjoyable too – no more boring stuff!



Learning Everything Together: We believe English is something you use in real life, not just in school. This English course will help you learn to speak, understand, read, and write in English all at once. It's like having a **superpower!**



Games That Make You Think: Games in this book are not just fun. They also help you get better at English. You'll solve puzzles and play games to practice new vocabulary and grammar, and improve your speaking and writing skills all at the same time.



Read and Relax: Imagine setting aside time to read stories and articles that are interesting and exciting. With “Drop Everything and Read,” you'll enjoy reading and improve your English skills too.



Acting and Playing Roles: Get ready to have fun with acting and role-playing activities. You'll pretend to be different characters and learn how to speak confidently. It's like putting on a play!



Explore and Share: This book will guide you with questions and things to think about. You'll explore cool topics and share your thoughts with your classmates. Learning is all about your ideas, so get ready to share!



Create: In each unit, you will choose a small project (a unit task) to do. Unit tasks will help you use all of the English you know. They will also help you use your 21st century skills – autonomy, communication, collaboration, information literacy, global citizenship, social skills.



Assess Your Progress: In every unit, you will have a chance to think about your learning. You will assess your progress and set goals to improve. Assessing your own learning will help you become an independent (autonomous) learner who can tackle any new challenge with ease and confidence.

We think learning should be full of happiness, and **English Spotlight 1** is here to make that happen. We want you to enjoy every page, every picture, every activity, and every challenge. This book is your path to becoming great at English.

We're excited to go on this journey with you.

Best wishes,

The creators of **English Spotlight 1**

Contents

	Topics & Functions	Vocabulary	Grammar
Unit 5 <i>What do you like to do in your free time?</i> page 06	Talking about sports and free time activities Expressing likes/dislikes Expressing similarities and differences (Same here. / Me too.) Showing interest and keeping a conversation going	Sports Free time activities/hobbies Expressions for likes/dislikes Expressions to show interest	Can/can't for ability Questions with (Can you...?) Questions with like (Do you like...?) Wh-questions about routines Using rejoinders (Me too. / Not me.)
21st Century Skills - Communication: Be an active listener by using eye contact and expressions to show interest; Social skills: Use follow-up questions to show interest and keep a conversation going. Autonomy: Set a goal, track your progress, and assess your progress with independent learning activities.			
Unit 6 <i>Yesterday was a nice day!</i> page 32	Talking about the seasons, months of the year, and birthday dates Discussing past activities Using real-world English expressions to talk about favorite activities, asking and answering questions	Weather (sunny, rainy, cloudy, foggy, etc.) Seasons (fall, winter, spring, summer) Ordinal numbers Months of the year Activities and hobbies (skiing, swimming, shopping) Real-world expressions to show interest (Oh, cool! Awesome. I'm so sorry.) Expressions of time (yesterday, last summer, last year, etc.)	Simple past with be Simple past – regular and high frequency irregular verbs Wh- questions about the past
21st Century Skills – Communication: active listening, planning before you write. Cooperative work: practicing and producing role plays. Global citizenship: Show interest in different ways of life around the world.			

	Speaking & Listening	Reading & Writing	Culture
	Discuss sports and activities you like and dislike Discuss what you and others can and can't do Listen for people's favorite activities and preferences Show interest and keep a conversation going Express similarities and differences in conversations	Read and write sentences and short paragraphs about sports and activities you and your peers enjoy Identify information from multiple reading texts to make decisions Read and write about students' weekly activities Read for pleasure in class and at home and state the main message of a story	Popular sports in different countries
Information Literacy: Use multiple reading texts to find important information. Unit Project – Design a helper robot, create a class survey about free-time activities, or interview someone about their free-time activity routines.			
	Discuss things people do in different seasons Discuss different types of weather (sunny, rainy) Listen for people's activity likes and dislikes (in the present and past) Ask and answer questions about past events (with regular and irregular verbs) in a conversation Use Wh- questions about the past to keep a conversation going	Write sentences describing weather and seasonal activities Use ordinal numbers to talk about dates and events in the past Plan what you will say before writing Write about a past weekend, vacation, etc. Read a weather map Read for pleasure in class and at home and state the main message of a story	Different ways climate affects people's lives (moving classrooms, nomads, etc.) Recognize and reflect on the cultures of nomads around the world
Autonomy: Monitor progress towards goal and make adjustments when needed; self-assess active communication skills; engage in DEAR at Home. Unit Project – Infographic about activities to do in different seasons in another city/country; Poster story of elders' past activities (across seasons); Collaboratively creating a time travel story; Interviewing in English.			

Unit 5

What do you like to do in your free time?



SPOTLIGHT: Look at the pictures. Listen. Tick (✓) the activity each person likes to do.

1. Amina



- ☐ soccer
- ☐ basketball
- ☐ volleyball
- ☐ tennis

2. Lhoussaine



- ☐ drawing
- ☐ chess
- ☐ dancing
- ☐ robotics

3. Hakim



- ☐ volleyball
- ☐ tennis
- ☐ basketball
- ☐ soccer

4. Hiba



- ☐ drawing
- ☐ chess
- ☐ dancing
- ☐ robotics

By the end of this unit, you will be able to:

1. **Recognize and use common vocabulary when communicating about activities:** play sports, listen to music, etc.
2. **Ask and answer questions about activities you and others like/dislike:** What activities do you do in your free time? Do/Does ... like volleyball/football/etc.?
3. **Read for pleasure in class and at home and state the main message of a story.**
4. **Actively listen by recognizing and using expressions to show similarity and difference:** I like to play basketball. ✓ - I do too! Same here. Me too! X - Not me. I don't.
5. **Read about and give simple descriptions of sports and games around the world:** Bowa is a board game. Donga is a stick fighting sport.
6. **Use key ideas from multiple reading texts to make decisions.**
7. **Recognize and use statements and questions with can and can't to communicate ability:** I can do robotics. Can you ride a bike? Yes, I can. No, I can't.
8. **Use "follow-up" questions to keep a conversation going:** Do you listen to music? Who is your favorite singer? Do you like pop music?
9. **Actively listen by recognizing and using expressions to show interest:** Awesome! How fun!
10. **Write a short paragraph about activities you and/or others like/don't like to do.**

Lesson

1

I play basketball.



A. Sports: Listen, Point and Say

Listen and point to (👉) the pictures. Then listen and repeat.



1. play volleyball



2. play tennis



3. play hockey



4. play rugby



5. play basketball



6. play handball



7. play soccer



8. swim



9. run



10. do karate



B. Practice Sports Vocabulary

Work in pairs. Close your eyes and point to (👉) a picture in Exercise A. Open your eyes and say the word(s) in the place you touch. Take turns.



C. Act and Guess

Watch your partner act out a sport from Exercise A. Guess the sport. Take turns.





D. Speak with a Partner

- What sports do you like to play?
- When do you usually play the sport?
- What sports do you like to watch?



E. Listen and Say

1. Look at the picture. Listen. Then listen and repeat.



Kamal: Do you like to play sports?

Henri: Yes, I do. I like to play basketball and tennis.
How about you?

Kamal: I don't like to play tennis, but I like to play basketball. Do you want to play after school?

Henri: Sure. Sounds great!

2. Now practice the conversation with a partner. Use your own information.

F. Grammar in Context



1. Read the language box.



2. In Exercise E, circle how Kamal asks about Henri's free time activities. Underline how Henri and Kamal tell about their free time activities.



3. Complete the sentences using information from the conversation in Exercise E.

- a) Henri and Kamal both _____ to play sports.
- b) Henri _____ to play basketball and tennis.
- c) Kamal also _____ to play basketball.
- d) Kamal _____ to play tennis.
- e) What sports do you like to play?

I _____
_____.

Language Box

Asking Questions

Do	I you they	like to do karate?
Does	she he	

Answering Questions

Do you like to play rugby?

✓ Yes, I do.

✗ No, I don't.

Does he/she like to swim?

✓ Yes, he/she **does**.

✗ No, he/she **doesn't**.

Making statements

I You They	like don't like	to play tennis.
She He	likes doesn't like	

G. Write

1. Circle the correct word to complete the conversations about free time activities.
Then check your answers with a partner.



1. **Yahya:** (Do / Does) you like to play chess?
Dirk: No, I don't



2. **Amina:** Does your mother (like / likes) to dance?
Anika: Yes, she does.



3. **Jo:** (Do / Does) your friend Jaimie like to paint?
Wissal: Yes, she (do / does).



4. **Yamina:** (Do / Does) Maddie like to play sports?
Tom: Yes, she (like/ likes) to play tennis.



5. **Dan:** Does Ijjou like to swim?
Lina: No, she (don't / doesn't).



6. **Rayan:** (Do / Does) they like to play hockey?
Badr: No, they (doesn't/don't). They like to play rugby.



H. Speak

1. Work in pairs. Interview your partner and complete the chart.

Yes = ✓ ; No = X ; I don't know. = ?

Ask about...	Question				Your choice: _____
You	<u>Do</u> you like to _____?				
Your best friend	_____ your best friend like to _____?				
Parents	_____ your parents like to _____?				
Brother or sister	_____ your brother/ sister like to _____?				

2. Now tell your class what you learned about your partner.

Lesson

2

Yassine and Mariama like to do sports.



A. Read

1. Read about Yassine and Mariama.

School News Read About Our Great Athletes



This is Yassine. He's 15 years old and he's from Marrakech, Morocco. He is very active and likes to play many sports. He plays handball on his school team. They play after school. His school handball team is the best in the city. He's also on a basketball team. They play on Friday nights. He likes to play rugby with his friends on Saturdays. They play in the park behind his house. Yassine likes making friends with all the players on his sports teams.

Mariama is 16 years old. She's from Senegal. She doesn't like to play team sports like volleyball or soccer. She does karate and she also likes to run. She has karate lessons every Sunday and Wednesday evening. On weekends, she runs in the morning. She is very fast and hopes to win in the city championship this year. After she runs on weekend mornings, she goes home, has a shower, and reads about her favorite athletes.

2. Answer the questions.

Write T for True and F for False.

- 1) Yassine is fifteen years old. _____
- 2) Yassine is from a small town in Morocco. _____
- 3) Yassine plays four sports. _____
- 4) Yassine likes individual sports more than team sports. _____

Circle the correct answer.

- 1) What sports does Mariama like to do?
 - a. volleyball and handball
 - b. soccer and tennis
 - c. karate and running
- 2) When does she do karate?
 - a. on weekends
 - b. Sunday and Wednesday
 - c. in the mornings
- 3) What city championship does she hope to win?
 - a. running
 - b. volleyball
 - c. karate

Write a short answer.

- 1) Why does Yassine like team sports? _____
- 2) Do you think Mariama likes to play basketball? Why or why not? _____



B. Speak: Ask and Answer Questions

Write your answers in the “Me” column. Then ask a partner the questions. Write your partner’s answers in the “My partner” column.

Questions	Me	My partner
1. What sports do you like to play?		
2. Who do you play with?		
3. When do you play sports?		
4. What sports do your friends and family play?		
5. Do you like to watch sports?		
6. What sports do you like to watch on TV? How about your family?		



C. Draw and Write about your Partner

1. Use the information in Exercise B to help you write about your partner.

Draw a picture of the sports your friend likes.

This is _____

2. Read what you wrote to your classmates.

Lesson

3

Drop everything and read (DEAR).



A. Look and Circle

Look at the pictures. Circle the words that best describe the crow and the dog.

enemies

friends

happy

angry



B. Guess the Story

Look at the pictures from the story. Quickly answer the questions with a partner.

1



2



- Look at the first picture. What is the dog doing?
- Look at the second picture. Why is the dog putting black soot on the crow's feathers?
- What do you think will happen in the story?
- Do you think the dog and crow will be friends at the end of the story? Why?

**Remember to practice
reading strategies!**

Guess before you read.



C. Listen

Listen to your teacher read/tell the story. Look at his or her gestures.



D. Read and Listen

Read the story while you listen.



How the Crow Got Black Feathers

Written by Rambai Keruwa

Illustrated by Selby Otire



Long long ago, Crow and Dog were best friends. They played together. Crow had beautiful white feathers.



At night, Crow and Dog slept by the fire.

It was warm and comfortable.

Dog slept and slept. Zzzzzz! Zzzzzzzz!

Sometimes while Dog was sleeping, Crow stole Dog's sweet potato.



One night, Crow's stomach started to make noise because he was very hungry. So, he ate ALL of the sweet potatoes.



Crow's stomach was very full, and he became very sleepy.
Crow slept and slept and slept.
Zzzzzzzzz! Zzzzzzzz!



Dog woke up. He was hungry. He looked for his sweet potatoes but they were all gone!

Dog became very angry. He said, "Crow is not my friend! I will play a trick on him."



Crow woke up. His beautiful white feathers were covered with black soot from the fire. Crow was scared!
Dog laughed and laughed and laughed.



Crow flew away. "My beautiful white feathers are gone forever," he cried. "I will never speak to Dog again."



Crow's feathers stayed black. Dog and Crow never played together again.

The End

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E. Read the story silently.



F. Read the story in a small group. Be dramatic!



G. Think about the story. Complete the tasks.

- How did you like the story? Shade the stars to rate it. ☆☆☆☆☆
- How did the story make you feel? Circle the feelings.



Happy



Sad



Angry



Surprised



- Write a new word you learned from the story in the box. Draw a picture to show the meaning.



- Share your answers with a partner.
- What lessons did you get from the story? Share your ideas with the class.

Lesson 4

Do you like to paint?



A. Vocabulary: Free Time Activities

1. Listen and point to the pictures. Then listen again and repeat.



1. do robotics



2. paint



3. dance



4. do crafts



5. play chess



6. go shopping



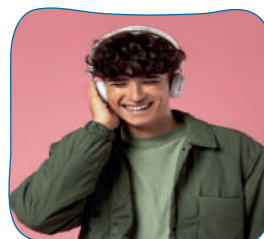
7. ride a bike



8. take a walk



9. play a musical instrument



10. listen to music

2. Talk with a partner. Say what free time activities you like.



B. Listen and Circle

Listen. What do the people like to do? Circle the pictures.

1

A

B

2

A

B

3

A

B

4

A

B

5

A

B

6

A

B



C. Read

1. Read the conversations. What do the people like to do? Do they like to do the same things?

A

What do you like to do in your free time?



I like to listen to music and play the guitar.



Me too! Let's hang out sometime!



B

Do you like to dance?



No, I don't. How about you?



I don't either. I like music but I don't like to dance.



Same here!



2. Underline the expressions they use to show they are the **same** or **different**.



D. Speak

Language Box

Same

I do too.

Me too!

Same here.

I don't either.

Same here.

Different

I don't.

Not me.

I do!

I like to ____.

I don't like to ____.

1. Write five free time activities in the chart on the next page.

2. Ask 5 classmates what they like to do.

3. Circle their answers: Yes or No.

4. How about you? Circle same or different.

Do you like to draw?

Yes, I do.

I do too!

Do you like to play chess?

No, I don't.

I don't either.

Activity	Classmate Name	Yes/No	Same/Different?
1.		Yes / No	Same / Different
2.		Yes / No	Same / Different
3.		Yes / No	Same / Different
4.		Yes / No	Same / Different
5.		Yes / No	Same / Different



E. Tell the Class

Who likes to do the same free-time activities?

Mustafa and I like to ride bikes.



Widad likes to listen to music, and I do too.

Lesson

Culture & Fun Review

Culture: Sports and Games around the World



A. Read: African Sports and Games

1. Read about African sports and games. Can you guess which is popular in each of the countries? Write the name of the activity next to the country.
2. Listen to check your answers.



Donga is a popular stick fighting sport.



Mancala is a board game people play by throwing seeds or stones across the board.



In the **Nguni Races**,
people ride cows.



Dambe is a fighting sport, like karate or judo.



In the board game **Bawo**, players use their math skills to capture their opponent's pieces.



Nuba Wrestling is very popular among boys and men. The sport helps people show their preparation and strength.



3. Answer the questions individually. Then check with a partner.

Which sport or game....

- a. needs math skills? _____
- b. uses sticks? _____
- c. is similar to other martial arts? _____
- d. tests how strong you are? _____
- e. uses animals? _____
- f. uses seeds or stones? _____
- g. would you most like to do? _____



B. Speak about your Culture

What are some games or sports that people play in Morocco?

Which ones do you like to play?



Fun Review

You will play a game called “Running Dictation.” To play, your team has to read a dialog that is on the other side of the room, remember it, and write it all down. Follow these steps:

1. Get into pairs or groups of three.
2. Take out one pen and one piece of paper.
3. Decide who will be the first, second, and third runner.
4. Listen to your teacher. He or she will tell you where the dialog is.
5. When the teacher says, “GO,” Runner 1, go to your team’s dialog as fast as you can. Read and remember as much as you can. Do not write anything down.
6. Return to your group. Tell the group what to write.
7. Run to the dialog to read more. Return to your group and tell them what to write.
8. When the teacher says, “CHANGE,” Runner 2, go to the dialog.
9. Play until your team writes the dialog perfectly. Remember to check your spelling and capitalization!

To win! The first team in the class to finish writing the dialog perfectly is the winner.

Lesson

6

I can play the guitar.



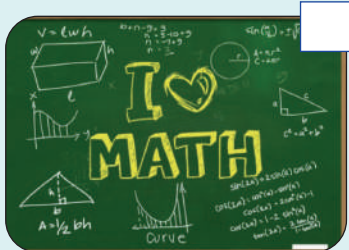
A. Look and Read

Read the After School Clubs poster. What clubs do you have at your school? Tick (✓) the clubs.

AFTERSCHOOL CLUBS

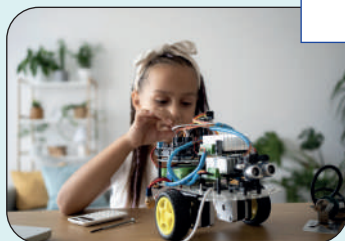


After school Club Activities:



Math Games

Saturdays at 2 PM



Robotics

Wednesdays at 4 PM



Arts & Crafts

Wednesdays at 4 PM



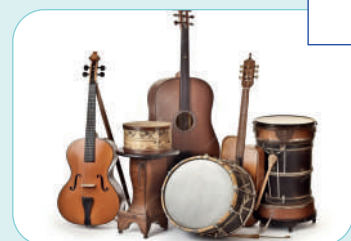
Global Language & Culture

Saturdays at 4 PM



Our Environment & the Outdoor World

Wednesdays at 2 PM



Music & Instruments

Wednesdays at 4 PM



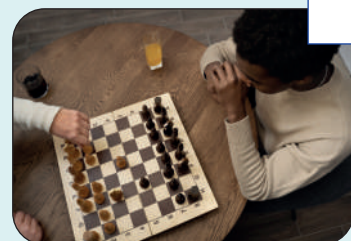
Martial Arts

Wednesdays at 4 PM



Worldwide Team Sports

Saturdays at 2 PM



Global Chess & Card Games

Saturdays at 4 PM



B. Read and Decide

1. Using the poster in Exercise A, write the best two or three clubs for each student.

A

After School Club Form Tell us about yourself!



Name: Abdul

Grade: Middle School Year 1

*I like to play games. I can play chess and checkers.
I also like to speak English. I want to learn about
different cultures.*

Clubs: _____

B

After School Club Form Tell us about yourself!



Name: Raisa

Grade: Year 3 of Middle School

*I like to study biology and chemistry. I can do hard
problems in Math. I also like to be outside and to
learn about trees, flowers, and animals.*

Clubs: _____

C

After School Club Form Tell us about yourself!



Name: Hiro

Grade: Middle School Year 2

*I love sports! I can play soccer, basketball and
volleyball. I can't play rugby but I want to try. I
speak Japanese and English and I want to learn
Spanish.*

Clubs: _____

D

After School Club Form Tell us about yourself!



Name: Amira

Grade: Middle School Year 3

*I love to be outside! I like to take a walk and find
different animals. I also like to paint pictures. I can
draw animals really well. I can't draw people, but I
want to learn.*

Clubs: _____

2. Discuss with a partner:

- What activities do you like to do?
- What clubs would you like to join?



C. Grammar in Context

1. Look again at the forms in Exercise B. Underline **can** and circle **can't**.
2. Read and listen to the language box. Then listen and repeat.

Language Box



I can ride a bike.



I can't ride a bike.



Can you ride a bike?

✓ Yes, I can.

✗ No, I can't.



D. Listen

Listen to the conversations. Complete the sentences with **can** or **can't**.

1. Salma and Ayoub _____ play tennis.

2. Sami's brother _____ ride a bike.

3. Salma and her friend _____ play a musical instrument.

4. Youness and his friend _____ play chess.

5. Sulaiman and Aziza _____ draw very well.

6. Zahra's mother _____ speak English very well.



E. Write

Write two things you can do well.

1. I _____ well.

Write one thing you can't do well.

2. I _____ well.

Write one question for your classmates.

3. _____ well?



F. What activities can you and your classmates do?

Rules

- Play in a group of 3 or 4.
- Toss a coin or an eraser on the board. Look at the picture.
- Ask someone in the group if they can do the activity in the picture.
- The first time you ask about an activity, you get one point. If you get the same activity again, you must ask a question, but you do not get a point.
- When time is up, the player with the most points is the winner!



Lesson 7

Who is your favorite singer?



A. Listen and Read

1. Listen to and read the conversation. Underline the questions.

Lucas: Hi Marta! What are you doing?

Marta: Hey Lucas! I'm listening to music.

Lucas: What kind of music do you like?

Marta: I like to listen to pop.

Lucas: Who's your favorite singer?

Marta: I like Taylor Swift. How about you?

Lucas: I don't like pop. I listen to rock. I go to many concerts.

Marta: That sounds fun! Who do you go with?

Lucas: I go with my brother.

Marta: Cool!



Be an Active Listener!

Look at the speaker.

Ask follow-up questions.

Show interest:

I see. / That's cool. / How fun!



2. Work with a partner. Ask and answer the questions. Take turns.

- What is Marta doing?
- What kind of music does she like?
- Who is her favorite singer?
- Does Lucas like pop music?
- Who does Lucas go to concerts with?
- What about you? Who is your favorite singer or band?

Language Box Follow Up Questions

What kind of _____ do you like?

What do you _____?

Where do you _____?

Who do you _____ with?

When do you _____?

Who's/What's your favorite _____?



B. Match

1. Match each question to the correct answer.

- a. Who's your favorite singer? 4
- b. When do you ride your bike?
- c. What kind of sports do you play?
- d. Where do you go shopping?
- e. Who do you play games with?
- f. What do you do in your free time?

- 1. Hockey and rugby.
- 2. At the mall.
- 3. With my family.
- 4. I like Taylor Swift.
- 5. I paint pictures.
- 6. On Saturdays.

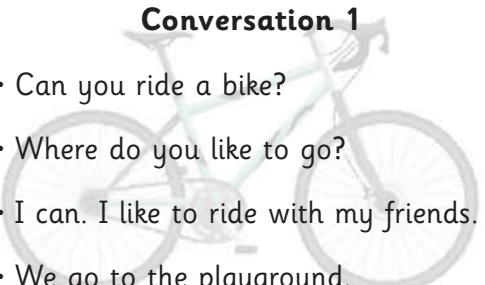
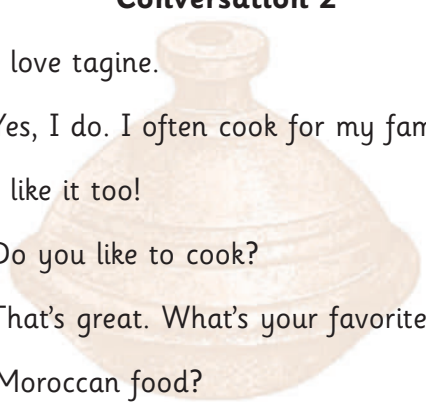


2. Now work in pairs. Ask the questions and give your own answers. Take turns.



C. Read and Write

1. Read the lines of the conversation. Write them in the correct order.

Conversation 1  • Can you ride a bike? • Where do you like to go? • I can. I like to ride with my friends. • We go to the playground. • No, I can't. How about you?	A: _____ B: _____ A: _____ B: _____ A: _____
Conversation 2  • I love tagine. • Yes, I do. I often cook for my family. • I like it too! • Do you like to cook? • That's great. What's your favorite Moroccan food?	A: _____ B: _____ A: _____ B: _____ A: _____

Conversation 3

- I go alone. Do you want to go sometime?
- Yes. I like to look at art, but I can't paint or draw well.
- Me neither. Where do you look at art?
- Do you like art?
- I go to the city museum on Sundays.
- Who do you go with?
- That sounds great.

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____



2. Now practice the conversations with a partner.



D. Hot Seat!

1. Work in groups of three.
2. One person is in the Hot Seat.
3. The other two students ask a question. Then, take turns asking follow-up questions. Try to keep the conversation going.
4. Take turns in the "Hot Seat!"



Lesson 8

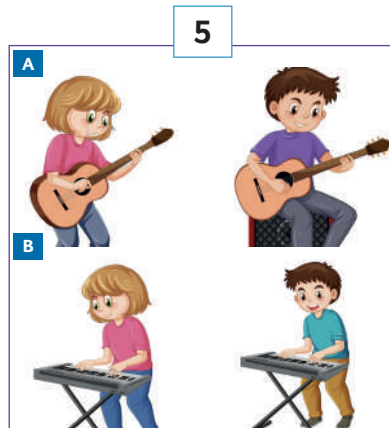
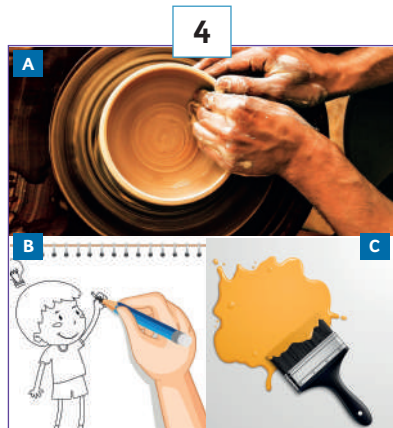
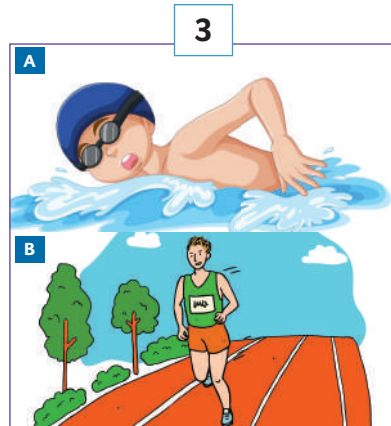
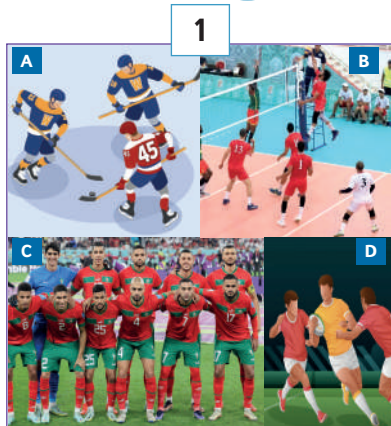
Unit Test, Task, and Self Assessment

Unit 5 Test



LISTENING

Listen and circle the activity the people like or do.



GRAMMAR & VOCABULARY



A. Complete the sentences. Write one word.

A: (6) _____ you like to run?

B: No, I (7) _____.

A: (8) _____ your sister like to paint?

B: Yes, she (9) _____.

A: (10) _____ your friends Anas and Aziz like to play chess?

B: No, they (11) _____.

A: Can you draw well?

B: No, I (12) _____.



B. Circle the correct response to each statement.

13. I like to listen to pop music.

- a. I don't either.
- b. I do!
- c. Me too!

14. I don't like to do crafts.

- a. Same here.
- b. I do too.
- c. Not me.

15. I like to run.

- a. I do!
- b. I don't.
- c. I don't either.



C. Write the questions in the conversation.

Youness: Hi. (16) _____?

Masu: My name is Lara. What's yours?

Youness: I'm Masu. (17) _____?

Masu: I like to play tennis in my free time. How about you?

Youness: I do too! (18) _____?

Masu: I play in the park.

Youness: (19) _____?

Masu: I play on Saturdays.

Youness: (20) _____?

Masu: I play with my sister.

Youness: That's fun! Let's play sometime!



READING

Read about Nassim and answer the questions.



My name is Nassim. I have one brother and one sister. We all like to do different things in our free time. I like to play sports. My favorite sport is soccer. I play with my friends on Saturdays. It's a lot of fun. My favorite soccer player from Morocco is Achraf Hakimi. He's very good!

My brother Mehdi likes to swim. He's on a swim team. He is a fast swimmer. He swims every day after school, and also on Saturday mornings.

My sister's name is Layla. She likes to do crafts. She draws and paints pictures of animals. Layla draws awesome pictures.

On the weekends, my family and I take walks in the park. It's beautiful there. I sometimes sit in our neighborhood town square and play chess with my grandfather. He's a good player!

21. What does Nassim like to do in his free time?

_____.

22. Who does Nassim play sports with?

_____.

23. When does Nassim play?

_____.

24. Who is Nassim's favorite soccer player?

_____.

25. What does Nassim's brother like to do in his free time? Circle the correct letter.

- a. Play chess with Nassim
- b. Take walks with the family
- c. Swim every day after school
- d. Take long walks on Saturday mornings

26. What does Layla like to do in her free time? Circle the correct letter.

- a. Play chess with Nassim
- b. Take walks with the family
- c. Make things with her hands
- d. Help animals

27. Where does his family like to take walks? Circle the correct letter.

- a. In the park
- b. In the town square
- c. In the neighborhood
- d. In the forest

28. Who does Nassim play chess with? Circle the correct letter.

- a. His brother
- b. His sister
- c. His friends
- d. His grandfather

My Score: ____ / 28 = ____ %

Unit 5 Task - Choose One!

Option 1: Design a Student Helper Robot

Follow these steps:

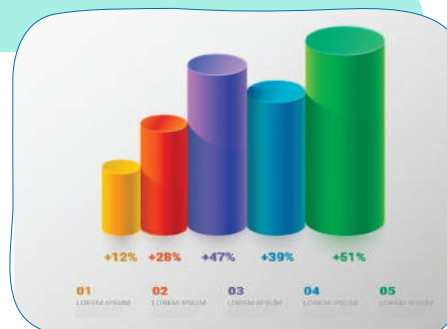
1. Design a "student helper robot."
2. Draw a picture of your robot.
3. Write sentences to answer these questions:
 - What can / can't your robot do at school?
 - What can / can't it do at home?
 - What free-time activities can / can't it do?
4. Then share your robot design with the class.



Option 2: Create a Class Survey

Follow the steps:

1. Make a list of sports and free-time activities. Write a question to ask for each activity.
2. Ask your classmates the questions. Record their answers.
3. Create a bar graph or pie chart to show the results of the survey.
4. Explain your chart to the class.



Option 3: Interview in English

Follow the steps:

1. Choose a person to interview (a classmate or a teacher).
2. Write at least 8 questions to ask about these topics:
 - Sports and free-time activities
 - Likes and dislikes
 - Can / can't
3. Interview the person and write their answers. Remember to ask follow-up questions.
4. Give a report about the person to your class.



Unit 5 Self Assessment

A. Vocabulary Self Assessment

Think about the vocabulary from the unit. Look at the key. Color the graph.

3 = **Great!** I know and can use all of the words.

2 = **So-So.** I know and use some words, but I need to study more.

1 = **Help!** I don't know many words.

	Sports	Free time activities	Other words
3 😊			
2 😐			
1 😞			

B. Grammar Self Assessment

Think about the grammar from the unit. Look at the key. Color the graph.

3 = **Great!** I understand the grammar and can use it.

2 = **So-So.** I understand some of the grammar but I need to learn how to use it.

1 = **Help!** I don't understand the grammar.

	Talking about free time activities you like/don't like to do I like to do robotics. He doesn't like to do karate.	Asking Wh- questions about free time activities Where do you do robotics? When do ...? Where do you...?	Using can/ can't to talk about ability Can you...? I can... / He can't...	Showing if you are the same or different I do too. / I don't. Me too. / Not me. I don't either. / I do. Same here.
3 				
2 				
1 				

C. DEAR Self Assessment

Check your **DEAR At Home goals**. Track your progress.

My goal is to read for _____ minutes a day _____ times a week.

During this unit, I read for _____ minutes a day _____ times a week.

Color the graph.

3 = **Great!** I met my goal.

2 = **So-So.** I almost met my goal.

1 = **Help!** I did not come close to my goal.

Color the graph.			
	This week	Last week	Two weeks ago
3 			
2 			
1 			

Unit 6

Yesterday was a nice day.



SPOTLIGHT: Listen and write the names of people under the seasons they like.

Omar Samira Alice Farid

Winter



Spring



Summer



Fall



What is your favorite season? _____.

By the end of this unit, you will be able to:

1. Recognize and use the months and ordinal numbers when saying and writing dates. My birthday is September 1st.
2. Identify and describe the weather during seasons of the year around the world. In July, it is cold in Australia. It is often foggy in winter.
3. Read for pleasure in class and at home and state the main message of a story.
4. Recognize and use the past tense of "to be" (was/were) with expressions of time. It was hot yesterday.
5. Understand and use real-world English expressions to ask and answer questions about your day. How was the party? It was awesome.
6. Understand and use real-world English phrases to talk about activities. I like to go swimming. I like to swim.
7. Read about and discuss nomadic cultures around the world.
8. Ask and answer questions about past events using regular (play/played) and common irregular (go/went) verbs. Where did you go? I went to the beach.
9. Plan and write a paragraph about a past weekend.
10. Ask and respond to Wh-questions to keep a conversation going. When did you go? Who did you go with?
11. Actively engage in a conversation by using real-world English expressions to show interest. Oh, cool! Oh, no! I'm so sorry.
12. Assess how actively you and others communicate in conversations.

Lesson

1

My birthday is in June.



A. Chant: Months of the Year

Listen and chant along.



B. Write the Missing Months

1. February March April
2. _____ June _____
3. _____ January _____
4. _____ September _____ November
5. _____ May _____

Writing Tips

Months always begin with a CAPITAL letter.

Notice **-ber** Spelling.



C. Speak & Spell

1. In the table below, write the number and name of any four months. You choose!
2. Work in pairs. Say the number of a month to your partner. Your partner will say the name of the month and spell it.
3. Circle ✓ if your partner is correct. Circle ✗ if your partner is not correct.
4. Take turns.
5. Count the number of correct answers for your partner. Write his or her score in the chart.

You		Your Partner	
Month number	Month name	Correct month name?	Correct spelling?
		✓ ✗	✓ ✗
		✓ ✗	✓ ✗
		✓ ✗	✓ ✗
		✓ ✗	✓ ✗
Total Score			



D. Write and Draw

1. Read the directions. Write or draw on the calendar.
 - a) Draw a cake  on your birthday month.
 - b) Write two of your family members' names on their birthday months.
 - c) Draw a pencil on the month when you start school.
 - d) Draw hearts on your two favorite months.
 - e) Write something you like to do in January.
 - f) Draw a food you like to eat in August.

Yearly Calendar			
1	2	3	4
5	6	7	8
9	10	11	12



2. Share your calendar with your partner.



E. Listen: Saying Dates

1. Listen to the conversation. How do the speakers say the dates?

June						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12

2. To say the date, we use ordinal numbers. Read and listen to the ordinal numbers.

1 st first	2 nd second	3 rd third	4 th fourth	5 th fifth	
6 th sixth	7 th seventh	8 th eighth	9 th ninth	10 th tenth	
11 th eleventh	12 th twelfth	13 th thirteenth	14 th fourteenth	15 th fifteenth	
16 th sixteenth	17 th seventeenth	18 th eighteenth	19 th nineteenth	20 th twentieth	
					21 st twenty-first



F. Listen

1. Listen and circle the correct date. Then practice the conversations.

1) Teacher: What's the date today?

Students: It's 11/1 - 10/1.

2) Angela: When is the last day of school?

Mariam: 6/24 - 7/4.

3) Allegra: I'm excited for the school science fair!

Faissal: When is it?

Allegra: On 9/23 - 9/3.

Saying the Date

May 1st = the first of May



2. Listen and write the **days** and **dates** you hear. Then practice the conversations.

1) Ghali: When's the math test?

Abdellatif: It's on _____.

Ghali: When's that?

Abdellatif: Next week, on _____.

2) Touda: What day is tomorrow?

Jeff: _____.

3) Malek: I can't wait until _____!

John: Why?

Malek: That's my birthday!

4) Jason: When's your soccer game?

Mouad: Next week on _____.

Jason: What's the date of the game?

Mouad: _____.

Real-world Communication

It is = It's
That is = That's
When is = When's
What is = What's



G. When's your Birthday?

Ask your classmates about their birthdays.

What's your birthdate?

When's your birthday?

It's on January 20th.

It's on the 20th of January.

Name	Birthday

Lesson 2

It's sunny today.

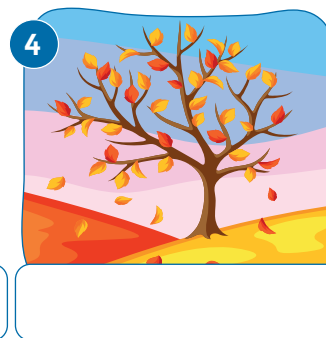
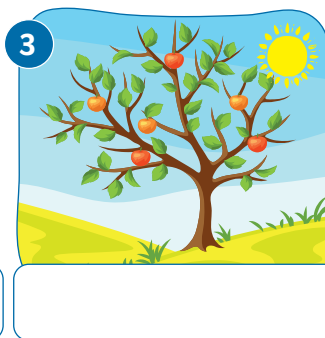
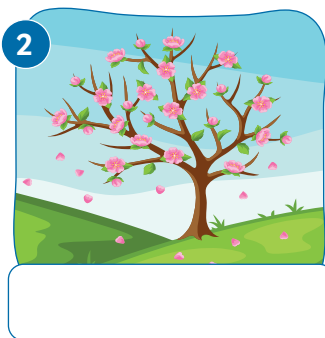


A. Vocabulary: Seasons & Weather

1. Look at the pictures. Label each picture with a word from the box.

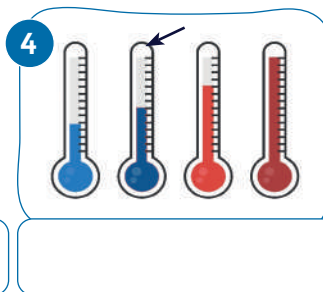
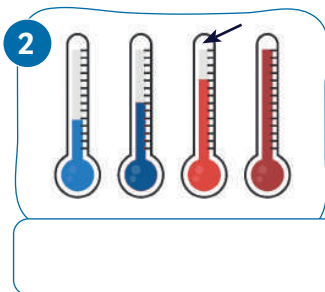
The Seasons

summer fall spring winter



The Weather

rainy/raining foggy sunny hot cold warm
cool snowy/snowing cloudy windy



2. Now listen to check your answers. Then listen again and repeat.



B. Speak

1. Read the language box.

Language Box

How's the weather What's the weather like	right now ?	} It's snow ing . It's rain ing . It's hot / cold / cloudy / foggy / sunny.
	today ?	
	in winter?	} It's usually rain y . It's sometimes snow y . It's hot / cold / cloudy / foggy / sunn y .
	in Morocco?	

2. Talk in pairs. Ask about the weather today and in different seasons.

How's the weather today?

It is raining, but it is very hot!

What's the weather like in summer?

It is usually ____ and _____.
Sometimes it is _____.



C. Listen and Circle

1. Listen. How's the weather? Circle the pictures.

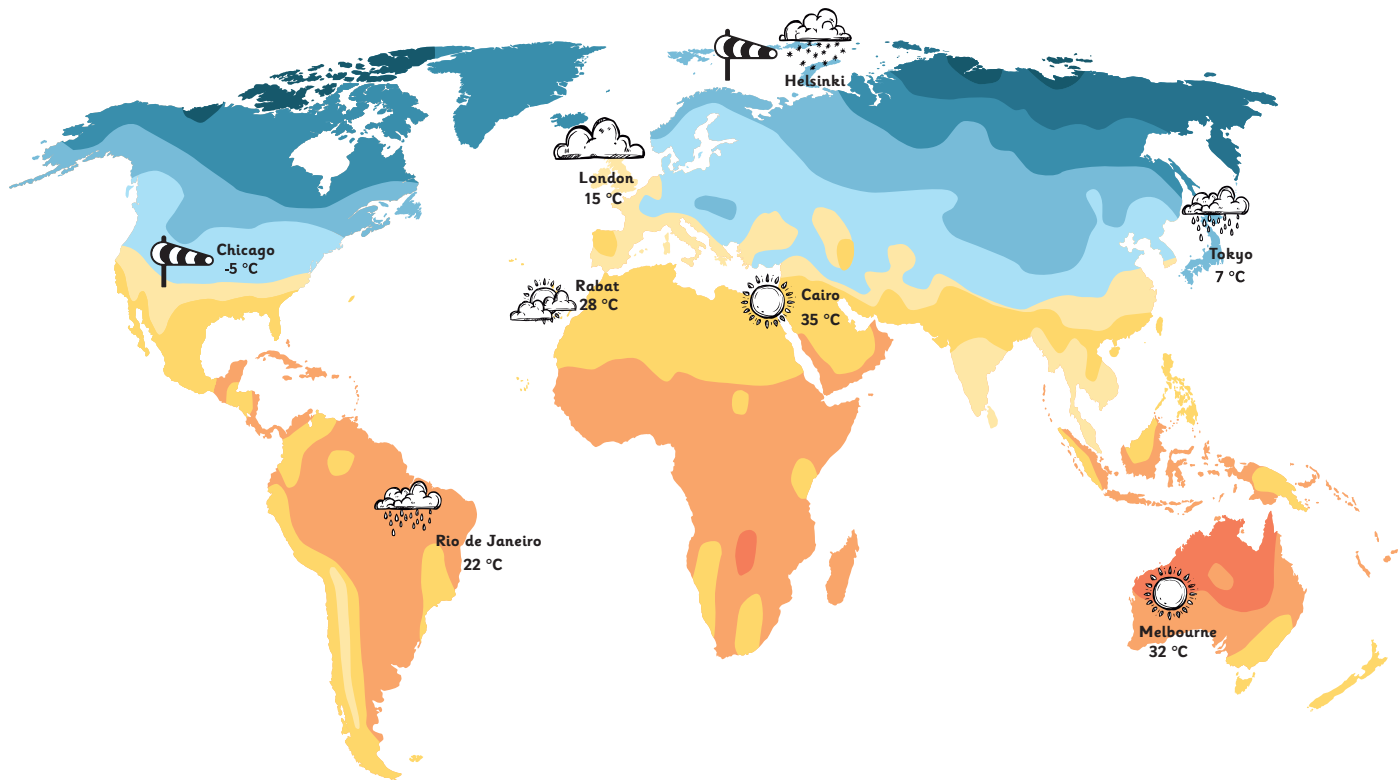
A.  35 °C (1) (2)	D. 0 °C 15 °C (1) (2)
B. 10 °C  (1) (2)	E. 35 °C  (1) (2)
C.   (1) (2)	F.   (1) (2)

2. Talk in pairs.

- How's the weather today?
- What was the weather like yesterday?

D. Look and Write

1. Look at the world weather map. Write the weather for each city.



1. In Cairo, it's hot and sunny.
2. In Rio de Janeiro, it's _____ and _____.
3. In Helsinki, it's _____ and _____.
4. In Chicago, it's _____ and _____.
5. In London, it's _____ and _____.
6. In Tokyo, it's _____ and _____.
7. In Rabat, it's _____ and _____.
8. In Melbourne, it's _____ and _____.

2. Now think of another city in the world. Draw the weather in the city.

The weather in _____ today.



E. Role Play: Phone Call

Work with a partner.

1. Student 1, use Picture A. Student 2, use Picture B. In your role play:

- ✓ Greet each other
- ✓ Say what you are doing now
- ✓ Ask how your friend is
- ✓ Say how you feel today
- ✓ Ask where your friend is
- ✓ Say goodbye
- ✓ Say how the weather is



2. Now, do another role play with your partner. You are on a video call! You are in any city in the world. Perform your role play for the class.

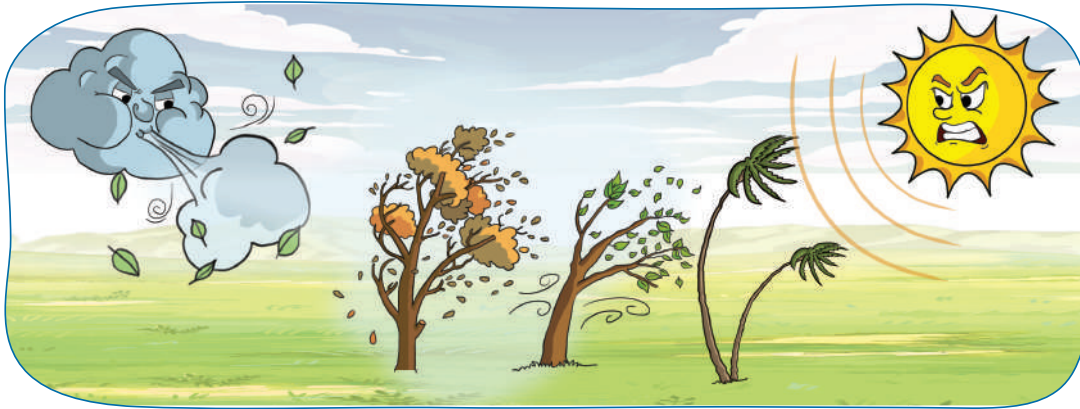
Lesson 3

Drop everything and read (DEAR).



A. Look and Talk

Look at the picture. How do the sun and wind feel? What is their relationship?



B. Speak

Work in pairs. Ask and answer the questions.

- Which do you like better – sunny days or cloudy days? Why?
- Have you ever lost your cap in the wind?

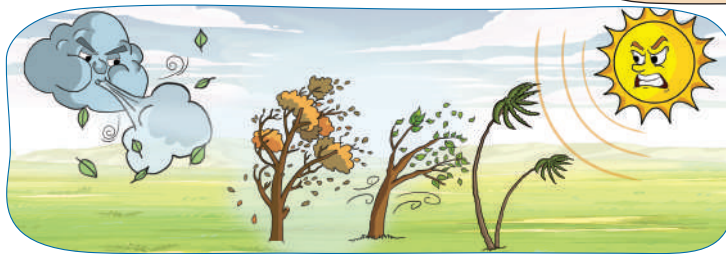


C. Guess the Story

Look at the picture. Answer the questions with a partner.

Remember to Guess

Using pictures to guess what a story is about helps you read better!



1. What do you think the sun and the wind are doing now?
 - a) Having a picnic
 - b) Playing a game
 - c) Having an argument
 - d) Dancing in the sky
2. What do you think will happen in the story?
 - a) The sun and wind will have a competition.
 - b) A tsunami will start.
 - c) The sun and wind will go swimming.



D. Listen to a Story

Listen to your teacher read/tell the story. Look at his or her gestures.

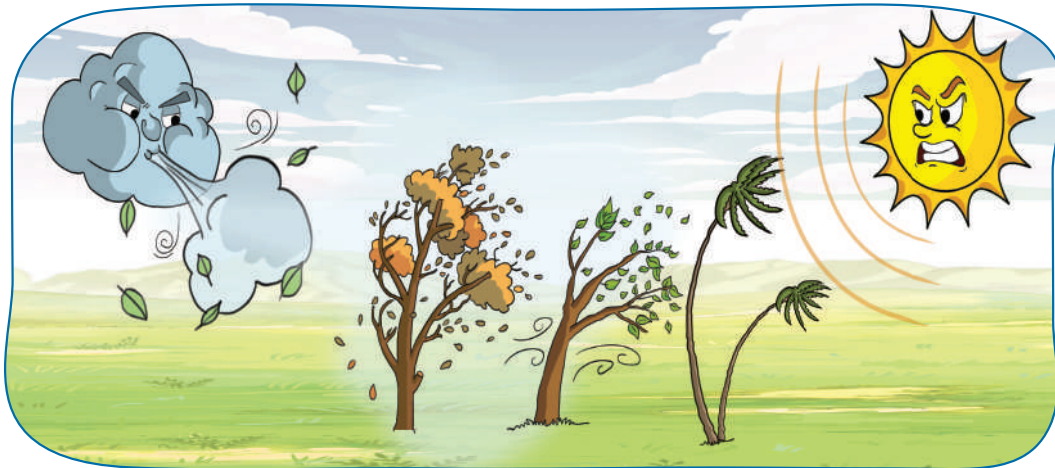


E. Read and Listen

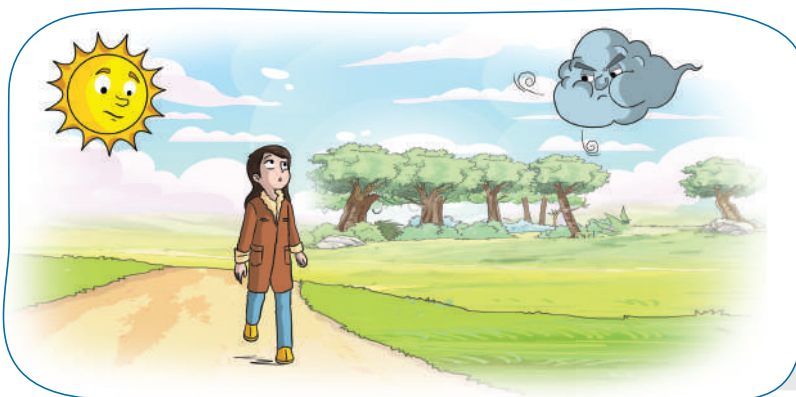
Read the story while you listen.



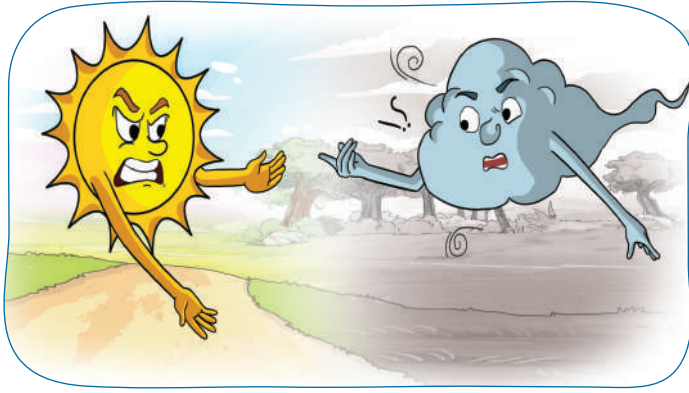
The Wind and the Sun
From Aesop's Fables



Once upon a time, the wind and the sun were hanging out together. They were very happy to talk to each other. However, they soon began to argue about who was stronger.



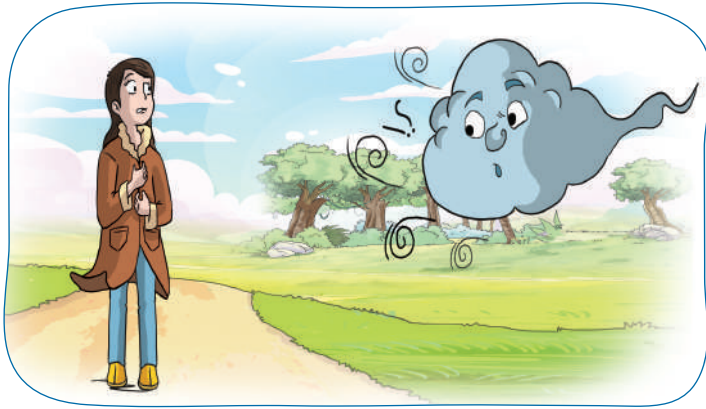
They saw a teenage girl walking down the road. She was wearing a warm winter coat.



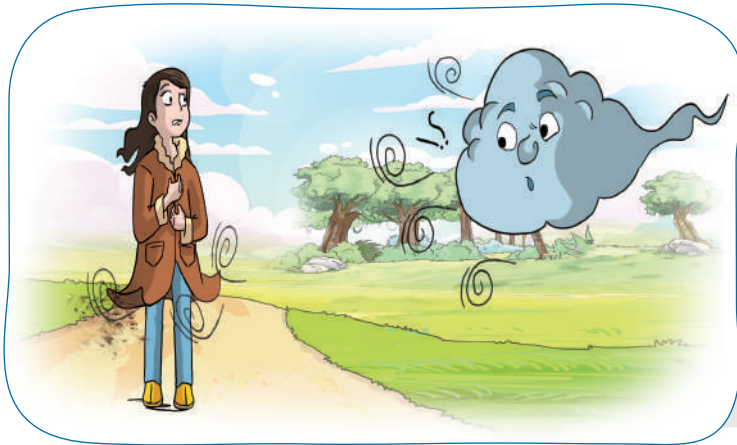
They got an idea! They would have a competition. Whoever could get the girl's coat off would show that he was stronger.

"I will win," said the wind.

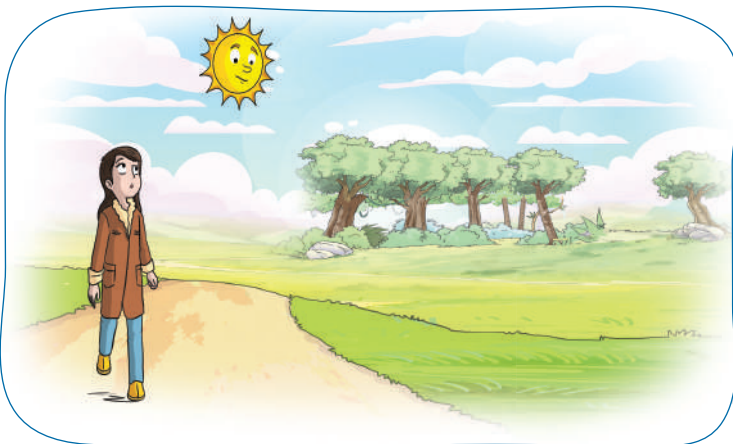
"No, I will win," the sun said.



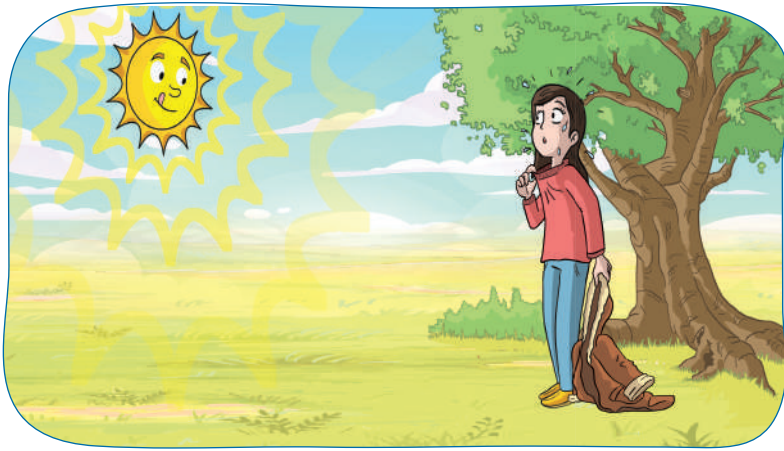
The wind took the first turn. He blew very cold and hard. The wind blew so strong that he nearly tore the buttons off the girl's coat.



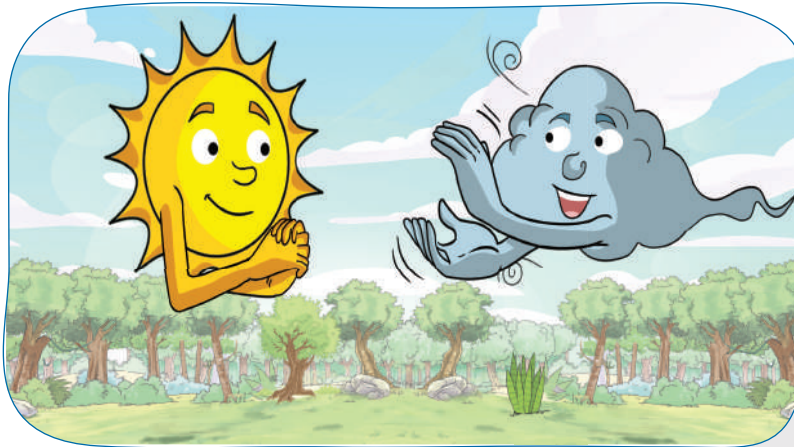
The girl held her coat firmly, pulling it tightly around her body. The wind tried and tried, but he could not remove the girl's coat.



Next, the sun took a turn. Very excited to win, the sun shined gently on the girl's head.



The girl soon felt very hot. She took off her coat and stood under a shady tree.

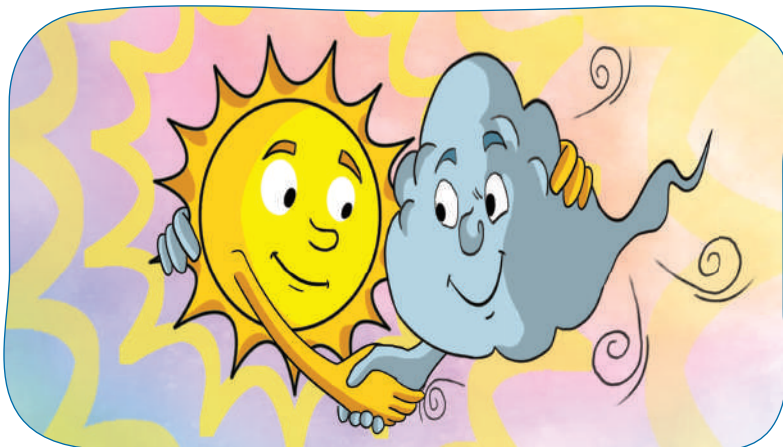


“Oh! You are strong,” said the wind.

“I was simply warm and kind,” said the sun.

The wind congratulated the sun for winning the competition.

The sun thanked the wind for his sportsmanship.



The sun and wind smiled at each other. The competition taught them both an important lesson. Gentleness works better than force.



The wind and sun started creating pleasant days together. Their friendship grew and grew as they spread the message that warmth, gentleness, and kindness are incredibly powerful.

Adapted by Barbara Hodgkinson from an Aeson Fable. Modified 2023 by Josephine Clark Kennedy and Ahmed Chaibi. Illustrations by Youssef Elhosni. © Moroccan Ministry of Education, 2023. Released under CC-BY-NC-4.0, this story and illustrations may be used for non-commercial purposes only.



F. Read the story silently.



G. Read the story in a small group. Be dramatic!



H. Think about the story. Complete the tasks.

1. How did you like the story? Shade the stars to rate it. ☆☆☆☆☆
2. How did the story make you feel? Circle the feelings.



Happy



Sad



Angry



Surprised



3. What is the author's tone in the story? Choose all that are true.

- a. The writer thinks fighting is good.
- b. The writer believes peace is very important.
- c. The writer thinks being strong is very important.
- d. The writer thinks that when you are gentle, you can get great results.



4. Work with a small group. Act out one scene from the story. Show the class.



5. When at home, tell the story to your family and friends. Talk about the lessons from the story.
Be ready to share your ideas with your classmates later.



I. DEAR at Home

Tell about your DEAR at Home progress by completing the sentences below.

- I read at home for about _____ minutes per week.
- I usually read _____ or _____ times per week.
- I have read _____ books and stories at home since the start of the school year.
- I (am / am not) on track with my DEAR at Home goals.

Lesson 4

It was hot yesterday.



A. Listen

1. Listen and answer the questions.

1) What is the conversation about? Circle one.

a. Last weekend

b. This weekend

c. Next weekend

2) What word describes Adil and Rajaa's weekends? Write A or R.

_____ Great _____ Terrible

2. Read and check your answers.



Adil: Hello, Rajaa! How are you today?

Rajaa: Hi Adil! I'm fine. How was your weekend?

Adil: It was fun! My friends and I were at the park. It was a nice day. Were you there too?

Rajaa: No, I wasn't. I was at home. My sisters were as well there. We were all sick!

Adil: Oh, no. I am so sorry Rajaa.

Rajaa: It was awful. But we are all great now!



B. Grammar in Context

1. Read the conversation in Exercise A. Underline all the forms of the verb "be."
2. Read the grammar box.

Past of verb “be”			
Statements			
I He/She/It	was	at home	yesterday.
You We They	were		
I He/She/It	was not / wasn’t		
You We They	were not / weren’t		
Questions			
Was	I	at home	last night?
	he / she / it		
Were	you / we / they		
Answers			
Yes,	I	was.	
	he / she / it		
	you / we / they	were.	
No,	I	was not. / wasn’t.	
	he / she / it		
	you / we / they	were not / weren’t.	



3. Circle the correct word to complete each sentence.

- a) The students **are / were** happy yesterday.
- b) It **is not / was not** hot last week.
- c) I **am / was** 15 years old.
- d) **Was / Were** the teacher late to class today?



C. Practice

Fill in the blanks with the present or the past tense of "be".

1. _____ the weather nice yesterday?
2. Our teacher _____ (not) in class last week.
3. It _____ my friend's birthday today.
4. _____ your grandparents at your soccer game last week?
5. The weather _____ cold and rainy last night.
6. _____ you a good soccer player?

7. My friends and I _____ (not) at school right now.
8. _____ it your birthday today?
9. I _____ in Tangiers last summer.
10. _____ they good at speaking English?

D. Speak

Mingle. Ask five people about their day, weekend, vacation, or a trip.

How was your weekend?

It was great!

It was good! How about you?

Real World English

How was your day? weekend? trip? vacation?	It was	ok. great. fun. awesome. not so good. really bad. terrible.
---	----------------------	--

E. Use

1. Work with a partner. One student is Student A. One student is Student B. Ask questions to complete the missing information.

Student A

Where was James last year?

He was _____.

Last Year  in the mountains	Last Summer ? _____	Last Week  at a robotics competition
Yesterday ? _____	This Morning  at school	Earlier today ? _____

Student B

Where was James last year?

Where was James?

He was _____.

Last Year

?

Last Summer



in London

Last Week

?

Yesterday

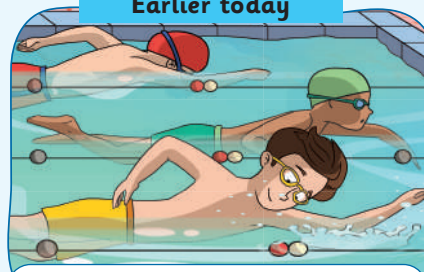


at home / sick

This Morning

?

Earlier today



at a swimming competition

2. Now mingle with your classmates. Ask questions to find out where your classmates were in the past. Fill in the chart.

Where were you....?	Name	Location
1. last night at 7 PM		
2. this morning at 7:30 AM		
3. last Friday afternoon		
4. last Saturday evening		
5. last summer		

3. Now tell the class where your friends were in the past.

Lesson

5

Culture & Fun Review

Culture: Nomads around the World



A. Preview Vocabulary

1. Work with a partner. Look at the poster, "Places & Life around the World." Label the pictures using words and phrases in the boxes.

desert

farmer

sheep

reindeer

hunter

tent

find water

mountains

raise animals

hut

Places & Life around the World

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

2. Now listen to check your answers.



B. Read

1. Before you read, look at the pictures and describe what you see.
2. Read and complete the chart.

Nomad Group	Location (countries or regions)	Housing	Animals they raise	Season they move	Reason they move
Maasai					
Sami					
Tuareg					

Nomads Around the World

Nomads are people who **move** from **place** to place. They are usually **farmers** or **hunters**. In different seasons and weather; they move to **find** food or water for themselves and their animals. Read on to learn more about nomads around the world.

Maasai: Kenya and Tanzania



The Maasai live in Kenya and Tanzania. They **raise** cows and sheep and sell meat, milk, and butter. They live in **huts** made from mud and straw. When the weather is hot and dry, they move to find grass and water for their animals.

Sami: Northern Europe



The Sami People live in Finland, Norway, Sweden and parts of Russia. The weather is very cold and snowy. Today most Sami live in houses, and some work in offices. But a few of the Sami live in the **mountains** and raise reindeer. They live in **tents** called **laavu**. In summer and winter, they move to find food for their animals.

Tuareg: Northern and Western Africa



The Tuareg live in the **deserts** of Niger, Mali, Algeria, Libya, Burkina Faso, and Nigeria. They **raise** camels, goats, and sheep. Nearly all year, it is hot in the **desert** and it does not rain much. When the weather is very hot, they move to look for water for their animals. Usually, the Tuareg live in **tents** but some choose to live in houses.



C. Discuss

In pairs, then with the whole class, discuss these questions:

1. What do you like about nomadic life?
2. What do you think is difficult in nomadic life?
3. Which of the nomadic groups would you like to travel with? Why?

Fun Review



A. Game: Months and Dates

Play in pairs or small groups. Player 1, close your eyes and drop your pen on the number chart. Read and answer the question that matches the number your pen tip hits. Take turns. Keep playing until you answer all questions.

1. What's the 1st month of the year?
2. What month comes after August?
3. Spell the 5th month of the year backwards.
4. What's the 6th month of the year?
5. Sing today's date.
6. Write yesterday's date.
7. When is your birthday?
8. Act out the 3rd month of the year.
9. Sing out the name of the 1st month of the year.

Drop your Pen Here!		
1	2	3
4	Oh no! Miss a Turn	5
Try Again!	6	7
8	9	Oh no! Miss a Turn



B. Game: Grammar & Vocabulary

Rules

1. Play in a small group.
2. To move, flip a coin. **Heads = 2 spaces; Tails = 3 spaces.**
3. If you land on a snake head, you must move down (↓).
4. If you land on a ladder, you get to go up (↑).
5. Take turns. The first person to land on "FINISH" is the winner!



Lesson

6

It was a good weekend!



A. Listen

1. Listen and read. What activities did Raj and Alia do last weekend?

Alia: So Raj, how **was** your weekend?

Raj: It **was** great, thanks. I **went** to the beach.

Alia: Oh, cool! How **was** it?

Raj: It **was** fun! We **played** volleyball and we **had** a picnic.
We **were** there all day.

Alia: That sounds great! **Was** the weather nice?

Did you go **swimming**?

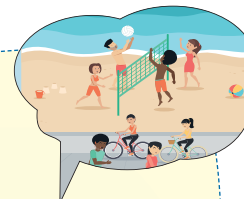
Raj: Yes, I **went swimming** but my friends **didn't**.

It was cool and cloudy. How about you? **Did you go** to the beach too?

Alia: No, I **didn't**. I **stayed** at home. My grandparents **were** there also. It **was** my mother's birthday.

Raj: Oh, happy birthday to your mom! **Did you have** a party for her?

Alia: Yes, we **had** a big party. We **gave** her many beautiful flowers. We also **ate** cake and **watched** old videos of my family. It **was** a lot of fun!



2. Now read the conversation with a partner.



B. Grammar in Context

1. Read the language box.

Simple Past with Regular and Irregular Verbs					
Regular			Irregular		
Statements					
I He/She/It You We They			I He/She/It You We They		
	played.			went.	
I He/She/It You We They	did not play. didn't play.		I He/She/It You We They	did not go. didn't go.	
Questions					
Did	I	play?	Did	I	go?
	he / she / it			he / she / it	
	you / we / they			you / we / they	
Answers					
Yes,	I	did. played.	Yes,	I	went.
	he / she / it			he / she / it	
	you / we / they			you / we / they	
No,	I	did not. didn't. did not play. didn't play.	No,	I	did not. didn't. did not go. didn't go.
	he / she / it			he / she / it	
	you / we / they			you / we / they	

2. Look at the conversation in Exercise A.

- Underline the past tense of "be".
- Circle the regular past tense.
- Draw a star ☆ above the irregular past tense.

Common Irregular Verbs

be – was/were	go – went
do – did	have – had
eat – ate	see – saw
give – gave	say – said

3. Fill in the blanks. Use past tense verbs.



Raj and his friends (1) _____ (go) to the beach last weekend.
 They (2) _____ (be) there all day. They
 (3) _____ (play) volleyball and they (4) _____ (have)
 a picnic. The weather (5) _____ (be) cool and cloudy.
 Raj (6) _____ (go swimming) but his
 friends (7) _____ (not swim).



Alia (8) _____ (stay) home. Her grandparents
 (9) _____ (be) there. They (10) _____ (have) a
 birthday party for her mom. Alia (11) _____ (give) her mom
 flowers. They (12) _____ (eat) cake and (13) _____
 (watch) videos. Everyone (14) _____ (be) happy.

C. Speak

Tell your partner five activities you did last week.

What did you do last week?

Cool!

On Thursday, I went camping.
 Then on Friday I went surfing.
 On Saturday, I went skateboarding in the park with my friends.

How about you? What did you do last week?



D. Write

Imagine you had an AWESOME weekend and you want to tell your global friends about it!

Writing Strategy

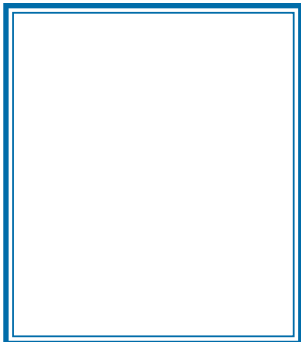
Good writers plan what to say **before** they write!

1. Before you write, plan what you want to say. Fill in the chart with key words.

Day of the weekend	Part/time of the day	Where I went	What I did	How it was/ How I felt
<i>Saturday</i>	<i>morning</i>			

2. Now write about your weekend. Remember to use past tense verbs. Then draw a picture about the weekend.

Global Friends Board Brilliant Weekends!



My last weekend was _____.

On Saturday morning, I _____

3. Read what you wrote to the class.

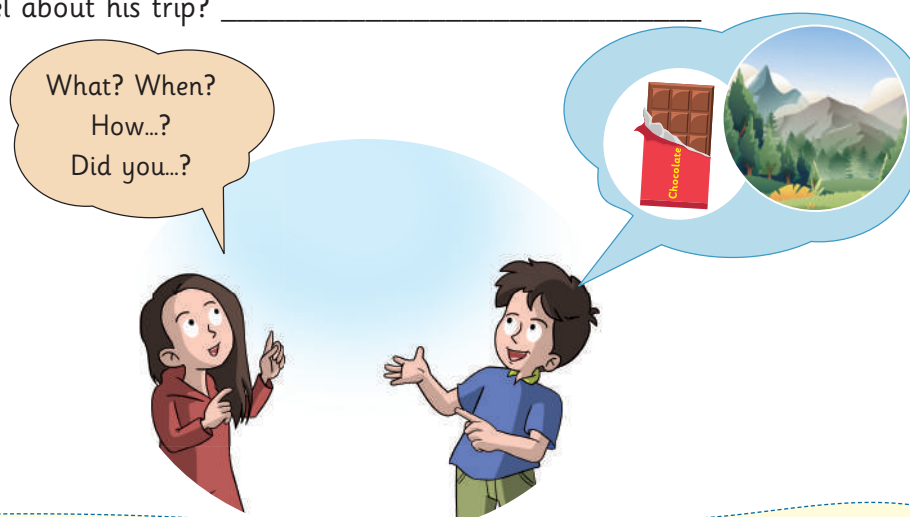
Lesson 7

Where did you go last summer?



A. Listen

1. Before you listen, look at the picture. Where do you think Reda went for his vacation?
2. Now listen and answer the questions.
 - Where did Reda go on vacation? _____
 - What did he do there? _____
 - How did he feel about his trip? _____



Marni: Reda! It is great to see you again.

How was your vacation in Switzerland?

Reda: It was amazing! The mountains were beautiful.

Marni: Wow! Who did you go with?

Reda: My parents and my two sisters.

Marni: What did you do on your trip?

Reda: Hmm... Well, we went camping. We hiked and went fishing. Oh, and we had a picnic on top of a mountain.

Marni: How was the picnic?

Reda: Awesome! The food was great and the trees and flowers on top of the mountain were very pretty.

Marni: That's so cool! Did you visit any cities?

Reda: Yes. We went to Zurich and, um, um, Geneva.

Marni: Oh, you're lucky! Did you eat any Swiss chocolate?

Reda: Yes, I did. It was so good. We also ate tons of cheese. I had a great time!

3. Read the conversation with a partner. Be dramatic.



B. Real World Communication

1. Underline the questions in the conversation in Exercise A. Is Marni good at active communication? Why or why not?
2. Complete the chart with **wh-** question words.

Active Communication Strategy

Ask questions to keep a conversation going

what how where who when why

Wh-question word	Use it to ask about...	Question Examples
1.	a person	_____ did you go with? I went with my mom .
2.	a thing / an action	_____ did you do last night? I played basketball.
3.	time	_____ did you go to Switzerland? I went last summer .
4.	a place	_____ did you go this morning? I went to the park .
5.	a reason	_____ was the teacher angry? Because I didn't do my homework.
6.	the weather a feeling	_____ was the weather last week? It was very hot! _____ are you? I'm great!



C. Unscramble the Sentences

1. Write the questions in the correct order.
2. Then look at the Answers to Questions box. Write the letter of the best answer to each question.
3. The first one is done for you as an example.

Answers to Questions

- a. We went in August.
- b. We went camping and we hiked.
- c. It was windy and cool.
- d. I went to Mount Kilimanjaro.
- e. I went with my family.
- f. It's in Tanzania.



1. go / summer / you / where / did / last

Where did you go last summer?

d

2. is / it / where

3. did / who / go / with / you

4. there / you / did / do / what

5. go / did / you / when

6. was/ weather / how/ the

D. Role Play – A Great Vacation

You will do a role play to talk about an amazing vacation.



1. To get ready, imagine your vacation. Write your ideas. Do not write sentences. Write only key words.

My Amazing Vacation	
Location	
People you went with	
Activities	
The weather	
Your feelings	



2. Work with a partner. Do the role play. Be dramatic!

Student A, you should:

- ☐ Greet your friend.
- ☐ Ask 3-5 questions.
- ☐ Show interest.
- ☐ Say goodbye.

Student B, you should:

- ☐ Greet your friend.
- ☐ Answer questions.
- ☐ Try to say a lot!
- ☐ Say goodbye

Active Communication Strategy: Show Interest!

😊 **Oh, wow!**

That sounds amazing, awesome,
beautiful, cool, fun....

😞 **Oh, no! I'm so sorry.**

That sounds awful, terrible, so sad....

3. Now change roles. Do it again. Be more dramatic!
4. Show your role play to the class.
5. How actively did you communicate? Circle the best answer to assess yourself.

I used....	 Great!	 Keep trying!	 Ask for help.		
1. follow-up questions.	4 or more	3	2	1	Oops – not at all.
2. words to show interest.	4 or more	3	2	1	Oops – not at all.
3. verbs in the past tense.	Yes!	Mostly			Oops-not at all.
4. eye contact.	Yes!	Mostly			Oops-not at all.

Lesson 8

Unit Test, Task and Self Assessment

Unit 6 Test



LISTENING

Listen and circle what you hear.

1 Heinrich's birthday a. 2/15 b. 1/5 c. 3/1	2 Alice's birthday a. 8/20 b. 9/12 c. 11/2	3 Salem's birthday a. 4/2 b. 5/1 c. 7/4	4 Eliza's birthday a. 11/23 b. 12/20 c. 10/31
---	--	---	---

GRAMMAR & VOCABULARY



A. Write the season below the picture. Then write the missing months.

(5)	(7)	(9)	(11)
December (6) _____ February	March April (8) _____	(10) _____ July August	(12) _____ October November

B. Circle the correct weather word.

(13) We can't go outside for break today. It's (raining / sunny / warm).

(14) I can't see out the window. It's too (windy / foggy / raining).

(15) Look outside! It's (raining / snowing / warm). We can go skiing!

(16) Today is not a good day to go to the beach. It's (sunny / raining / warm).

C. Complete the conversations with the simple past of "be".

A: (17) _____ you at the park this afternoon?

B: Yes, I (18) _____. I always go after school.

A: Alexandra and Fiona (19) _____ not in class yesterday.

Where (20) _____ they?

B: I think they (21) _____ at home. Their mother

(22) _____ sick.

D. Read Hamdi's travel journal. Then complete the text message.

Trip to Nairobi!

Day 1:
Go to Nairobi
Stay at hotel in city
Eat dinner at hotel restaurant

Day 2:
Visit elephant park 

Day 3:
Go hiking in Karura Forest
Go back to hotel
Swim!

Hi, Hamdi. How (23) _____ your vacation?

Where (25) _____ you stay?

What activities did you (28) _____ in Nairobi?

It was great! I (24) _____ to Nairobi!

We (26) _____ at a hotel in the city!
It had a restaurant. We (27) _____ dinner there.

We (29) _____ an elephant park and we (30) _____ hiking and swimming!

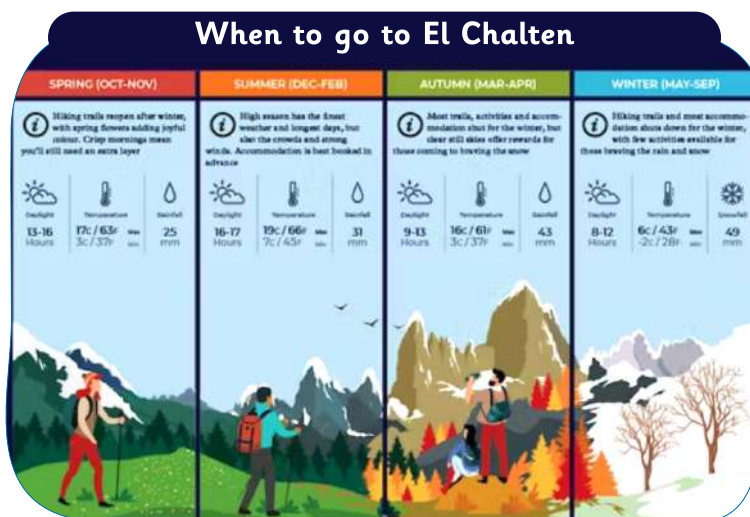
My Score: _____ / 30 = _____ %

Unit 6 Task - Choose One!

Option 1: When should I go to....?

Follow these steps:

- Think of two or three activities you want to do in another country.
- Find out how the weather is during each season in that country.
- Decide the best time to do the activities you want in the country.
- Create an infographic. Show the weather in each season. Draw pictures to show the best times to do the activities you want to do.
- Say what month you will travel to the country.
- Share your infographic with the class.



Option 2: Create an All About _____ Poster

Follow the steps:

- Choose someone in your family who is older – a grandmother or grandfather, or your mom or dad. Find out what they liked to do when they were young.
- Make a list of the activities the person liked to do in the past.
- Categorize the activities according to season and different kinds of weather.
- Draw or find pictures of the activities, the weather and the seasons.
- Create a poster collage with the pictures.
- Write sentences about the pictures on your poster.
- Display the poster or give a presentation by reading your sentences aloud.



Option 3: Time Travel: Create a Travel Story

Follow these steps:

- Choose any place in the world.
- Research the best times to go there (weather, seasons)
- Research popular activities you can do in each season in that place.
- Now imagine you traveled there

last year. Make a cartoon to tell the story of your trip.

- Share your cartoon story about your trip with the class.



Option 4: Interview in English

Follow these steps:

- Choose a person to interview (a classmate or a teacher).
- Choose a topic and write at least 8 questions. You can ask about:
 - Last weekend
 - A trip from the past
 - A special birthday
- Interview the person and write their answers. Remember to ask follow-up questions.
- Then give a report about the person to your class.



Unit 6 Self Assessment

A. Vocabulary Self Assessment

Think about the vocabulary from the unit. Look at the key. Color the graph.

3 = **Great!** I know and can use all of the words.

2 = **So-So.** I know and use some words, but I need to study more.

1 = **Help!** I don't know many words.

	Months and Dates	Seasons and Weather	Weekend and Vacation Activities	Other words
3 😊				
2 😐				
1 😞				

B. Grammar Self Assessment

Think about the grammar from the unit. Look at the key. Color the graph.

3 = **Great!** I understand the grammar and can use it.

2 = **So-So.** I understand some of the grammar but I need to learn how to use it.

1 = **Help!** I don't understand the grammar.

	Talking about past activities with be (was/were) and time expressions	Talking about past activities with regular verbs and common irregular verbs	Asking Wh- questions about the past
3 			
2 			
1 			

C. DEAR Self Assessment

Check your **DEAR At Home** goals. Track your progress.

My goal is to read for _____ minutes a day _____ times a week.

During this unit, I read for _____ minutes a day _____ times a week.

Color the graph.

3 = **Great!** I met my goal.

2 = **So-So.** I almost met my goal.

1 = **Help!** I did not come close to my goal.

	Color the graph.		
	This week	Last week	Two weeks ago
3 			
2 			
1 			

USEFUL WORDS & PHRASES

UNIT 0 - WELCOME TO ENGLISH!

In the classroom

circle
classroom
close your book
draw
find the secret message
listen
look
lose
match
open your book
point to
raise your hand
read
sit down
speak
stand up
talk
win
work in pairs
work in groups
write

Greetings & feelings

fine
great
greet your classmate
greet your teacher
hello
hi
not so good
ok

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Numbers

one
two
three
four
five
six
seven
eight
nine
ten

Math words

equal
minus
plus

UNIT 1 - HELLO! NICE TO MEET YOU.

Country names

Canada
Egypt
India
Japan
Morocco
Senegal
Spain
United Kingdom
United States

Showing interest

cool
great
lovely
wow

Personal information

age
country
first name
grade
last name
middle school
primary school
spell
surname

Numbers

zero
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

Math words

divided by
equals
minus
plus
times

Family

brother
father
grandfather
grandmother
mother
sibling
sister

Greeting styles

bow
fist bump
hug
kiss cheeks
put my hand on my heart
shake hands

Colors

black
blue
brown
gray
green
orange
pink
purple
white
yellow

Describe people and things

big
old
short
tall
thin
young

Weather and the outdoors

cloud
dark clouds
rain
raincoat
the sky
the sun
white clouds

Other useful words and phrases

bag
book
glasses
global
have/has
headphones
phone
laptop
phone
point to

UNIT 2 – THIS IS OUR SCHOOL.

People in a classroom

classmate
friend
teacher
student

Objects in a classroom

backpack
board
book
bookshelf
calculator
chair
clock
computer desk
door
eraser
flag
marker
notebook
paper

pen
pencil
pencil sharpener
ruler
table
wastebasket
window

Classroom directions

clean up
go to the board
hand in your paper
line up
put away your book
sit down
stand up
take out your book
take turns

Classroom help language

Can I have a pencil?
Can I have an eraser?
Can you repeat that?
Can you write it on the board?
Do I need a pen?
I can't see the board.
I don't understand.
What page are we on?

Country names

Bangladesh
Canada
China
Japan
Nigeria

Rooms and places around a school

art room
classroom
computer room
courtyard
dormitory
first aid office
gym
library
music room
playing field
prayer room
school office
science lab

School subjects

Arabic
art
chemistry
computer science
English
geography
history
Islamic education
math
PE (physical education)
break

School activities

draw
eat
listen to
play
read
sing
sleep
speak
study
use
watch
write

Animals

bird
cat
dog
duck
goose
lizard
owl

Other useful words and phrases

different
interesting
same
surprising

UNIT 3 – TELL ME ABOUT YOUR DAY.

Daily activities

brush my hair
brush my teeth
do homework
eat breakfast
eat dinner
eat lunch

get dressed
get up
go home
go to bed
go to school
play outside
start school
take a shower
take a bath
wake up

After-school activities

do chores
do homework
go to the park
hang out with friends
have a music lesson
have a snack
have volleyball/football/chess club
play on my phone
play video games
play on my phone
read a book
relax
study for a test
watch TV/videos/movies

Inviting friends

Can you hang out after school?
Do you want to do homework
together?
Let's play video games tomorrow!
Sounds great.
Ok.
Sure.
Sorry, I can't.

Numbers

ten
twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety
one hundred
twenty-one
twenty-two
twenty-three
twenty-four

twenty-five
twenty-six
twenty-seven
twenty-eight
twenty-nine

Times of day

in the morning
in the afternoon
in the evening
at night
at noon
at midnight

Natural world

baboon
crocodile
island
river
tree

Country names

Japan
Kazakhstan
Republic of Georgia
South Korea
United States

Other useful words and phrases

after school
before school
celebrate
invite
keep your school clean
show respect
stay healthy

UNIT 4 – CAN YOU COME TO MY HOUSE?

Types of houses

apartment
house

Rooms in a house

bathroom
bedroom
dining room
garden
hall
kitchen
laundry room

living room
stairs
study

Things in a house

armchair
bathtub
bed
chairs
closet
curtains
lamp
microwave
mirror
oven
picture
refrigerator
rug
shower
sink
sofa
stove
table
tv

Eco-friendly house materials

dirt
earth
glass
plastic bottle
sand
solar panels
wood

Household chores

clean my room
clear the table
cook dinner
do the laundry
do the dishes
dust
make the bed
put away the dishes
set the table
sweep the floor
take out the trash
walk the dog
wash the dishes

Other useful words and phrases

close your eyes
eye contact

look up
predict
smile
speak clearly
speak loudly
stand up straight

UNIT 5 – WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

Sports

do karate
play basketball
play handball
play hockey
play rugby
play soccer
play tennis
play volleyball
run
swim

Free-time activities

bowl / go bowling
camp / go camping
cycle / go cycling
dance / go dancing
do crafts
do robotics
fish / go fishing
fly a kite / go kite flying
hike / go hiking
ice skate / go ice skating
listen to music
paint
play a musical instrument
play chess
ride a bike / go bike riding
run / go running
sail / go sailing
shop / go shopping
skateboard / go skateboarding
ski / go skiing
snowboard / go snowboarding
take a walk
walk / go walking

Country names

Angola
Ethiopia
Malawi
Nigeria

South Africa
South Sudan

Other useful words and phrases

band
music
pop music
rock music
singer

UNIT 6 – YESTERDAY WAS A NICE DAY!

Seasons

winter
spring
summer
fall / autumn

Months of the year

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

Ordinal numbers

first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth

nineteenth
twentieth
twenty-first

The weather

cloudy
cold
cool
foggy
hot
rainy/raining
snowy/snowing
sunny
warm
windy

Places & life around the world

camel
desert
find water
find food
hut
hunter
mountains
raise animals
reindeer
sheep
tent

Country and region names

Kenya
Northern Africa
Western Africa
Northern Europe
Tanzania

Describing words

awesome
fun
great
really bad
terrible

Other useful words and phrases

day
trip
vacation
weekend

USEFUL GRAMMAR

Personal detail questions & answers

INFORMATION QUESTIONS	ANSWERS
What is your name? What's your name?	I am Noura. I'm Noura. My name is Noura. My name's Noura.
Where are you from?	I am from Morocco. I'm from Morocco.
How old are you?	I am 14. I'm 14. I am 14 years old. I'm 14 years old.
What grade are you in?	I'm in year 1 of middle school. I am in year 1 of middle school.

Possessives

I → my	My name is Ayoub.
you → your	What is your name?
he → his	His name is Brahim.
she → her	Her name is Mariam.

Subject contractions with "be"

I am	I'm
You are	You're
We are	We're
They are	They're
He is	He's
She is	She's
It is	It's
That is	That's

Wh- word contractions with "be"

Who is	Who's
What is	What's
When is	When's
Where is	Where's
Why is	Why's
What time is	What time's

This, That, These, Those

This	That
	
These	Those
	

Using this/that, these/those

STATEMENTS			
This	is	my	book.
		your	
		his	
		her	
These	are	my	books.
		your	
		his	
		her	

YES/NO QUESTIONS			
Is	this	my	book?
		your	
		his	
		her	
Are	these	my	books?
		your	
		his	
		her	

ANSWERS

✓ Yes, **this is** my book.

× No, **this isn't** my book.

✓ Yes, **those are** my books.

× No, **those aren't** my books.

Present simple with "be"

STATEMENTS

I	am am not	tall.
You	are	
We	are not	
They	aren't	
He	is	
She	is not	
It	isn't	

YES/NO QUESTIONS

Am	I	ok?
Are	you	
	we	
	they	
Is	he	
	she	
	it	

YES/NO ANSWERS

- ✓ Yes, I am.
 × No, I am not.
 × No, I'm not.
- ✓ Yes, you/we/they are.
 × No, you/we/they are not.
 × No, you're not/we're not/they're not.
- ✓ Yes, he/she/it is.
 × No, he/she/it is not.
 × No, he/she/it isn't.

Present simple with "have"

STATEMENTS

I	have	a brother.
You	do not have	
We	don't have	
They		
He	has	
She	does not have	
It	doesn't have	

YES/NO QUESTIONS

Do	I	have	a sister?
	you		
	we		
Does	they		
	he		
	she		
	it		

YES/NO ANSWERS

- ✓ Yes, I do.
 × No, I do not.
 × No, I don't.
- ✓ Yes, you/we/they do.
 × No, you/we/they do not.
 × No, you/we/they don't.
- ✓ Yes, he/she/it does.
 × No, he/she/it does not.
 × No, he/she/it doesn't.

Present simple for habits & routines

STATEMENTS

I	read	every day.
You	do not read	
We	don't read	
They		
He	reads	
She	does not read	
It	doesn't read	

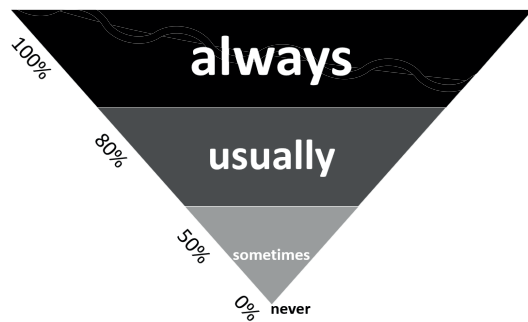
YES/NO QUESTIONS

Do	I	read	every day?
	you		
	we		
Does	they		
	he		
	she		
	it		

YES/NO ANSWERS

- ✓ Yes, I do.
 × No, I do not.
 × No, I don't.
- ✓ Yes, you/we/they do.
 × No, you/we/they do not.
 × No, you/we/they don't.
- ✓ Yes, he/she/it does.
 × No, he/she/it does not.
 × No, he/she/it doesn't.

Frequency adverbs to talk about routines



Word order with frequency adverbs

I			
You			
We	always	eat	
They	usually		lunch at school.
	sometimes		
He	never	eats	
She			
It			

Wh- questions about routines/habits

Wh-word	Use it to ask about...	Example
Who	person	Who do you like? Taylor Swift.
What	thing or action	What sports do you play? Soccer and basketball.
When	time	When do you practice? After school.
Where	place	Where do you go on weekends? To the park.
Why	reason	Why do you like me? Because you are kind.
How many	number	How many sisters do you have? Six.
What kind	type/choice	What kind of weather do you like? I like cold weather.
What time	time of day	What time does your family eat dinner? At around 8 PM.

Describing places with "there is" and "there are"

STATEMENTS			
There	is	a library	in my classroom.
	are	windows	
YES/NO QUESTIONS			
Is	there	a gym	in your school?
Are		solar panels	
ANSWERS			
✓ Yes, there is (a gym in my school). × No, there isn't (a gym in my school). ✓ Yes, there are (solar panels in my school). × No, there aren't (solar panels in my school).			

Describing possessions

STATEMENTS		
My house	is	small.
I	have	a small house.
Your garden	is	lovely.
You	have	a lovely garden.
His/Her room	is	large.
He/She/It	has	a large classroom.
YES/NO QUESTIONS		
Is	my house	small?
Do I	have	a small house?
Is	your garden	lovely?
Do you	have	a lovely garden?
Is	his/her room	large?
Does he/she	have	a large room?
ANSWERS		
Is your house small? ✓ Yes, it is . × No, it isn't . Do you have a small house? ✓ Yes, I do . × No, I don't .		

Asking "How many" questions with "be" and "have"

QUESTION WITH "HOW MANY"			
How many	rooms	does	your house have ?
How many	rooms	are	there (in your house)?
ANSWERS			
My house	has	one big room.	
There	is		
My house	has	six rooms.	
There	are	six rooms.	

Prepositions of place

on
under
above
next to
between
in
in front of
behind

Word order with prepositions of place



The cat is **on** the table.



The table is **between** the two chairs.

Showing you are the same and different

Same	Different
<i>I do the dishes every day.</i>	
Me too. So do I. I do too.	Not me. I don't.

Present continuous to talk about right now

STATEMENTS

I	am	walking the dog.
You/We/They	are	
He/She/It	is	

YES/NO QUESTIONS

Am	I	doing the dishes?
Are	you/we/they	
Is	he/she/it	

YES/NO ANSWERS

- ✓ Yes, I am.
× No, I am not.
× No, I'm not.
- ✓ Yes, you/we/they are.
× No, you/we/they are not.
× No, you/we/they aren't.
- ✓ Yes, he/she/it is.
× No, he/she/it is not.
× No, he/she/it isn't.

Wh- QUESTION

What	am	I
	are	you/we/they
	is	he/she/it

Wh- QUESTION ANSWER

I	am
You/We/They	are
He/She/It	is

Present simple to talk about likes & dislikes

STATEMENTS

I/You/We/They	like don't like	to run.
He/She/It	likes doesn't like	

QUESTIONS ABOUT LIKES

Do	I/you/we/they	like	to cook?
Does	he/she/it		

YES/NO QUESTIONS & ANSWERS

Do I/you/we/they like to do robotics?

- ✓ Yes, I/you/we/they do.
× No, I/you/we/they don't.

Does he/she/it like to run?

- ✓ Yes, he/she/it does.
× No, he/she/it doesn't.

Showing same and difference about likes

Statement	Same	Different
I like to ride a bike.	I do too. Me too. Same here.	I don't. Not me.
I don't like to swim.	I don't either. Me neither. Same here.	I do.

Can and Can't

STATEMENTS

I You/We/They He/She/It	can	play the piano.
I You/We/They He/She/It	can't	

QUESTION

Can	I/you/we/they He/she/it	fly a kite?
-----	----------------------------	-------------

ANSWERS

- ✓ Yes, I/you/we/they/he/she/it **can**.
× No, I/you/we/they/he/she/it **can't**.

Routine weather and weather right now

It	is raining is snowing	right now. now.
It	is rainy is snowy	in winter.

Past simple with verb "be"

STATEMENTS

I	was wasn't	at home yesterday.
You/We/They	were weren't	
He/She/It	was wasn't	

QUESTIONS

Was	I	late to school?
Were	you/we/ they	
Was	he/she/it	

ANSWERS

Was I late to school?

✓ Yes, I was.

× No, I wasn't.

Were you/we/they late to school?

✓ Yes, you/we/they were.

× No, you/we/they weren't.

What she/he/it late to school?

✓ Yes, he/she/it was.

× No, he/she/it wasn't.

Past simple with regular verbs

Statements

I He/She/It	played.
You We They	
I He/She/It	
You We They	did not play. didn't play.

Questions

Did	I he / she / it you / we / they	play?
-----	---------------------------------------	-------

Answers

Yes,	I he / she / it you / we / they	did. played.
------	---------------------------------------	-----------------

No,	I he / she / it you / we / they	didn't. didn't play.
-----	---------------------------------------	----------------------------

Past simple with irregular verbs

Statements

I He/She/It	went.
You We They	
I He/She/It	
You We They	did not go. didn't go.

Questions

Did	I he / she / it you / we / they	go?
-----	---------------------------------------	-----

Answers

Yes,	I he / she / it you / we / they	did. went.
No,	I he / she / it you / we / they	didn't. didn't go.

Wh- follow up questions (simple past)

Wh-word	Use it to ask about...	Example
Who	person	Who did you see there? My best friend.
What	thing or action	What did you do yesterday? I went shopping.
When	time	When did you see her? Last weekend.
Where	place	Where did you play? At the park.
Why	reason	Why didn't you like it? It was too hot.
How many	number	How many people were at the beach? About 100.
What kind	type/ choice	What kind of tea did you drink? Peppermint.
What time	time of day	What time did you get home yesterday? At about 8 PM.

Common simple past irregular verbs

base verb	simple past
be	was/were
become	became
begin	began
blow	blew
bring	brought
build	built
buy	bought
catch	caught
choose	chose
come	came
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feed	fed
feel	felt
find	found
forget	forgot
fly	flew
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hold	held
know	knew
leave	left
let	let

lose	lost
make	made
meet	met
pay	paid
put	put
ride	rode
read	read
run	ran
say	said
see	saw
send	sent
set	set
shine	shone
shoot	shot
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote