Kingdom of Morocco

Ministry of National Education
Preschool and Sports

English Spotlight 1

Teacher's Guide

Year 1 of Middle School



Graphic Design and Illustrations by: **Editions Encre Noire**
Email: editionsencrenoire@gmail.com
Printed by: **Imprimerie Beni Snassen**
Published in 2024

Teaching With English Spotlight 1

Dear teachers,

Welcome to teaching **English Spotlight 1**, the first year course for middle school English language students. This teacher's guide is designed to help you plan and teach lessons that will support your students in achieving course goals.

Throughout the **English Spotlight 1 student book**, we have tried to make your role as a teacher as easy and as engaging as possible. Each unit is clearly organized so that you can easily plan lessons that will best meet your students' needs. This teacher's guide also provides many tips that will help you work with mixed-ability and large classes, include all learners, and regularly formatively assess whole-class and individual student progress.

Having interested and motivated students also makes teaching much easier and more enjoyable. For this reason, while creating the **English Spotlight 1**, we have considered the young teenage student's perspective on learning. We have created materials that closely link to students' lives, their communities, and their interest in global culture and events.

We wish you success, and hope that your students will remain motivated and continually developing on their English language learning journey.

Best wishes,

The English Spotlight 1 Creators

KEY PRINCIPLES OF THE STUDENT BOOK & TEACHER'S GUIDE



Integrated Skills or Learning Everything Together: We believe English is something students use in real life, not just in school. This English course purposefully weaves all four skills together throughout each lesson, enabling students to better speak, understand, read, and write in English all at once. It's like giving students a superpower!



Integrated 21st Century Skills: We want students to leave their language lessons not only able to use English more effectively, but also with the skills they need to perform independently and in groups on a global scale. For this reason, English Spotlight activities are designed to help students strengthen 21st century skills such as **collaboration, problem-solving, critical and creative-thinking, communication, and life-long autonomous learning skills.** Though skills are primarily introduced implicitly (though the activities themselves), the content map of the student book references skills in each unit. Teachers can further exploit them in line with student needs/level and time available. Examples of 21st century skills integration include communication skills such as showing interest, using eye contact, showing empathy, and giving brief presentations (e.g., Unit 2, Unit 4, Unit 6), **life-long autonomous learning skills** such as setting reading goals and tracking progress (e.g., Unit 1 and Lesson 3 in each unit), self-assessment and planning ways to improve (Lesson 8 of every unit), critical- and creative-thinking skills such as

using math to find solutions (e.g., Welcome Unit and Unit 1), creating projects (tasks at the end of all units), or identifying similarities and differences using Venn diagrams and other organizing tools (e.g., Unit 2, lessons 5 and 6), and **collaboration skills** such as working in groups to complete projects and cooperating to communicate information (all units and lessons). Throughout Spotlight 1, teachers will find many opportunities for students to strengthen their 21st skills. Helping students to fully engage in activities, giving students opportunities to reflect on their levels of participation and effort, and providing chances for students to assess their skills can build awareness, confidence and ability, and prepare the way for students to transfer these skills to other life endeavors.



Games Make Students Think: Games in this book are not just for fun. They also provide students with multiple opportunities to learn together, practice new language, and recycle language they have previously learned. Games can also challenge students in positive ways. Students develop their cognitive skills as they solve puzzles and tackle the challenges games provide.



Reading for Pleasure Improves Every Skill: Global research shows that students who read at their own level (or just below their level) for 10-15 minutes a day outperform their peers in all skill areas, including grammar, vocabulary, speaking, listening, writing, spelling, and of course reading! Reading for pleasure exposes students to rich, comprehensible language that is both motivating and enjoyable. For these reasons, students will "Drop Everything and Read" (DEAR) in lesson three of every unit. They will also set at-home DEAR reading goals and track their progress throughout the year. Through DEAR, we hope students will become familiar with a wide variety of language, increase motivation to read, avoid "reading only for a test" attitudes, and have chances to discuss their ideas about a variety of topics explored through reading. We encourage teachers to follow the steps in Unit 1 to set up the DEAR program. It will make it easy for you to track students' progress and keep them motivated to read all year long.



Phonics Lessons: Many students who enter the first year of middle school are still building their reading skills in their first and other languages. The phonics lessons found at the end of the book are designed to provide students with additional foundational practice so that they can read well in English. It is recommended that teachers use these lessons at the start of the school year with students who need extra support. Teachers will find more information on planning and teaching phonics lessons in the last section of this teacher's guide.



Acting and Playing Roles Builds Fluency, Confidence, and…Empathy: Students learn best when they regularly interact with others in English. Role plays and acting out scenes they create help students retain and effectively use language. When students play different characters, studies also show that they develop greater sensitivity to others' perspectives, which strengthens their ability to work effectively in teams and get along in social situations.



Explore and Share: Adolescent learners have ideas and are eager to share them with their peers and their teachers. English Spotlight 1 is designed to give students opportunities to think about and share their perspectives on various personal and community-level, and some limited global topics. Students are asked to work in pairs and small groups in every lesson to foster greater autonomy, motivation, and sharing, and of course to increase their retention of and fluency in the language.



Help Stop Climate Change: Preparing students to be a part of solving future community and global challenges is one of the key goals of public education. Climate change is a phenomenon that is a threat to young people worldwide. Integrating climate change content across the curriculum is a proven tool that helps prepare youth with the tools and knowledge they need for the future they will face. Throughout English Spotlight 1, students will learn about simple ways to be more eco-friendly and protect the environment.



Create & Demonstrate Learning: When students have opportunities to put all their learning from English and other subject classes together to complete a meaningful task or project, they deepen their understanding of and ability to use the language effectively. In each unit, students will choose a unit task (a small project) to do. The tasks are designed so that students can put their language skills and knowledge to work and demonstrate their mastery of unit objectives. Tasks also help students develop their 21st century skills.



Students Assess their own Progress: Explicitly teaching students how to assess their own work and progress has many benefits. It promotes student understanding of their learning and provides opportunities for critical analysis of their own efforts. Ultimately, self-assessment helps students become more autonomous and confident learners. In every unit, students will be asked to think about their learning. They will assess their progress and set goals to improve. Teachers are encouraged to guide students in the process early in the year, so that students become accustomed to and hone their self-assessment and autonomous learning skills throughout the year.



All Students Can Learn when they are Included! Our teaching philosophy is deeply rooted in the belief that every student in our classrooms, regardless of their gender, ethnicity, socio-economic background, and/or physical ability, should have equitable access to a high-quality education, and equitable opportunities to participate and demonstrate their learning in the classroom. In this way, teachers can ensure that every student will have the chance to meet his or her full potential.

To be as inclusive of all students as possible, the English Spotlight 1 team grounded design in Universal Design for Learning (UDL) principles. UDL is an instructional approach that recognizes the diverse learning styles, needs, and strengths all learners have. It focuses on adapting instruction to meet diverse needs rather than categorizing students with labels. UDL emphasizes three core principles – engagement, representation, and action and expression - which also align with key principles and practices in English language teaching and learning. These three principles of UDL are described in the table below.

1



Engagement

Diverse students are motivated to learn in different ways. Using a variety of engagement strategies can help teachers accommodate a wider spectrum of learners. Engagement practices include helping students make personal connections, share previous knowledge, and set goals. Teachers can also vary the challenge levels of tasks, assign classroom roles, use real-world texts and discussion topics and, when possible, provide students with choice.

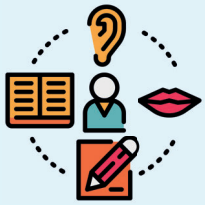
2



Representation

Students learn differently, so when teachers present information in multiple ways, they reach more learners. Some students learn best by hearing, seeing, reading and writing, or through movement. Most learn best with a combination of these things. Instruction should offer students a variety of ways to encounter and take in new information, while building on students' previous knowledge and strengths. Valuable strategies include the use of visual aids, real objects and manipulatives, and stories.

3



Action and Expression

Because students learn differently, teachers should offer a variety of ways for students to show their knowledge and skills, and to express themselves. Strategies might involve writing, speaking, drawing, movement, and peer interaction. Incorporating student choice, movement-based tasks, turn-and-talk activities, writing exercises, and "exit tickets" are also effective ways to implement this principle.

English Spotlight 1 Language Learning Goals

The language learning goals in English Spotlight 1 are aligned with the Moroccan middle school English language standards and desired exit levels for each year of middle school. These exit levels are aligned with the Common European Framework of Reference for Languages, an international standard for describing language ability.

Standards

The five standards emphasize the purposes for which students use English:

Standard 1: English language learners communicate in English for social purposes in school and in their communities.

Standard 2: English language learners communicate in English for classroom-instruction purposes within the school setting.

Standard 3: English language learners use English to learn some school subjects or general-interest content.

Standard 4: English language learners use transversal 21st century skills for learning and communication.

Standard 5: English language learners use English to learn new information and communicate about global issues, including climate change, and in the process consider Moroccan and personal values and habits, and create solutions to overcome real-world challenges.

The above standards are addressed throughout the student book in a variety of ways. All units in English Spotlight address standards 1 and 2 – using English to communicate for social or classroom-instruction purposes. Standard 3, that students use English to learn school- and general-interest subjects, is present in multiple ways. For example, in Unit 1, students use simple math language and equations to solve problems, while in Lesson 5 of each unit, students learn about culture-related topics through listening

and reading exercises (geography, social sciences). Throughout the Independent Learning Activity Book, as well, students read informational texts to learn about different animal environments (biology/earth sciences) or about climate change and efforts to combat it (sciences). Standard 4, that students use 21st century skills for learning and communication, is addressed throughout the student book. See the Key Principles section of this teacher's guide for further discussion. Standard 5 relates closely to Standard 3. However, given the impact of significant global issues, such as climate change, on communities and individuals worldwide, the curriculum aims to both implicitly and explicitly explore these issues from the start. Examples include the exploration of eco-friendly houses in Unit 4, changes in seasonal weather in Unit 6, and in various reading passages throughout the Independent Learning Activity Book.

Desired Language Learning Outcomes

The desired exit outcomes for year one of middle school emphasize the use of English language in primarily personal, informal, highly familiar contexts. In the emerging stage in year one, learners begin to generate basic language with some independence, rather than relying solely on memorized chunks. They have a very basic repertoire of mostly concrete words, simple phrases and functional language related to personal details, routine everyday situations, and familiar personally relevant topics. As emerging users of the language, students are dependent on simplified input, clear, slow speech and structured support (e.g., visuals, prompts, written models, etc.).

When **listening** at this level, learners understand short, simple descriptions, conversations, and messages. They can:

- understand common expressions used in everyday conversations spoken slowly, directly, and clearly
- understand/follow a simple, single instruction spoken in familiar words, with key words repeated
- understand the purpose of messages in which key information is repeated
- understand and non-verbally communicate the main ideas of simple stories in which key information is explicitly stated and repeated (e.g., sequence pictures)
- in a conversation, follow slow, clearly articulated speech, with pausing and regular repetition by the interlocutor
- with the support of visual cues, understand short informational texts (e.g., an audio message) related to the highly familiar and personally relevant
- retrieve the main ideas of spoken stories when supported with images that convey the majority of key meanings, or when the story is very short and related to highly-familiar topic
- understand simple direct questions (e.g., Yes/No and Wh-questions) on familiar topics by verbally responding with a few words or selecting the appropriate visual cues

When **speaking** at this level, learners use individual words and simple statements to convey concrete ideas. They begin to say what they like/dislike and give some descriptions. They can:

- say common words related to personally relevant, familiar categories such as school, family, colors, activities, and home
- communicate meaning using simple phrases, simple sentence patterns (SVO) and fixed expressions, with frequent errors (e.g., The man is tall. There are two books on the table.)
- describe people, places, and possessions in simple terms
- interact in a simple way provided the other speaker talks slowly, repeats or paraphrases as necessary and helps them to formulate what they want to say (e.g., with gestures, restating, providing key words)
- pronounce common words and phrases clearly but slowly and with some hesitation

- use some word stress, intonation, rhythm though not with consistency
- when interacting, show interest with the use of eye contact and a very limited range of adjectives and rejoinders
- use a limited range of simple strategies to cope with communication breakdown (e.g., repeat words heard, ask for repetition)

When **reading**, emerging learners understand short descriptions and can find information in signs, messages, and simple short stories and informational texts. They can:

- understand common words and social expressions with visual support (e.g., play a game, go to the park, work with a partner)
- understand non-linear texts with limited visual support (e.g., class supplies list on school noticeboard, sign with name of a room in a school)
- use simple reading strategies to identify the gist in simple texts with ample visual support
- comprehend simple descriptions of habits and immediate events (e.g., He plays tennis.; She is brushing her teeth.), when given visual support
- identify significant details when the context is highly familiar and the text does not present competing information,
- comprehend and re-tell in a non-verbal way (e.g., sequence pictures) a simple, straight-forward story that has some visual support
- recognize relationships among words and phrases within familiar categories (e.g., places- store, park, museum; food-couscous, pizza)
- communicate an attitudinal response to stories (e.g., like, dislike by circling faces)

Important note about early reading skills: The curriculum assumes that students enter year one of middle school with reading skills that they have developed when learning their first and other languages in primary school. Despite the many skills students bring to language learning, a high percentage still require reinforcement to efficiently transition to reading in English. Spotlight 1's Phonics Annex is designed to help students become more comfortable reading from left to right, decoding (sounding out) and encoding (writing) letter and letter combinations and listening to and identifying words that are similarly spelled. The addendum also introduces short decodable stories, giving students opportunities to read aloud with fluency, and to demonstrate comprehension of main events in the stories. Public schools generally dedicate the first several weeks of the school year to diagnostics, review and remediation. **It is highly recommended that teachers use this precious time to complete the phonics lessons with students.** Using this review period to good effect will strengthen students' foundational skills, and better position them to fully engage with and participate in English Spotlight 1 content and activities.

When **writing**, emerging learners use individual words, formulaic/memorized expressions, and simple statements to convey concrete ideas. They begin to give some simple descriptions:

- use basic punctuation and capitalization conventions (e.g. periods, question marks, contractions; capitalization at start of sentences, place/people names)
- independently write phrases, simple isolated sentences, and short simple texts on familiar topics when provided some visual or one-word cues (about 25-50 words)
- write short, connected texts when provided structured supports (visual cues, bulleted chronological cues, etc.) about familiar topics (about 25-50 words).
- consistently use basic structures in one-clause sentences (SVO) with some omission or reduction of elements (e.g. third person singular "s")

STUDENT BOOK OVERVIEW

English Spotlight 1 opens with a two- to three-hour "Welcome to English!" mini-unit designed to help students demonstrate language they already know and to use basic expressions (greetings, for example). These lessons also help teachers assess what students already know and how to best help them achieve year two English outcomes.

The Welcome to English lessons are followed by six units. Each of the six units is designed around a theme. The theme is explored across eight lessons. Most lessons require one to two class sessions to complete.

How a Unit is Structured	
Lesson	**Focus**
1-2	**New Content & Skills** Students learn new vocabulary related to the lesson topic, grammar, listening and speaking, reading and writing, and 21st century skills.
3	**Drop Everything and Read** In this lesson, students read a story and respond to it in multiple ways. The aim is for students to enjoy reading for pleasure and to practice reading for comprehension of main ideas and messages (without having to understand every word or grammar point in the text). Extension activities therefore focus on broad comprehension and linking ideas for the story to students' own lives.
4	**New Content & Skills**
5	**Global Citizenship and Fun Review** In this lesson, students learn and practice skills that will help them become active global citizens ready to face future challenges. They then play games and do activities to review and recycle language learned in previous lessons.
6-7	**New Content & Skills**
8	**Unit Test, Task, and Self-assessment** Each unit ends with a short test of about 15 or 20 minutes, designed to assess students' progress in mastering unit objectives. This lesson also presents unit tasks from which students can choose to demonstrate the English language learning. We recommend that teachers present these tasks **at the start** of each unit, so that students are ready to present their work to the class in lesson 8. Each unit also ends with a chance for students to assess their progress and set goals to improve skills not fully achieved during the unit.

Each lesson has a clear topic and objectives. Activities are sequenced so that students hear and read new language in context in multiple situations before diving into grammar rules. Following controlled practice with structures, students again use both vocabulary and grammar in speaking and writing. At the end of each lesson, students put what they have learned into a more personalized activity to develop fluency and to allow both students and teachers to assess learning.

Teaching a Unit of English Spotlight 1

Unit Opening – Spotlight: The start of each unit begins with a Spotlight. The Spotlight features an interesting image and story that presents in context the language students will learn. Before beginning the unit, the teacher and students can describe the images, name as many things as they can, and make guesses about what they will read or hear. Students will also have a chance to read and/or listen to the story and answer a question that helps them focus on the topic. A simple opinion question helps lead students into the topic.

Vocabulary: Lessons often begin with a focus on vocabulary, which students will use in both speaking and writing throughout the lesson. Vocabulary items are presented with pictures to aid student understanding

and boost interest. Students will have chances both to listen to and repeat the words and phrases so that they become more comfortable pronouncing and using new words. It is through these brief listening and repetition activities that students hone word-level pronunciation skills.

Following the presentation of vocabulary, students do brief personalization tasks. For example, they may be asked to have a short conversation, using their own information. Or they may be asked to tick (✓)

activities they most like, and to share their answers with a partner. These purposefully short activities help students immediately connect words they are learning to their own lives and put vocabulary to use It is important to "pepper" such activities throughout your lessons so that students get ample practice opportunities.

Reading and Listening: Following the opening vocabulary presentation in each lesson, students have the chance to listen to or read the vocabulary used in context. Structures that students will use are also presented in reading and listening passages. Listening and reading tasks are followed by short comprehension activities which focus students on identifying both main ideas and details.

Grammar in Context: Grammar is presented explicitly, after students have been exposed to it in context. Following explicit grammar instruction, students do controlled practice in writing and speaking. Every grammar-in-context section ends with a use activity, in which students use the vocabulary and grammatical structures learned in the lesson, as well as other language they know. Grammar is recycled throughout the textbook, and students will have many opportunities to improve their accuracy. For this reason, it is not recommended that teachers dwell on grammar instruction in any one lesson. With extensive exposure and regular review and recycling, you and the students will notice improvement in accuracy over time.

Interactive Speaking & Presenting: The student book features multiple opportunities for students to build their speaking confidence and fluency. All vocabulary sections let students listen to and repeat the pronunciation of new words and phrases. Quick interactive activities and games provide students with controlled speaking practice. Use activities at the end of lessons help students use all the language they know in conversations and short presentations (talks). This approach motivates students to use English for communication (not just to get a grade in class) and builds greater confidence and fluency.

Writing: Writing activities flow from the topic of the lesson. This approach helps students generate new ideas and ensures that learners use new grammatical structures and vocabulary needed to communicate effectively. Writing tasks are purposefully short at this level but remain psychologically authentic so that students are motivated to communicate various messages. Early in the course, students may be asked to write individual sentences, short text messages, or simple lists. As students make progress, they will be asked to write a series of connected sentences (a very short paragraph) about the topic. Reading activities that precede writing tasks serve as models for students.

Planning an English Spotlight 1 Integrated Skills Lesson

What are Integrated Skills?

"Integrated skills" refers to the intentional combination of core language skills like speaking, writing, listening and reading in lessons based around one topic.

The goal of teaching with integrated skills is to strengthen students' overall English language communication and other 21st-century skills through continued practice, while focusing on a topic that interests them.

Throughout an integrated skills lesson, reading, writing, speaking, listening, vocabulary, and grammar interact and reinforce each other. An integrated skills lesson plan does not, therefore, focus on only one skill. Rather, an integrated lesson plan reinforces learning by basing the lesson around a topic that targets a variety of skill areas.

What is the logic behind an integrated skills lesson?

Integrated skills lessons guide students towards using language in meaningful ways. They also help students to continually practice and link new language to their own lives. Activities build upon one another, recycling language through practice of different skills. An integrated skills lesson ends with students using the language productively and meaningfully.

For example:

The aim of Unit 1, Lesson 1 is for students to be able to…




In a role play, greet someone, ask and answer simple Wh- questions about name, country, and age, and say goodbye

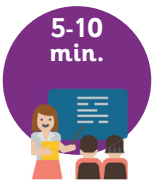
To achieve this aim…

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



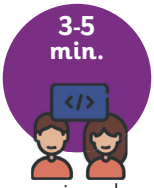


Students **encounter** and **identify** familiar countries on a map. They **listen and repeat** the names of countries to help them remember and to get comfortable with the **pronunciation**.



whole class

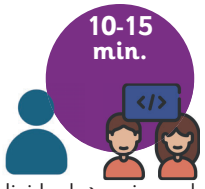
Then, in a five-minute **pair activity**, students **play a guessing game** to help them remember how to say country names. This kind of closed pair/small-group activity also gives **all students** in the class many chances to practice while also fostering **interest, peer cooperation, and motivation.**



pairwork



Students then **read** a Global Friends Board (a website) on which students introduce themselves. Here, **country names** are **recycled**. Students identify the countries people are from. Following individual work, students check their answers together to reenforce learning and to foster peer cooperation.



individual → pair work

F. Grammar in Context

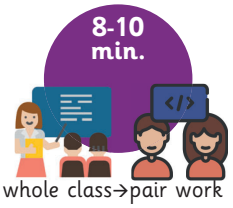
Read the sentences.

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.

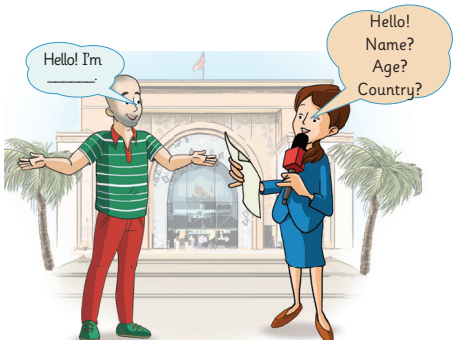
G. Unscramble the Questions and Answers

1. name / what / your / is / ? _____
2. is / my / Mahmoud / name / . _____
3. are / from / where / you / ? _____
4. from / Morocco / I'm / . _____

Next, students learn **grammar in context**. They learn the Wh- questions for name, country and age. Then they **complete a sentence scramble** practice question formation. There is also a dialog gap-fill activity between a famous person, Yassine Bono, and a friend. Teachers do not need to dwell on grammar for a long time here. Students will see the questions many times and build comfort and accuracy over time.

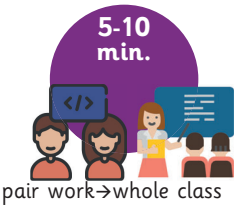


whole class→pair work
may also include individual work



inally, equipped with key vocabulary and questions, students **participate in a short role play.** The previous activity serves as a model. One student is a famous person and the other is a reporter who interviews him/her, asking for the person's name, country, and age.

After practicing the role-play in pairs, a few pairs show their role play to the whole class.



pair work→whole class



In the last few minutes of the lesson, teachers and students can assess the lesson and student learning. The teacher may ask a variety of questions to assess the lesson and/or student learning. Some examples include:

- Show me how well you spoke English today. 5 fingers is GREAT. (Students hold up fingers)
- What country are you from? How old are you?
- What did you learn today?



Alternatively, the teacher can opt for an exit ticket to assess learning at the end of a lesson. An exit ticket generally involves the teacher asking students one question as they prepare to leave class. When the student answers, he or she can depart. For example, the teacher can:

- Show a flag of a country and the student says the country name
- Give an answer, and the student asks a question (Teacher: 14; Student: How old are you?)
- Ask a question from the lesson (What's your name? How old are you? Where are you from?) and the student has to answer.
- For a whole class exit ticket, the teacher may show a picture of a flag and say, "Morocco." If the country matches the flag, all students give a thumbs up. If it is false, students give a thumbs down.

Are there any tools that can help me when planning lessons?

When planning integrated-skills lessons, there are a number of tools that can help you. In this section, you will find a **guide to integrated skills lesson stages**. It explains what each stage of the lesson involves and outlines the roles of teachers and students during each stage. Following that, you will find a **lesson planning template** that you may wish to use. Remember when planning lessons that it is important to first **set your lesson objective** – what students will do at the end of the class, using what language and skills, and in what situation/activity. Then you can easily stage activities to help students reach the objective, using the materials in the book and this teacher's guide to help you!

Tip for Using the Teacher's Guide

Do you sometimes wonder how to explain an activity or teaching point in a simple way to beginning students? This guide provides examples of what the teacher can say for each activity in the student book. These examples are **highlighted in red** throughout the guide.

Guide to Integrated Skills Lesson Stages & Teacher and Student Roles

Lesson Stage		What the teacher does	What the students do
Warm-up & Present (10-15 min.)	Students Warm-up for English and Encounter and Clarify Language/Skills: Students play a game or do a quick pair discussion to review language/warm-up to "think in English" again. They see or hear new language or discover a new skill. They realize what they already know, and what they don't know. Students distinguish the meaning, and use of the new knowledge or skill; they distinguish components of it or how to do it. They ask questions and make connections to their personal experience.	Elicits vocabulary and key language with images and audio • Leads choral repetition • Asks concept checking questions • Asks simple questions that help students link new language to personal lives	• Say, label, point to words/ language they know • Chorally repeat new language • Ask and answer questions in the whole group (sometimes in brief pair exchanges) • Quick closed-pair exchanges to use the new language/ skill
Practice (20-30 min.)	Students Remember and internalize language and skills: Through a variety of activities (controlled to free; individual, closed pair, and closed small-group), students have opportunities to move the knowledge or skill from short-term to long-term memory. They begin to personalize it and use it in different contexts. For example, students may identify key vocabulary in a listening or in a reading. They connect new information mentally to prior experiences with images, sounds, and feelings.	• Models instructions for tasks (provides speaking frames/visuals to support activities) • Monitors that students are on task • Monitors pairs/small groups and corrects errors when needed/ provides feedback • Ask a few pairs/small groups to share answers to wrap up tasks • Ask students to change pairs/groups and do tasks again, even better	Through games, dialogs, gap-fill tasks, listening, reading and writing tasks, students practice and demonstrate learning. They • Read, listen, and write individually, and share/ check answers with closed pairs/small groups • Speak in closed pairs and small groups • Share answers/role plays with whole group or in closed groups • When teacher monitors pair or group, ask questions when needed

Use (10-20 min.)	Students Fluently use language and skills: They use the new language, as well as prior language and skills, to communicate their ideas. Students work toward using the language or skill spontaneously and with fluency/ flexibility in different situations and contexts. Use tasks can focus on speaking or writing.	• Models instructions for tasks (provides speaking frames/visuals to support activities) • Monitors that students are on task • Monitors to assess how well class as a whole and individual students are using language	Through role plays, discussions, poster/story creation, information gaps, and writing tasks, they: • Use target language/skills as well as prior language/ skills learned • Speak spontaneously (without reading script) in closed pairs and small groups • Give short presentations/ talks to small groups and/ or whole class
Assess & Assign HW (5-10 min.)	Students notice/articulate what they learned and how well they can do it: They answer exit-ticket questions, use gestures/numbers to signify their confidence with the new material, say what they want to practice more, what they liked in the lesson and why.	Assesses and helps students assess their own progress. • Feedback questions • Exit tickets	• Answer brief questions about what they learned and liked in the lesson • Use gestures (hand signals, numbers) to rate their own confidence. • Say what they did well/ want to practice more • Say what they liked and why

English Spotlight Lesson Plan Template

Teacher name: Class start/end time: Number Ss:

Unit/Lesson #:

Objective:

LESSON OBJECTIVE FORMAT & EXAMPLES

Format for objectives: Students use (**language/skills**) to (**communicative task**) by doing (**class activity**).

Examples:

- Students use a greeting, handshake, eye contact and Wh-questions to meet and learn about a new person through a party- mingle simulation.
- Students will be able to scan a reading for specific information (countries and ages) by looking for capital letters and numbers and fill in the missing information in a graphic organizer.

Time period	Stage & Activity	Dynamic* T, T-S, T-SSS, S, S-S	Materials

* Dynamic: T=Teacher talking to all students; T-S=Teacher interacting with one student; T-SSS = Teacher engaging will many students in a whole-class format; S=One student talking to/in front of class OR working individually; S-S = Students working in closed pairs or small groups (closed pair = all pairs working at the same time, while the teacher monitors)

Assessment and Project Tasks

Assessment is integral to the curriculum and a cornerstone of the English Spotlight series. Through interactive formative assessment in each lesson, assessing and providing feedback on unit tasks (mini projects), engaging students in end-of-unit self-assessment, and conducting end-of-unit tests to track student progress, students and teachers will be able to identify areas of strength and weakness, and teachers will be able to provide timely additional support as needed.

Interactive Formative Assessment

Interactive formative assessment is consistently implemented during lesson delivery and task completion. It focuses on the teaching and learning process; it assess student learning as it happens. In this way, teachers can identify student weaknesses and provide feedback to help them achieve learning outcomes. It also helps students assess their progress and become self-directed learners. Interactive formative assessment also helps teachers to teachers make adjustments to their instructional practice to better support student learning.

Activities throughout the English Spotlight series provide consistent opportunities for formative assessment. For example, when students work in pairs to complete a task, teachers can monitor to determine how well they are demonstrating lesson objectives. Or when students write short paragraphs and messages, teachers can assess their work to identify areas of strength and areas on which to focus in future lessons. You will find a number of strategies throughout this teacher's guide. Examples include:



Pair- and small-group tasks: While students use language being learned to complete a task, teachers monitor and provide individualized feedback to students. Teachers may also note clarifications to make for the whole class, and devise additional practice tasks to help students master the targeted language/skill.



Drawing, role plays, gestures (charades), songs, and chants: Provide activities in which students can practice and demonstrate learning in a variety of ways. This variety not only engages diverse learners, it also provide sopportunities for teachers to assess student understanding.



Portfolios: Ask students to keep a notebook or folder of their best writing, unit tasks, and DEAR@Home progress. Students and the teacher can see growth over time.



Finger ratings: Make a statement and have all students show you their fingers simultaneously to give a rating. For feedback on the lesson, you might say, "Today's lesson topic." Students show 1-5 fingers (1 means not interesting and 5 means very interesting). For feedback on good learning habits, you may say, "I used English in the pair work activity" (1 means not at all and 5 means all of the lesson).



Self-assessment rubrics: Using a simple rubric (two to three items is fine), have students assess their performance during a task. For example, they may rate how well they used eye contact, whether or not they asked two follow-up questions, and so on.



One word responses: Ask simple questions that require only a one-word or one-phrase response to check student understanding. Ask all students to write the vocabulary word or one word about how they feel about the day's lesson on the board as they leave the classroom. When possible, follow up with simple "Wh-" questions - Why did you like it? What was difficult? – to better understand students' experiences.

These and other strategies you'll find throughout the teacher's guide not only help develop essential soft skills such as communication, collaboration, and critical thinking but also model for students positive attitudes towards learning. In the final minutes of each lesson, teachers and students jointly evaluate lesson outcomes and achievements. Teachers pose diverse questions aligned with lesson objectives, enabling reflection on both the lesson/strategies the teacher used and language learned, thereby facilitating changes for both teachers and students to make adjustments to their practices.

The Unit Test & Devising Summative Tests

The Unit Test: At the end of each unit, the Unit Test assesses listening, grammar, vocabulary, and reading skills. Listening skills are integrated as a key component of language proficiency assessment. Including

listening in assessments is essential for preparing students for real-world communication, improving their ability to comprehend spoken language across different contexts, and exposing them to various test formats and items. Teachers may choose to use the sample test for formative assessment, encourage peer correction and collaboration, and respond to students who need extra assistance. Accommodating these assessments for students with disabilities involves adjustments like converting open-ended questions to multiple-choice formats and allowing extra time to complete the test.

Summative Tests: It is advisable for teachers to design their own summative assessments. These assessments, created by the teacher, play a crucial role in determining students' progress and mastery of the material. It is recommended that these assessments follow the sample test model outlined in Lesson 8 of each unit to ensure consistency and reliability in evaluating student performance, and to uphold academic integrity. Summative tests should include listening, vocabulary and grammar, and reading components. If possible, a writing component is also recommended. Given the high demand for listening skills in today's global job market, inclusion of listening in summative tests is of particular importance as it will ensure that students are better prepared for real-world communication.

The Unit Task (or mini-project)

Each unit's Lesson **8** introduces project work, known in English Spotlight 1 as the Unit Task. This extended assignment requires students to work over a period of time to develop their project. Teachers may have students work at home on projects, but providing dedicated class time is also recommended to ensure that all students, no matter what their home situations may be, have the support and guidance they need to succeed.

The unit task emphasizes the "principle of choice," offering students at least three options to align tasks with their interests and preferred ways of demonstrating learning. This choice empowers students, enhancing their engagement and motivation. Teachers play a crucial role in guiding students through the project work, particularly those who may face challenges. They assist in task selection, provide continuous support, and monitor progress throughout the project's development. Each unit provides clear guidelines to assist teachers in preparing students for project work. These guidelines include steps to engage students, help them choose projects they are passionate about, and support them in developing and presenting their work.

Teachers can use the rubrics provided in the task descriptions to assess student performance and provide feedback. This structured approach ensures that all students, regardless of their proficiency level, can successfully complete their projects, receive valuable feedback from teachers and peers, and derive maximum benefit from the learning experience.

End-of-unit Self Assessment

At the end of each unit, ideally after presenting their projects and completing the unit test, students complete a self-assessment by filling in a graph or a simple checklist. Self-assessment encourages students to reflect on their learning, analyze their progress, identify areas for improvement, and set goals. The process of self-assessment fosters critical thinking, self-regulation, and metacognition, skills students need to develop to become autonomous, self-directed learners. Self-assessment graphs and checklists, when completed, also assist teachers in providing remedial support and differentiation. Varying approaches to differentiation are crucial to meet diverse learning needs, with Universal Design for Learning (UDL) principles ensuring equal opportunities for all students to succeed.

Assessment for Better Learning

By consistently incorporating interactive formative assessment and summative assessments, the English Spotlight curriculum ensures a balanced approach to evaluating and responding effectively to student performance. Interactive assessment fosters active engagement in the classroom from both teachers and students, avoiding the limitations of one-way lecturing and limited feedback. Summative tests provide a measure of students' knowledge and skills at specific points throughout the academic year. This combination prepares students not only for academic success but also for future challenges in their personal and professional lives.

Contents

Welcome to English page 22	Introduce yourself ⌘ Ask how others are		
	Topics & Functions	**Vocabulary**	**Grammar**
Unit 1 *Hello, nice to meet you!* page 34	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 2 *This is our school!* page 68	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 *Tell me about your day!* page 96	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
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.			

⌘ 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 Writing about self and others, describe family members, etc 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. **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.		
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
Collaboraion: 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.		

Unit 4 *Come to my house!* **page 126**	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
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.			
Unit 5 *What do you like to do in your free time?* **page 157**	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 *Yesterday was a nice day!* **page 192**	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-word 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.			

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.		
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.		

Welcome to English!

Unit Overview

Note: This introductory unit is designed to help students (and you!) feel comfortable using English in class. In an English-rich environment - a classroom where English is the language of instruction and the teacher and students interact in English as much as possible - learners make faster progress and gain confidence to communicate.

Theme This unit gives a basic introduction to common words and phrases for everyday English and for use in the classroom.

Learning Objectives Students will ...

- use friendly greetings and introduce themselves
- follow basic classroom directions: Listen, Look, Write, Draw, Open your book, Sit down.
- identify and write alphabet letters
- identify and use numbers 1-10
- identify and use the days of the week

Lesson 1: Hello!
Greetings/Meeting People/Classroom Language

- Greetings: Hello, Hi
- Meeting people: My name is..., I'm..., Nice to meet you, (too).
- Classroom language: Listen, Look, Write, Draw, Speak/Talk, Point, Open/close your book, Stand up, Sit down
- Alphabet letters

Lesson 2: Hi! How are you?
Friendly Greetings/Numbers/Days of the Week

- Friendly greetings: Hi! Hello! How are you? I'm fine (thanks). How about you?
- Numbers 1 to 10
- Days of the week

Lesson 1 Hello!

Objectives

Students will...

- use language to greet and meet new people
- follow basic classroom directions
- identify and write alphabet letters

Note: Red text below is teacher

Warm up

- To start the class with a positive tone, begin by greeting the class in English. Stand at the front of the room, smile and wave and say, Hello! in a friendly voice. Repeat, Hello!, then gesture (hold a hand up to your ear) and wait for students to say "Hello!" back to you. Repeat until the whole class responds chorally. Then say, Welcome to English!
- Walk around the room, stopping at individual students' desks, saying, "Hello." and having them respond.

A. Look and listen



1. Look at the photo. Listen.

2. Listen again and tick (✓) what you hear.

- Point out the photo. Give students a moment to think silently about who the people are (students, friends) and imagine what they are saying.
- Read the directions aloud. Ask students to pay attention how they give their names.
- Play the audio.
- Read the direction aloud. Model "tick" by writing a tick (✓) on the board.
- Complete the first item with the class. Play just the first line, then stop the audio. Have students tick the phrase they heard. Then ask, Did you hear, "Hi, I'm Liz?" or "Hello, I'm Liz." (Hi, I'm Liz.)
- Play the rest of the audio. Have students compare answers with a partner.
- Review the correct answers with the class.

3. Listen and repeat.

- Play the audio again. Pause after each line for students to repeat.
- Play the whole audio and have students repeat. To build fluency, play it a few more times and have students try to mimic the speakers' pace and intonation.

B. Practice speaking



- Point out the photo and read the speech bubbles aloud.
- Model the task: Ask a student to stand. Introduce yourself to the student.

  Hi, I'm Mr./Mrs./Miss _____. Point to the speech bubble and prompt the student to respond with "Hello, I'm ___." Complete the conversation and ask the student to sit.
- Assign partners and have students practice the conversation in pairs. (See Tip below.)
- Walk around to monitor students, providing support as needed.
- Ask for 2-3 volunteer pairs to perform the dialogue for the class.

Teaching Tip: Dialogue Practice

- For dialogue practice, always model the task with a student first. Before students begin pair practice, assign a number of times for them to practice the conversation. Then have them switch roles, so both partners have a chance to practice all of the language.
- For extra practice and classroom community building, have students change partners one or two times.
- Ensure boys and girls practice speaking in pairs and in front of the whole class with equal frequency.

Extension of Learning Idea:

- Have students look again at the photo. Instruct students to observe that the two students (Liz and Driss) are shaking hands. You can note that they sometimes do shake hands or fist bump, but not always. Contrast this with the way Moroccans typically greet someone they meet for the first time.
- Have students practice the dialogue again including a handshake.

Classroom Language

A. Look, Listen and Act



- Have students stand. Say, **Do what I do**. Make several gestures, (for example, nod your head, jump, put both hands in the air) and prompt students to do the same.
- Now add words with gestures – stand up, sit down, look, speak/talk, read, write, point, listen, draw, match. Say and do the word. Students follow. Mix up the words, go fast, slowly, etc., to create a fun lively atmosphere where students become familiar with the commands.
- Write the following words on the board: listen, look, talk, speak, write, draw, match, point, read. Say each word and have students repeat. Say, **You will do these things a lot in English class.**

- Say, **Let's practice these words.** Point to each word on the board one at a time. Say the word aloud and act it out. For example, for write, hold a pencil and act out writing on a piece of paper. For listen, hold your hand to your ear as if you are listening.
- Prompt students to repeat the words and mimic your gestures, practicing in the whole group and in pairs.
- Have students sit. To check understanding, perform the actions one by one. Ask students to raise their hands to identify the correct word on the board. Or, ask students to stand again, call out a word, and have them act it out.
- For extra practice have students try acting out the words on the board in pairs.

Extension of Learning Idea:

- **Option 1:** divide the class into two teams. Call on one student from each team. Act out one of the words on the board. The first student to say the correct word earns a point for their team.
- **Option 2:** provide students one minute to draw on paper a picture of one of the verbs listed on the board (for example, someone reading). Have students walk around the room sharing pictures, and guessing what image their partner has drawn by speaking that word aloud.

B. Write



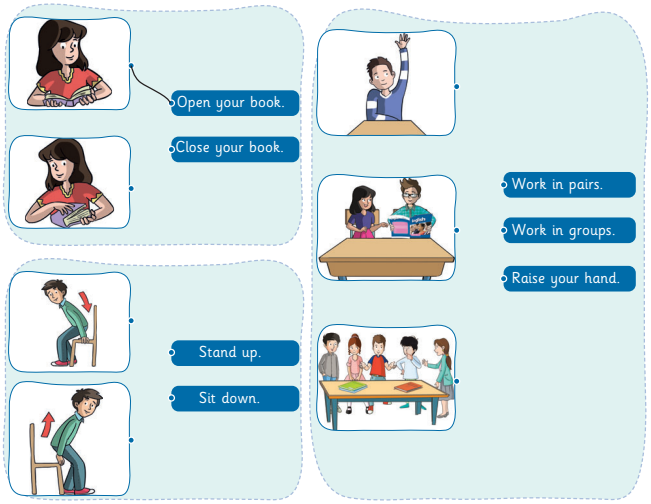
1 draw 2 _____ 3 _____ 4 _____

- Read the directions aloud.
- Call on different students to read the words aloud, including boys, girls, and those sitting in the back of the room.
- Ask students to look at the pictures and think about what each picture shows.
- Give students time to complete the task individually. Then have them compare answers with a partner.
- Review the answers with the class.

Teaching TIP: Pair Check

- When students complete an exercise, have them compare their answers with a partner before checking answers with the whole class. This encourages peer-to-peer learning.
- Encourage high-performing students to mentor their peers who struggle to learn, as an inclusive education strategy.

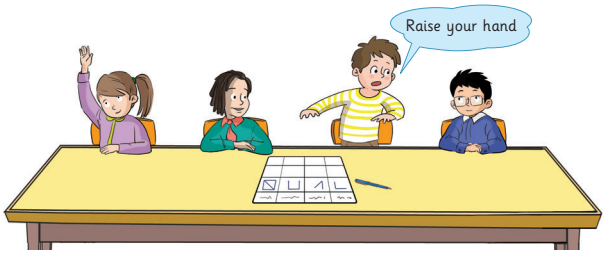
C. Match



- Read the directions aloud.
- Say, **Look at the pictures. Look at me and listen.**
- Demonstrate the meaning of the vocabulary. Hold up a book. As you open it, say "Open your book." Then close it and say, "Close your book."
- Point out the line from the picture to the phrase "Open your book."

- Say, **Now look at me, listen and match.** Say and act out, Stand up. Have students match the items. Then check with a partner. Walk around and monitor. Offer help as needed.
- Say and act out, **Sit down.** Have students match the items.
- Continue with the remaining vocabulary items.
- Reinforce understanding by reading aloud the target phrases and having students perform the actions.

D. Speaking Game



- Read the directions aloud.
- Call on 2 or 3 students to model the task with you. Say, Look at me and say the word. Act out one of the classroom language items and have students raise their hand to identify the correct answer. Explain that the first person who answers first gets a point.
- Remind students that they can act out language from both Exercises 2 and 3.
- Put students into groups of 3-5. Have them choose a group member to go first. Remind students to keep score.
- Walk around and monitor the groups.
- To conclude, ask each team to report out the winner.

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.

- Point to the song lyrics and say, **These are the alphabet letters. We use the alphabet to read and write in English.**
- Read each line of the song and have students repeat.
- Say, **Listen to the alphabet song.** Play the song and have students just listen. Then play it again and have students sing along.
- To extend the practice, put students in pairs and have them take turns reading the song aloud.

B. Write Letters

- It will be helpful to distribute or display an alphabet chart with both upper-case and lower-case letters for student's reference.
- Read the directions aloud. Model the task on the board. Write: A ___ C ___. Ask, **What letter is next? What is after C?** Write the letters as students say them.

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



Secret Message

H
(1) ___ (2) ___ (3) ___ (3) ___ (4) ___

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

- Complete the second row of the chart with the class. Model referencing the poster in order to find the next letter in the sequence.
- Have students work individually to complete the rest of the chart. Monitor their work and help as needed.
- Pair students to compare answers and take turns reading each line of the chart aloud.
- Have pairs complete the secret message. You can make it fun by having them race. Say, **Write the secret message quickly. When you finish, raise your hand.**
- Ask students to whisper the message in their partner's ear.

C. Practice Listening and Speaking

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.		

- Read the directions aloud.
- Give students time to choose and write any five letters in the left column, labeled "My Letters."
- Model the task with a student. Have them tell you the first letter in their chart, and model writing it in the chart.
- Pair students. Say, **Listen to your partner. Write the letters you hear.**
- Monitor the pair work and support students as needed.
- Have students show each other their charts to check their answers, marking correct answers in the X column and incorrect answers in the ✓ column.
- To conclude, call on students who have not yet spoken to read their letters aloud.

Lesson 2 Hi! How are you?

Objectives

Students will...

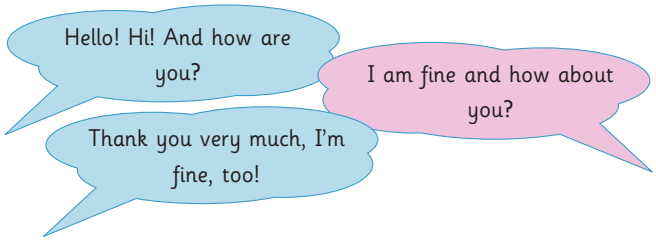
- use friendly greetings
- identify and use numbers 1-10
- identify and use the days of the week

Note: The red texts below are the teacher's script.

Warm up

Have the class sing the ABC song together to review, warm up, and prepare for learning English.

A. Do the Hello Chant

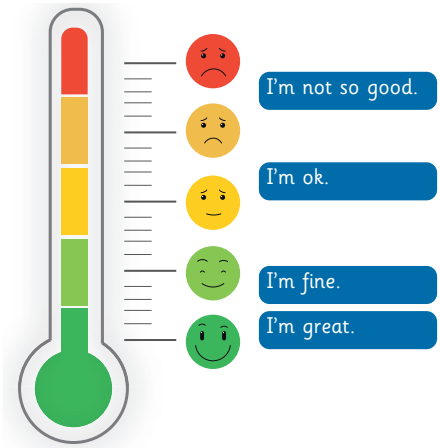


- Read the title of Lesson 2 aloud. Say, **Hi! How are you?** Then gesture for the class to repeat chorally. Respond by saying, **I am fine. Thank you!**
- Demonstrate the chant. Say the whole chant, paying attention to the rhythm.
- Say, **Now listen and repeat.** Say each line of the chant and have students repeat.
- Sing the chant 3 times as a whole class. Then divide the class in half and have each group repeat one part of the conversation. Then switch the roles.
- Pair students to practice the chant. Monitor their pair work and support as needed.
- To conclude, call on pairs to perform the chant for the class. Ensure boys, girls, and children with disabilities participate equally.

Teaching TIP: The Rhythm of English

When leading a chant, clap your hands and encourage students to clap or tap on desks to help them practice the natural rhythm of English. Alternatives can include having them stomp their feet, tap their pens on their desks, and so on. This is a UDL strategy that helps students to learn in different ways!

B. Look and listen

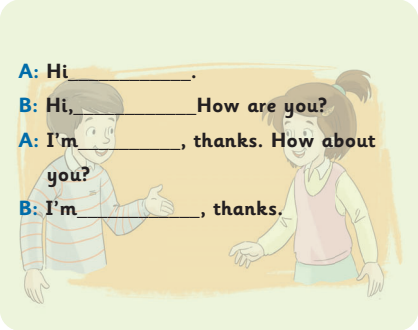


- Read the directions aloud. **How are you? Look at the pictures. Listen, point, and repeat.**
- Read the phrases aloud one at a time (I'm not so good, I'm ok, I'm fine, and I'm great), then have students repeat.
- To practice, draw one of the faces on the board / / and ask a student, **How are you?** Gesture for the student to respond with one of the phrases from the book. Change the face on the board, and continue with several more students.
- Put students in groups of 3 or 4 to practice asking "How are you?" and responding with different phrases.

Teaching Tip: Facial Expression and Body Language

Encourage students to use their faces and bodies to express the different ways of responding to "How are you?" This can help them remember the phrases and make the activity more engaging.

C. Practice speaking



- Read the directions aloud.
- Model the conversation with a student. Clarify that they should say their names in the first two blanks.
- Pair students to practice the conversation three times. Then have them switch roles.
- To extend the practice, have students change partners and practice the conversation again.

D. Write



- Read the directions aloud.
- Give students time to complete the text messages.
- Pair students to compare their answers.
- Have students practice reading their text messages with each other.

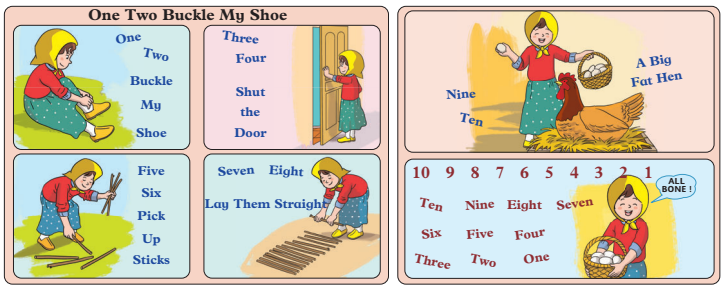
Numbers

Teaching Tip: Find out What Students Know

It's a good idea to find out what students already know before teaching a new concept or vocabulary set. Some students may know numbers in English beyond 10.

Perform a quick pre-assessment with numbers: Write numbers 1, 2, 3, 4, 5 on the board. Say, **Let's take turns saying the numbers in English.** Point to number 1 on the board and say: "**One**". Gesture for the class to say "Two" chorally. Continue taking turns counting and note how far and how many students can continue counting.

A. Sing the numbers song



- On the board, write the numbers from 1 to 10. Point to and say each number, then say, "These are numbers".
- Point to the song lyrics and say: "This is a song about numbers."
- Read each line of the song and have students repeat.

- Say: "Listen to the song." Play the audio and have students just listen. Then play it again and have students sing along.
- To extend the practice, put students in pairs and have them take turns reading the song aloud.

B. Write

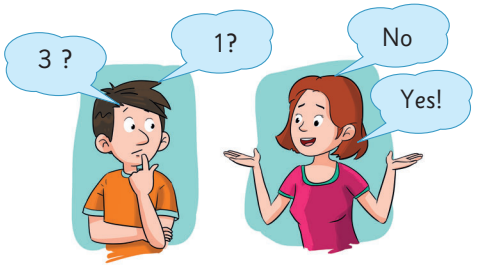
nine four two five six ~~one~~ seven three eight ten

1 2 3 4 5 6 7 8 9 10

one _____ _____ _____ _____ _____ _____ _____ _____ _____

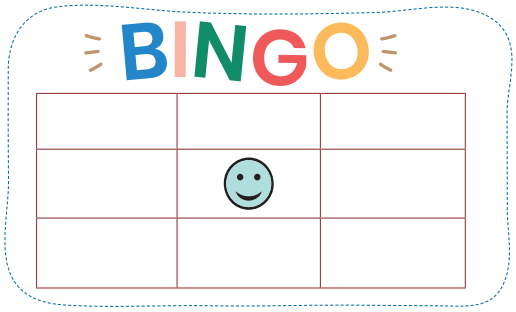
- Read the directions aloud. Then call on a student to read the words above the numbers.
- Explain to students that they must write the word underneath each number.
- Point out that number one has been done for them.
- Have students complete the exercise individually, and then check answers in pairs. Walk around the room to provide students support as needed.
- Extend the practice by having partners take turns pointing to a number and having their partner say the matching word.

C. Practice Speaking



- Read the game rules aloud and use the picture to help students understand.
- Model the game with a student. Have the student write a number on a piece of paper. Say, **Write a number from one to ten. Don't show it to me.**
- Make three guesses, holding up the number with your fingers. If you guess correctly, write a point for yourself on the board.
- Pair students to play the game. Monitor and help as needed

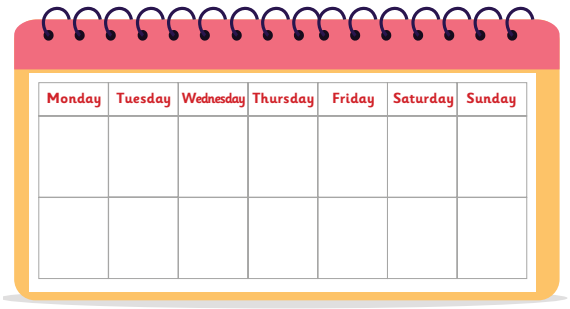
D. Play BINGO: Numbers



- Read the directions aloud. Draw the BINGO chart on the board and model writing number from 1 to 10 in random order until the chart is filled.
- Demonstrate how students will cross out their numbers to get BINGO. Call out a number and model crossing out the square(s). Model calling out BINGO when you cross out three in a row.
- Give students time to write the numbers in their BINGO boards. Monitor and help as needed.
- Call out letter-number combinations for students to cross out. Be sure to write them down on the board as you say them, so you can check with students who get BINGO.
- Play as many times as time allows.

What day is today?

A. Look and Listen

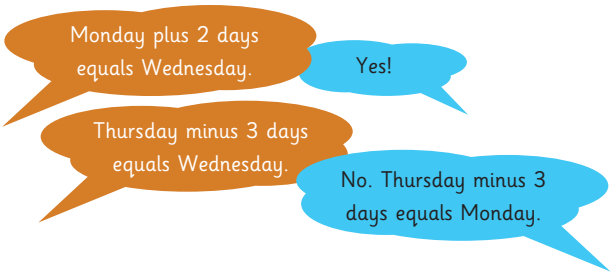


- On the board, write "What day is today?" in large print. Read the question aloud and have students repeat.
- Point to a calendar in the classroom (or display one on a projector, or draw on the board). Point to today's date and write the day on the board in a complete sentence, **Today is [_____].** Say the sentence aloud and have students repeat.
- Say, Listen. Play the audio and have students just listen. Then play it again and have the class repeat chorally. Practice several times as a whole class.
- Ask for volunteers to try saying all of the days of the week. Ask the class to use 'thumbs up' or 'thumbs down' if they think their classmate has said the days correctly.

B. Write

- Recreate the weekly calendar in large print on the board and have students tell you the days of the week to write. Ask, **What day is today?** Write the day and then point to the next day and have students tell you the rest of the days to write.
- Go over the terms in the "Math words" box.
- Complete the first item with students. Point to Monday in the example on the board. Ask, **What is Monday plus two days?** Using a marker/chalk/pointer, start on Monday and move ahead two days. Write "+1" above Tuesday and "+2" above Wednesday. Point to Wednesday and repeat the question, **What is Monday plus two days?** (Class answers chorally: Wednesday).
- Have students complete the exercise individually. Monitor and help as needed.

C. Check your answers



- Read the directions and call on one male and one female student to read the model language aloud.
- Pair students to compare answers. Monitor pairs and encourage them to use the model to help them communicate in English.

Teaching Tip: English Use with Positive Reinforcement

- Studies show that praise, positive comments, and encouragement are more powerful than correction for helping students learn and change behavior.
- To encourage students to use English with peers, take note of those who are using the model language and making an effort to communicate in English. Offer public praise following the activity. For example, say, **Fatima and Aziza spoke only in English. Good job! You will learn English quickly.**

Welcome to English!

AUDIO SCRIPTS

Lesson 1: Welcome to English

Hello

0_Welcome L1.1a Hello Ex.A Listen

Narrator: Look at the photo. Listen.

Liz: Hi, I'm Liz.

Driss: Hello, my name's Driss.

Liz: Nice to meet you.

Bella: Nice to meet you too.

0_Welcome L1.1b Hello Ex.A Tick

See above.

0_Welcome L1.1c Hello Ex.A Tick

See above.

Classroom Language

0_L1.2_CRm Lang Ex.B

Narrator: Listen. Check your answers.

1. draw
2. speak, talk
3. write
4. point
5. listen
6. match
7. look
8. read

0_L1.3_CRRm Lang Ex.C

See above.

The Alphabet

0_L1.4_Alphabet_Ex.A ABC Song

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.

Lesson 2: Welcome to English

Hi, how are you?

0_L2.1a_How are you Ex.A Listen

Narrator: Look at the picture. Listen.

Hello! Hi! And how are you?

I am fine and how about you?

Thank you very much, I'm fine too.

0_L2.1b_How are you Ex.A Repeat

See above.

0_L2.2a_How are you_Ex.B Listen

Narrator: Look at the pictures. Listen.

I'm great.

I'm fine.

I'm ok.

I'm not so good.

0_L2.2b_How are you_Ex.B Repeat

See above.

Numbers

0_L2.3_Numbers_Ex.A One Two Buckle my Shoe Song

One two buckle my shoe

Three four shut the door

Five six pick up sticks

Seven eight lay them straight

Nine ten a big fat hen

Ten, nine, eight, seven, six, five, four, three, two, one

And all done!

What day is it today?

0_L2.4a_What day is it_Ex.A Listen

Narrator: Look at the picture. Listen.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

0_L2.4b_What day is it_Ex.A Repeat

See above.

Unit 1: Hello! Nice to meet you.

Unit Overview

Theme This unit is about greetings, introducing oneself and talking about family.

Learning Objectives Students will …

- Greet and meet new people
- Give personal information (name, country, age, grade)
- Talk about their family
- Describe people using simple adjectives
- Show interest in conversations
- Say and write the alphabet
- Understand and use cardinal numbers 0-20
- Identify colors and use color to describe common items



SPOTLIGHT: Look at the photo. Listen.

Lesson 1: Where are you from?

Meeting new people

- Countries: India, Japan, Morocco, Senegal, Spain, United States, United Kingdom
- Scanning for information
- Meeting new people: What's your name? My name is…, I'm…, Where are you from? I'm from… How old are you? I'm…
- Showing interest: Wow, Cool, Great, Lovely!

Lesson 2: How do you spell it?

Asking and answering information questions (age, phone number, email address)

- Meeting new people: What is your first/last name? How do you spell it? My first/last name is _____.
- Alphabet
- Numbers 1-20 (numbers related to grade, age, phone numbers, email addresses) How old are you? I am / She is _____ years old. What grade are you in? I am / He is in _____ grade.

Lesson 3: Drop Everything and Read (DEAR).

Extensive Reading Program

Lesson 4: Meet My Family

Talk about family

- Family members: mother, father, grandmother, grandfather, brother, sister.
- Talking about family: What's your mother's/father's name? Her / His name is _____. Do you have a brother/sister? Yes, I do. No, I don't.
- Grammar: possessive adjectives (my, your, his, her).

Lesson 5: Mid-Unit Review and Culture Corner
Greetings around the world
Review of language learned

- Greetings around the world
- Board Game

Lesson 6: He Is Tall!
Describing appearances

- Descriptions: tall, short, thin, big, young, old
- Describing people: This is my brother/sister. He/She is tall. Is he/she tall? Yes, he/she is. No, he/she isn't.

Lesson 7: Lia Has an Orange Phone.
Describing things

- Colors
- Describing things people have.

Lesson 8: Unit 1 Test, Task & Self Assessment

- Unit 1 Test
- Unit 1 Task - Choose One!
- Unit 1 Test Self Assessment

SPOTLIGHT



- Ask students to look at the photo. What do they see? Elicit from the students to assess words they may already know (for example, boy, girl, student, tree, happy, etc.).
- Ask them to look at the words beside the picture. What do they think they will hear? Elicit answers.
- Tell students they will listen. Ask them to tick (✓) – draw this on the board – what they hear.
- Play the audio.
- Ask students to share their answers. Tell students that they will learn to introduce themselves and their friends.

Lesson 1 Where are you from?

Objectives

Students will...

- Identify and read country names in English.
- scan for ages, countries, and interjections.
- use language to greet people.
- give personal information about themselves.

Warm up

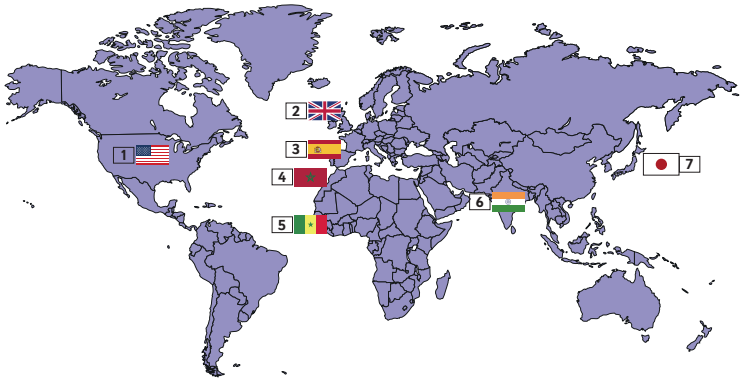
Hello Chant

- Warm the class up by reviewing the Greetings Chant from the Welcome Unit.
- Write the chant on the board:
  - Hello, Hi and How are you? (student 1)
  - I am fine and how about you? (student 2)
  - Thank you very much, I'm fine, too! (student1)
- Demonstrate the chant. Say: "Listen." Change sides to show the two students' roles.
- Have students repeat the lines. Do the chant 3 times.
- Pair students. Pairs do the chant with each other.
- Monitor their pair work and support as needed.
- Close the warm-up by leading the whole class in the chant together.

Presentation

A. Name the Country

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



- Point out the map. Say **This is a map of the world. Point to Morocco on the map.** Give students time to find Morocco and its flag and point to it.
- Point to the list of countries below the map. Say **These are other countries. Repeat after me.** Read the country names and elicit repetition.
- Next, say **Look at the numbers on the map. Write the number next to each country name.** Do Morocco as an example Say **What number is Morocco?** (specify the number) **Write that number in the box.** Demonstrate how to do it.
- Say, **Write the other numbers next to the country names.** You can ask students to work in pairs or individually. Monitor their work and provide support where needed.

2. Listen and check your answers.

- Tell the students they will listen to check their answers.
- Play the audio. Ask students to listen and repeat the names of the countries.
  Alternative: Instead of using the audio, you can lead checking the answers.
  Ask **What number is Japan?** Students call out the number or indicate the answer with a show of fingers. By having all students show their fingers, you can easily assess how the students did.

Practice

B. Speaking Game

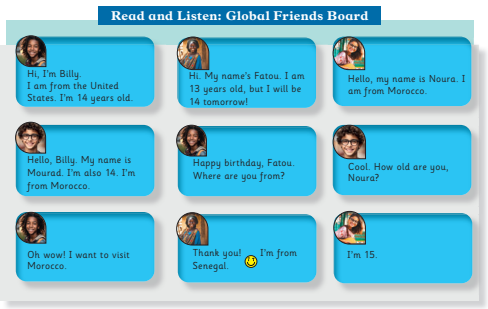


- Model the activity. Ask a student to come to the front of the class and turn around so he/she can't see the board. Write a country name on the board. Say, **Guess the country. You have 2 guesses.** Prompt the student to name two countries. For an incorrect guess, say no. For a correct guess, say, **Yes! You get one point.**
- Pair students. Say **Write a country name. Take turns. Keep score.**

Expansion Idea:

If you have extra time, or have a group of higher-level students, have students label other countries they know in English on the map. Have them share their map with the class. Give students support language for reporting verbally to their peers. For example, 1. This country is _____.

C. Read and Listen: "Global Friends Board"



- Before beginning the exercise, review the country names. Say a country and instruct students to point to that country's flag.
- Point out the Global Friends Board. Use gestures to indicate texting (or using a computer). Then put your hand to your ear and pretend to read and say **These are people online. Listen and read.**
- Play the audio. Be sure students are reading along in their book.
- Point out the flags in the student book and say **Listen again. Circle the flags of the countries you hear.**
- Play the audio. Then have students check their answers with a partner. Gesture pair work and say **Check your answers with a partner.** Then review the answers together. Say **Which countries did you hear?**

D. Read to Find Key Information

- Point out the chart and say **Read quickly**. Write the age and country for each person. Do the first one together. Say: **"How old is Billy?"** Elicit the answer. Write 15 on the board and repeat it aloud. Ask **Where is Billy from?** Write United States on the board and repeat it aloud.
- Have students continue filling in the chart individually. Review the answers by writing Joyce, Abdullah, Noura on the board and having students write their ages and countries. Correct any errors.

E. Read to Find the Expressions

- Write the interjections on the board: Oh Wow! Cool! Lovely! Great! Say them aloud with enthusiasm to show meaning. Show a contrast and say the words in a sad tone. Then, say **We don't say these words like this.** Then, say them with enthusiasm and say **We say them like this.**
- Use gestures to indicate your meaning and say **We say these words when we talk to people. They show we are happy and interested.**
- Have students repeat the words with enthusiasm for pronunciation practice.
- Ask three to four students to say one of the words for the whole class. Tell other students to clap or snap if someone says the word with great enthusiasm.
- Practice with the words. Have students stand up and walk around saying the words to each other. Elicit enthusiasm in their voice.
- Next, point out the exercise in the book. Say: **"Read the Global Friends Board again". Who says these words?** Write the letters on the board and then say **Write N for Noura, B for Billy, A for Abdullah, and F for Fatou.**
- Give students time to scan for the words. Then have them check with a partner. Say **Check with a partner.** Review the answers together. Say **What does Noura say?** Continue with the other names.

- **Answers:** B (Billy) - B (Billy) - F (Fatou) - M (Mourad)

Presentation

F. Grammar in Context

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.

- Write the questions and answers from the box on the board. (What's your name? I am Noura. Etc.)
- Read the questions and answers as if you're having a conversation with someone. Use gestures to indicate meaning and change sides to show the two roles in the conversation.
- Underline name, where and old in the questions to indicate the meaning of the question, and underline Noura, Morocco and 15 to indicate the answers.
- Have students repeat the sentences for pronunciation practice. Call upon one boy and one girl to read aloud to the class.
- Present contractions. Write the following sentences on the board: What is your name / What's your name. Ask What's the difference? (What is and What's) Have a student come to the board and underline the words and contraction. Use gestures and your hands to explain contractions. Say: **"This is a contraction. We put two words together. It's a short way to say it."**
- Ask: **"Do you see other contractions in the box?"** (I am/I'm name is / name's) Write the following on the board and have a few students come to the board and write the contraction.
    - What is = ...
    - I am = ...
    - name is = ...
- Close the activity by having the students repeat the questions and answers again.

G. Unscramble the Questions and Answers

- Point out the scrambled sentences. Gesture the meaning of correct order with your hands and say: **"Write the words in the correct order."**
- Do the first item together. Write the scrambled sentence on the board as it appears in the Student Book (name / what / your / is /?)
- Hold up one finger and say What word goes first? (What) Write it on the board. Hold up two fingers and say: **"What word goes second?"** Write it on the board. Continue with the other words until you have the full correct sentence. (What is your name ?)
- Have students complete the rest of the exercise individually. Walk around and monitor their work and answer any questions.
- Ask volunteers to write the correct sentences on the board to review the answers. Ensure the participation of boys, girls, and students who struggle to learn.
- Review contractions - Ask: **"What are two ways to write 1, 2 and 4?"** (What is your name? / What's your name? My name is Mahmoud. / My name's Mahmoud. I am from Morocco. / I'm from Morocco.)

Teaching Tip: Student Engagement

Allow students to do as much as they can in the classroom. It gives them an opportunity to contribute to the class and it also keeps students of all levels engaged. For example, in exercise D, have students read the items aloud to review the answers with the class. This works especially well for higher-level students.

Creating opportunities for students to contribute to class is also an important UDL strategy. Examples include passing out and collecting books, serving as small group leaders, and reading aloud correct answers for the class to hear.

H. Fill in the Blanks

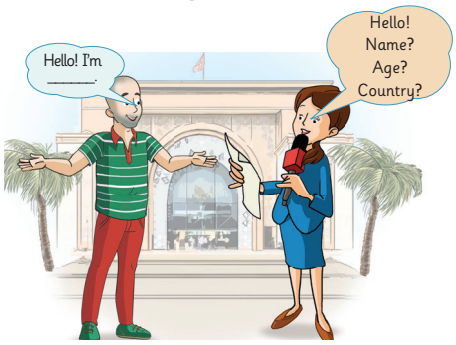


Yassine Bono, 5 April 1991

- Point out the photo. Ask **Who is this?** (Yassine Bono) **Yassine plays soccer.**
- Point to the conversations and say **Write the missing words in the conversation.** Monitor students' work. Answer any questions.
- Review the answers by having two students read the conversation about Yassine Bono. Review the words for showing interest. Say **Which words do you see for showing interest?** (Cool! Oh lovely.)
- Then, pair students. Have pairs practice the conversations. Students take turns saying the A and B roles. Walk around to monitor the pair work. Allow students to support any peers who are struggling.

USE

I. Role Play: TV Interview



- Point out the conversation about Yassine Bono. Say: **"Yassine Bono is famous. Who is another famous person?"** Brainstorm together and write a list of people on the board.
- Ask students to choose one person they like. Tell the students to fill in the box with the person's name, age (or approximate age), and country.
- Pair students. Tell students one is a TV reporter. Point out the picture to help students understand that they should act out an interview. Point out the Show Interest box. Remind them to use these words in their conversations.
- Walk around to monitor pairwork conversations. Remind students to change roles.
- While you monitor, make note of any difficulties students have with pronunciation. If needed, quickly lead a choral repetition of any particularly troublesome sounds.
- Close the activity by asking two to three pairs to stand up and say their conversation in front of the class. Ensure boys, girls, and students with disabilities are able to share.

Variation Idea:

- For smaller classes, have students do their conversation in Exercise I with 3-4 different students in the class to gain more practice.
- For smaller classes, allow individual students to stand at the front of the room and act out the famous person. Allow students to rotate around the room asking questions to the famous person.
- Allow students to create name tags out of masking tape or simple paper, with the name of the famous person written, and hold up their name tags as they walk around the room introducing themselves to one another. Remind them to use the words from the "Show Interest box" in their conversations.

Lesson 2 How do you spell that?

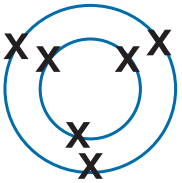
Objectives

Students will...

- identify and read country names in English.
- scan for ages, countries, and interjections.
- use language to greet and meet new people.
- give personal information about themselves.

Warm up

Inside Outside Circles



- Warm the class up by reviewing the questions from Lesson 1 (What's your name? Where are you from? How old are you?) with an activity called Inside Outside circles.
- First write the questions on the board. Then, divide the class into groups of 6. Have 3 students stand in an inside circle and 3 form an outer circle. Students pair up with students in the opposing circle and face one another. (Demonstrate how to form the two circles with 6 students.)
- Tell students in the inside circle to ask the first question on the board (What's your name?) The students in the outside circle answer it. Then the students in the outside circle take one step to the right to get a new partner. Then the students in the inside circle ask the second question to their new partner. (Where are you from?). The students in the outside circle answer it. This continues for the last question. Then switch roles, have the students in the outside circle ask the questions and the students in the inside circle answer them.

Presentation

LETTERS

A. Look and Listen



- Point out the photo. Use a gesture to indicate the dialog. Say: **"Look at the photo." Where are they? What is happening? Tell the students to listen to the dialog.**
- Play the audio.
- Ask students to read the dialog in pairs. They should change roles.
- Ask students to read the dialog. Replace Riki's information with their own information. This is a short quick practice to get familiar. Students will practice more with accuracy later in the lesson.

B. Listen

- Point out the letters in the chart. Say, **Listen and say. Point to each letter.**
- Play the audio and elicit pointing and repeating of the letter. If the audio isn't slow enough and students need time to point to the letters, pause the audio for students to catch up.
- Close the activity by saying letters in order and having them repeat and point to the letter on the chart. Have pairs continue by taking turns saying and pointing to letters in the chart.

Practice

C. Listen and Write

- Say, **Listen and write the letters you hear.** Play the audio and give students time to write the letters. Pause the audio to give students time (if needed). Pair students and have them compare answers.
- Play the audio to have students check. If there is time, ask students to write the names on the board.

D. Practice Speaking

- Model the activity with a student. Have the student read the A lines to you. Respond with your own information.
- Pair students. Say: **"Read the conversations with your partner. Take turns asking the questions. Write your partner's information in the chart."**
- Monitor their conversations. Then, turn on and off the lights (or clap to get their attention) and gesture the meaning and say: **"Find a new partner. Read the conversation again."**
- Do this one more time so students practice and write 3 partners' names.
- Close the activity by asking two students (one girl, one boy) to do the conversation in front of the class.

NUMBERS

Presentation

A. Listen



- Point out the photo and the dialogue. Ask students to find the numbers in the dialogue. (12 ,1). Have them underline or circle the numbers.
- Use a gesture to indicate for them to listen. Look at the photo. Listen.
- Play the audio and have the students listen. Then play the audio again, stopping after each line. Have students repeat each line.

B. Numbers 0-20: Listen and repeat.

- Point out the numbers in the chart. Say: **"Listen and repeat. Point to each letter."**
- Play the audio and elicit pointing and repeating of the numbers. If the audio isn't slow enough and students need time to point to the numbers, pause the audio for students to catch up.
- Close the activity by saying numbers out of order and having them repeat and point to the number on the chart. Have pairs continue by taking turns saying and pointing to numbers in the chart.

Practice

C. Answer the questions

Math words: **+ plus** **- minus** **= equals**

- Write the math symbols on the board.
(+, -, =) Point and say the names for the symbols. Have students repeat.
- Write two equations on the board 1 + 2 = 3 and 3 – 1 = 2. Point to each number and say the equations aloud. '

- Have students repeat in unison and in pairs.
- Then point to the equations in the chart. Say: **"Read the numbers and solve..."**
- Pair students. Read the equations aloud with a partner. Monitor students' pair work
- Close by writing a few more equations on the board and having the class read them aloud together.

Variation Idea:

- Have students make a math quiz for their partner. They can use numbers 1-20. and plus (+) or minus (-). Students quiz each other.
  A: What's 2+5?
  B: Seven
  A: Yes.
- Be sure to have students check their answers.
- Ask students to think of different numbers and symbols for a moment.
- Ask them to pick a number or a symbol and make a shape of anything they choose using their gestures, fingers or body to express the numbers and symbols they have learned or they knew.

Use

D. Speaking Practice: Make a Contact List

- Point to your phone. Write a phone number and an email on the board and say: **"Some of us have phone numbers and email addresses".** Point out the @ symbol. Say: Say: **"We say 'at' for this part of the email address".**
- Write the following sentence frames on the board: What's your phone number? My phone number is _____. What's your email address? My email address is _____.
- Read the questions and answers aloud and have students repeat.
- Model the activity with a student. The student reads the questions. Respond with a phone number and email address.
- Point out the chart in the book. Say: **"Ask two people for their phone number and email address. Write them in the chart."** Monitor. Encourage all students to participate, using fake answers if they do not have phone numbers or email addresses.
- Close the activity by asking a few students to say their phone numbers or email addresses aloud. Ensure boys, girls, and students with disabilities participate in answering.

Variation Idea:

For an extra project, have volunteer students create a whole class list with email addresses and phone numbers. They collect them before or after class and use some sort of system (spreadsheet, etc.) to gather the numbers. Be sure they are speaking in English when they gather and give the information. The student group can publish it and hand it out or email it to everyone.

E. Read and Listen



- Point out the pictures of the students. Read the directions. Ask: **"How old are Fatema and Bilal? What grade are they in?" "Listen and read."**
- Play the audio. Check that students are reading along.
- Ask the questions to the class. Call upon students with raised hands to answer the questions, making sure to include students seated in the back of the class. Tell students to underline the ages and the grades.

F. Practice Speaking: Answer the questions




- Map out the primary years, middle school years and high school years for Morocco in a chart on the board.
- Point out the language box. Practice saying the grades aloud using the language in the language box. (Year 1 of primary school, Year 3 of middle school, Year 2 of high school, etc.)
- Before students do the activity, model the activity by drawing a sketch of a boy on the board and writing other information on the board (Sam / 15 / middle school / year 3) and the questions (How old is he? What grade is he in?).
- Ask a student to ask the questions on the board. Reply using the information about Sam on the board.
- Point out the pictures of the students and the information under them.
- Pair students. Say: **"Ask the questions about these students."** Take turns asking and answering. Monitor students' pairwork and support as needed.
- Wrap-up: Write the following sentence frames on the board: What grade are you in? I'm in year _____ of _____. Ask a few students the question. They respond with their own information. Tell pairs to ask and answer each other.

G. Writing: Best Friend Profile

- Model the activity by drawing a picture of a person on the board. Give the person a name, age, and grade. Then tell the class about the person. For example, say: **"This is Nola. She's 14 years old. She's in year 2 of middle school."**
- Tell students to draw a picture of their friend and write the information about him/her. Monitor their work and support as needed.
- Pair students. Pairs tell each other about their friends, pointing to their drawing as they speak. Monitor their pair work.
- Close by asking one boy and one girl to show their drawing and tell the whole class about their friend.

Teaching Tip: Choosing Partners

Instructing students to practice new concepts in pairs is a great strategy for involving everybody in the classroom. It is important to make sure that students do not always have the same partner from week to week. Here are some ways you can encourage students to partner with new classmates:

- Find a partner whose name starts with the same first letter as your name
- Find a partner wearing the same color as you, or whose favorite color is the same as yours
- Find a partner born in the same month as you.

Ensure boys and girls are able to practice new concepts together, and that students respectfully include and support their peers with disabilities.

Lesson 3 Drop everything and read (DEAR).

NOTE TO THE TEACHER ABOUT DEAR

In each unit, lesson three will ask teachers and students to "Drop Everything and Read" (DEAR). The aim of DEAR is to engage students in extensive reading - reading a lot and with pleasure. By supporting reading time in the classroom in year one of middle school, teachers can model good reading habits and their own love of reading.

The DEAR lesson is also a time to help students develop a reading routine, select the right-level books to read, and talk about what they read with their peers. In this way, students will not only read for pleasure with the teacher in lesson three; they will also DEAR at home every week. Teachers and students can track their reading progress, share the stories they love with one another, and create a vibrant culture of reading among English language learners.

By introducing and supporting extensive reading early in the first year of middle school English, students will begin their learning journey with what research has proven to be one of the best ways to increase not only student's reading skills, but skills in ALL areas of English - listening, writing, speaking, grammar, vocabulary, spelling, culture awareness, positive attitude towards the language, and so on.



Extensive reading is different than intensive reading. Intensive reading is usually done in the classroom to help students learn specific language. For example, in lesson one of this unit, students read a Global Discussion Board. They scanned to answer detail questions and then did noticing activities to focus on how to say their names, country, and age. Extensive reading is more focused on reading for pleasure. There are no tests and no quizzes. Rather, students simply read for the pleasure of reading.

In the Moroccan middle school model, DEAR comprises three key elements:

Key Elements of DEAR

1) Reading aloud by the teacher
2) Reading in small groups and/or reading silently in the classroom
3) Reading at home for 10-15 minutes a day for 3-5 days a week

Read Aloud

In a read aloud, the teacher reads to the students. While reading, the teacher incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery.

In lesson three of each unit, you will find one read-aloud story to share with the class. The lesson will begin with the read aloud. We recommend three steps:

1) The teacher reads the story aloud to the students. Show pictures as you read. Be dramatic. Engage the students and model good reading strategies such as predicting and making connections to your own life by asking questions (for example: "What will happen next?", "Oh! How does she feel?", and so on)
2) Ask students to read the story while listening to an audio recording. They should follow along with the audio by pointing to the text as they listen.
3) Do simple, quick pair-work and small-group activities to discuss the overall meaning of the story and students' opinions of the story (suggestions will be provided in each lesson)

Reading in Small Groups or Reading Silently in the Classroom

Following the read aloud, students should read for about 10 minutes inside the classroom. Generally, this 10-minute period should be a silent reading time. However, when starting extensive reading with beginning language learners, it can be good to have students of approximately the same level read aloud together in small groups of three or four. As students get more comfortable reading aloud, they can transition to reading individually and silently. You can also mix it up – some students reading silently and some in small groups – depending on students' progress and preferences.

While students read, the teacher should monitor. Though you should not interrupt students from reading, if you see a student who is struggling, you can intervene to help him/her. If the book the student is reading is too difficult, you can help the student select another book.

How to get started:

1. Have students select a book to read. You can use books from the class library, use digital books if students have SMART devices, or ask students to bring English books to class.
*If students are reading in small groups, you can give each group two or three books to choose from. The book should be at the students' level. The group can select which book they will read.

2. Once the students are settled, tell them how long we will read. Set a timer or write the time that we will finish on the board.

3. Read and enjoy!
4. At the end of the time period, you can take about 5 minutes to discuss reading with the students. Try to use all English in this discussion, but if you need to use a little bit of translation, that is ok. The key is to focus students on the overall story, meaning, making connections to their own lives, and their feelings. The focus is NOT on testing students about the story.

Examples of questions you can ask include:

- What book did you read?
- Who is the author? Who is the illustrator?
- Do you like the pictures in the book? Is the illustrator good?
- Do you like the story? How did it make you feel? (happy, scared, worried…?)
- Do you think your classmates will like the story?
- How many stars out of five do you give the book?

Students should keep a record of their reading time, and the books they read. Please see below for more details (also see Unit 1, Lesson 3 of the student book, where it is explained for students).

Teaching Tip: Student Choice

Allowing students to make decisions is a key part of teaching inclusively (a UDL strategy). It gives students autonomy and freedom to learn according to their needs and preferences. Allowing students to choose the book they read during DEAR at home is a great example of student choice. Other examples of student choice include allowing students to choose their partner for some activities, or allowing students to choose one of three options to complete in a project or assignment.

DEAR at Home: Reading at home for 10-15 minutes a day for 3-5 days a week

Global research in English language teaching and learning has found that extensive reading has an affective effect on English learning. In particular, it motivates learners by alleviating any fear or dislike of learning a new language, decreases reading struggles over time, and inspires self-confidence. This confidence helps students develop overall language skills. Studies have proven that extensive reading improves reading speed, reading comprehension, listening, speaking skills as well as vocabulary, spelling, and grammar. To best support student learning, extensive reading is a required practice in the Moroccan middle school curriculum and is a component of structured independent learning. Here's how it works.

You will receive links to a number of books at levels appropriate for year one students.

You can send the links to students by What'sApp or email. Or you can use the links, download the books, and have students borrow the PDF version of the book.

In Unit 1, Lesson 3, you will introduce At Home Drop Everything and Read (at home, DEAR) to students. You will help them set a reading goal, plan the days they will read for 10-15 minutes each week, and teach them how to track their progress.



At the end of lesson 3 and lesson 8 in each unit, you can check on the students' progress by having a look at their notebook, where they will keep their reading record.

Periodically, you can ask a student to tell the class about a book that they love. The student can give the title and illustrator of the book, and say what the book is about. Ideally, the student will speak in English, but a bit of L1 at the start of the extensive reading program is acceptable. Again, the key is to help students share with their peers the books they love (and even hate!).

Good luck with making a vibrant and engaging DEAR program for your students!

Lesson 3 Guide

This lesson is divided into two parts.

Part 1) Read Aloud – about 25-30 minutes

Part 2) Introducing DEAR at Home to students – about 25-30 minutes

Warm-up

- Warm up the class by reviewing numbers practiced in Lesson 2.
- Tell the students we will practice numbers. Throw a ball to a student and say "one."
- The student should throw the ball to the next student and say "two."
- At number 19, gesture to the student to throw the ball to you.
- Repeat, but this time count backwards from 20. Encourage the students to go quickly.

Part 1) Read Aloud

- Tell students we are going to **"Drop Everything and Read"** today.
- Write Drop Everything And Read on the board. Circle D, E, A, R. Say DEAR.

A.Read and listen to the names of people in the story.

- Ask students to look at A in their textbooks.
- Tell students we will read about Manu. Point to Manu. Ask the students: How old is Sifaw? Let students guess his age. Tell the students, "Sifaw has a red raincoat." Point to the raincoat. Ask students to repeat, "red raincoat"
- Tell students we will read about Sifaw's mother. He calls her "Mom."
- Have students repeat the names of Sifaw and Mom.

B. Listen and point to words you will read in the story.

- Ask students to look at the pictures.
- Read the words to the students, pointing to your own book (or to pictures on the board).
- Ask students to say the words after you.

C. Practice saying words from the story.

- Invite a student to model the activity with you.
- Say one of the words. The student points and says, "This?" If correct, say "Yes!" If incorrect, point to the correct picture.
- Ask students to practice in pairs.

D. Listen to a Story

The Read Aloud: Tell the students that you are going to read the story to them. Ask them to look at you, not their books.

Read the story with a lot of drama. Use gestures, expression, and tone of voice to help make the meaning clear.

You can ask simple questions while you are reading, but not so many that it interrupts the flow of the story. Examples of questions for this story include:

- How is the weather today? Does Sifaw need his raincoat?
- How does Sifaw feel? Great? Not so good? (these prompt words/phrases are from the welcome unit)
- Oooooh look at the sky. What do you see? White clouds? Dark clouds? Rain?

After reading, you can take a few minutes to help students discuss the story. Ask a few students:

- Did you like the story? Why?
- Have you felt like Sifaw before? When/what happened?

E. Now look on the next page. Read the story while you listen.

Tell the students they will now read and listen to the story.

Orient students to the start of the story (first picture on the left of the page).

Ask students to point to the next page of the story. And the next. (Make sure the students know that they go across, and then start again from the left of the page).

As the students to look at the first picture again. Tell them to listen to the story and follow along with their finger.

Play the audio. Let the students listen to the story.

Monitor to make sure students follow along with their finger/read silently with the audio while listening.

E. Work in groups. Read the story together. Take turns reading. Be dramatic!

**This is an optional activity. If you have time, and think the students are ready to read aloud at this stage, you may wish to do it.

Divide the students into pairs or small groups of three.

Ask the students to take turns reading (change each page).

Monitor and support students while the closed pairs/groups read.

F. Think about the story. Complete the tasks.

Ask the students to look at their books.

Read item 1 to them. Ask the students to give the story 1 to 5 stars, based on how much they liked it. Draw the stars on the board as a model.

Ask students to think of a word they got from the story. Tell them to write the word. Model on the board.

Tell students to draw a picture to remember the word. Model on the board.

Ask students to work in pairs. They will act out one event from the story.

Give students about 5 minutes to practice together.

Invite two or three pairs to perform their scene for the class.

Part 2. DEAR at Home

Tell students that in this English course, they will read at home for 10 to 15 minutes three to days a week.

Tell them that to achieve a goal like this, it is important to plan.

Work with the students through the explanation.

1) Have students write their goal.

*Ask everyone to share how many days a week they will read by holding up their fingers with the number of planned days.

2) Have students plan the days they will read by writing the number down.

*Ask a few students to tell you what days they will read and for how many minutes. Give them guiding language on the board: I will read on ___, ____, and _____. I will read for ____ minutes each day.

3) Give each of the students two books. Ask them to choose the one they want to read. Remind them that they should be able to understand most words with the help of pictures.

*Monitor and help students in choosing books.

Collect the books that the students did not select.

4) Tell students they will track their reading progress in a notebook.

Using the example from today's read aloud, have students write the information in their notebook.

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

Draw a grid on the board to model. Use today's reading session as an example. Ask students to copy into their reading record notebook.

*Recommendation: Have students save a few pages for the running record of dates/time read. Then they can write the names of books/other reporting details starting a few pages later. This way, the student will have enough space to keep his/her running record.

Ask students to complete the rest of the reading record at home.

Remind students to follow their plan for reading. Tell them you will check their progress in the next lesson.

Lesson 4 Meet my family!

Objectives

Students will...

- identify and use vocabulary related to family members
- ask and talk about family members.
- use possessive adjectives (my, your, his, her)

Warm up

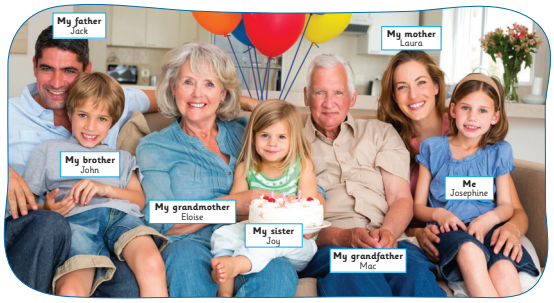
- Review how to ask and talk about name, age, and grade. In large print, write the words name, age and grade in one column on the board and the related questions (How old are you? What grade are you in? What's your name?) in that order in a second column on the board.

Name	How old are you?
Age	What grade are you in?
Grade	What's your name?

- Point to the words and say: **"Match the words to the questions."** Have students come to the board and draw a line from the word to the question.
- Pair students. Pairs ask and answer the questions to each other.

Presentation

A. Look and Listen



- Point out the picture of the family. Ask:**"Who are they? Do you know any family words?"** Elicit any words they know. Then play the audio.
- Point to each family member and say the words aloud. Have the students repeat.
- Say: **"Point to the person when you hear the word."** Then, play the audio again.
- Close the activity by practicing with the words. Say a word and have students point to the person in the picture. Say: **"Point to the word you hear."**

Practice

B. Speaking Practice

1. Quickly draw your family.

- Model the activity by drawing your nuclear family on the board. Label the people in your family with the family member words from the Student Book (mother, father, etc.).
- Gesture the act of drawing and say: **"Now draw your family and write the words under each person."** Designate a time limit (2-3 minutes) to draw their family. Hold up 3 fingers on your hand and say: **"You have 3 minutes."**
- Monitor their work and provide support as needed.

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

- Model the activity by talking about your nuclear family using the picture you drew on the board. Use the sentence starters in the book (This is my family. This is my mother. Her name is _____. Etc.)

Point to each person in the picture as you say the family word.

- Point out the language box in the book. Use gestures to show the meaning of the possessive adjectives and Subject pronouns. Point to yourself and say: **"me/my"**. Look at a student and say: **"you/your"**. Point to a male student and say: **"he/his"**. Point to a female student and say **"she/her"**. Have students repeat the words.
- Pair students. Point to the sentence frames and say **"Tell about your family. Use these sentences"**. Walk around to monitor their pair work. Ensure students are supportive of each other.
- Close the activity by asking a few students to stand up and talk about their family using the sentence frames. Ensure gender and disability inclusion in choosing students to present.

Teaching Tip:

When having students help model, demonstrate, or share their work, be sure to call on different students so that all get an opportunity to contribute. Selecting students should consider gender and disability diversity, as well as those who sit in the back or speak less often. Sharing work in front of the class helps students feel good about their learning and work. This leads to more growth in language development.

Presentation

C. Listen

- Point out the Language Box on the page and read the sentences. Have students repeat.
- To show the meaning of the sentence, on the board write: **"Do you have a sister?"** Have the students read the sentence aloud and answer it by showing the drawing of your family on the board from Exercise 2 (or showing a real photo of your family).
- Respond with: **"Yes, I do or No, I don't"** and point that out in the picture.
- Change out the word sister for brother within the sentence on the board. Have students ask you the question and answer it.
- Point out the dialogue in the student book. Say:**" write the missing words"**. Complete the first item together. Read: **"Do you have a sister** and then ask how do we say yes? (Yes, I do.)
- Have students work individually to fill in the missing words. Monitor their work and support as needed.
- Pair students. Say: **"Check your answers with a partner".**
- Then listen to the dialog to let the students check their answers.
- Ask different students to read each line of the dialogue aloud to review the answers.

USE

D. Practice Speaking

- Point out the chart. Elicit how to ask for someone's mother's name. (What's your mother's name?) Write the question on the board. Do the same with father's name.
- Recreate one of the charts on the board. Model the activity with a student. Have the student ask you the questions and reply with your own information about your family. Write your answers in the chart on the board.
- Put students in groups of 3. Say: **: "Ask about your partners' families. Write the information in the chart."** Walk around and monitor the group work. Be sure that each student is asking and answering the questions in the group.

Lesson 5 Culture & Fun Review

Objectives

Students will...

- identify greetings around the world.
- discuss the meaning of greetings in Morocco.
- show understanding of unit vocabulary and grammar.

Culture Corner: Greetings Around the World

A. Listen

- Wave to the students. Say Hi! Bow to the students and say hello. Shake hands with a student and say hello. Write the word Greetings on the board.
- Point out the photos of the different greetings around the world. Show a map of the world and say, **People around the world say hello in different ways. Listen and write the country in your book.** Point out the sample in the book.
- Play the audio. Pause the recording to provide time for students to write the countries.
- Have students check their work with a partner, then play the audio again.
- Review the answers by demonstrating the greeting and asking: **"Where do people use this greeting?"** Write the answers on the board for students to check.

B. Label the greeting in each of the pictures.

- Say **Listen and match the greeting to the country.** Play the audio. Pause the recording to provide time for students to write the type of greeting.
- Have students check their work with a partner, then play the audio again.
- Review the answers by demonstrating the greeting and asking: **"What is this greeting?"** Write the answers on the board for students to check.

C. Work in a group of 4 students. Discuss the questions.

- For this activity, it's permitted for students to use their native or common language for the class. This allows for free-flowing discussion, and it lowers any anxiety so that the students can deepen their cross-cultural awareness.
- Put students into groups of 4. Say **Discuss the questions.** Monitor their group work.
- Ask groups to share what they talked about with the class.

People around the world say hello in different ways. Listen and write the country in your book. Point out the sample in the book.

Expansion Idea:

Play charades with the class. Act out a few of the greetings and the students guess which type of greeting it is. After a few rounds, break the class into small groups and they continue playing the game. They take turns acting out the greetings.

Expansion Idea:

Ask students to create and perform a short dialogue in front of the class. Require 3 questions and answers from the unit to be written in the dialogue. Have them perform a different greeting from another country as they greet one another when they act it out in front of the class.

Mid-Unit Review Fun

ACT, DRAW, WRITE, AND SPEAK

**Materials preparation for this activity: each group needs a coin, and each student needs a marker to move on the board.

- Draw a few squares next to each other (like on the board game) on the board. Point out the game board and the rules in the book. Say **Let's play a game!**
- Show a coin and flip it on a desk and say **Heads go forward one space. Tails go back one space.** Demonstrate moving forward one space and back one space on the board.
- Put students in groups of 3-4 and give each group a coin and each person a marker to move on the board.
- Students play the game. Walk around and monitor their interactions. If some groups finish early, have them start the game again.

Variation Idea:

Once groups are finished with the game, have them change groups and play the game again.

Lesson 6 He is Tall!

Objectives

Students will...

- identify and use vocabulary related to family members
- ask and talk about family members.
- use possessive adjectives (my, your, his, her)

Warm up

- Before starting the lesson, review the family words from Unit 4. Scramble and number the following words on the board: family, mother, father, brother, sister, grandmother, grandfather

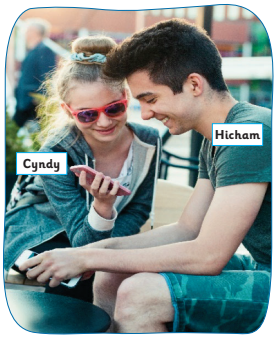
  Example:

  thermo

  fatgranderh
- As students come into class, point to the scrambled words on the board and say:**"What are these words? Take out a piece of paper and write the words."**
- Students work on this individually or in pairs. Have students compare their answers with a partner or another pair.
- Close the activity by asking students to write the unscrambled word next to the scrambled word on the board.

Presentation

A. Listen



- Point out the picture of the two students. Say: **"They are friends. What are they looking at? (a phone) Say She is showing him a picture. Let's listen."**
- Play the audio.
- Say: **"Who is talking? (the girl) Who are they talking about? (her brother and her sister)."** Then, play the audio again.
- Ask the students to read the dialog in pairs. They should read both roles.

B. Listen



- Point out the pictures and say the words. Have students point to each picture as you say them.
- Then, say the words again and have students repeat for pronunciation practice.
- Show how to create the "sh" in the word "short" and the "th" in the word "thin".
- Exaggerate the sounds and show how your tongue goes between the teeth when creating the th sound. Isolate the sounds and have the students repeat.

Teaching Tip:

Show students how to pronounce words by exaggerating sounds and showing where your tongue goes or how your mouth is formed.

Practice

C. Practice Speaking

- Point out the sentences related to the pictures in Exercise B. Model the activity by saying one of the sentences and eliciting students to point. For example, read: **"He is big."** Elicit students to point to the man with the blue shirt.
- Pair students to do the exercise.
- Monitor their pair work. Make sure they are taking turns reading the sentences.

Expansion Idea:
Play a guessing game. Do it with the whole class or in smaller groups. Model the activity by describing a student in the class using the unit vocabulary (He is tall. She is short. etc.). Then have the students guess who you are talking about. For lower-level students give them sentence frames on the board to ask questions. Is it ¬Abdul? After the model, elicit students to give the clues and the other students guess.

D. Write the Words

- Point out the words in the Word Box and the pictures. Say: **"Write a word for each picture."**
- Monitor students' work. Have students check their answers with a partner.
- Review the words. Point to each picture and ask: **"What's the word for this picture?"** Call on boys and girls with raised hands to answer.

E. Draw and Talk

- Model the activity by drawing a picture of a person you know on the board. Draw quickly to model how students will do the task. Write sentences about the person underneath the picture. Follow the sentence frames in the book. (This is my _____. She/He is _____. She/He is _____.)
- Read the sentences aloud. Point to the empty box and sentence frames in the book and Say: **"Draw a picture of a person. Write 3 sentences about the person."**
- Put students in groups of four. Students share their pictures and read their sentences about the person.

F. Listen

1. Circle the words you hear.

- Point out the language box. Ask a tall student to come to the front of the classroom. Ask: **"Is he tall?"** Elicit a response. (Yes, he is.) Ask: **"Is he short?"** Elicit a response (No, he isn't.)
- Say: **"Listen to the conversation. Circle the words you hear."**
- Play the audio. Monitor students' work. Then, have pairs share their answers with a partner.
- Play the audio again to have students check their answers.
- Review the answers by asking two students to read the conversation aloud.

2. Now listen again and choose the picture.

- Show students the picture of four people. Tell students to listen again and choose the correct person.
- Play the audio.
- Ask students to show their fingers (1, 2, 3, 4) for the correct person. If most students are correct, move on. If most students are incorrect, play the audio and tell everyone to check their answers.

G. Write the words in the correct order. Pay attention to punctuation!

- Point out the scrambled sentences. Gesture the meaning of correct order with your hands and say: **"Write the words in the correct order."**

- Do the first item together. Write the scrambled sentence on the board as it appears in the Student Book (your father / is / thin) Hold up one finger and say: **"What word goes first?"** (Is) Write it on the board. Hold up two fingers and say: **"What word goes second?"** (your father) Write it on the board. Continue with the other words until you have the full correct sentence. (Is your father thin?)
- Point out the question mark. Say: **"We use question marks for questions."**
- Have students complete the rest of the exercise individually. Walk around and monitor their work and answer any questions.
- Ask volunteers to write the sentences on the board to review the answers.

Expansion Idea:

- Write each scrambled word from a sentence on a different piece of paper. For example, one paper reads "is", another "your," another "father," and another "thin." Call upon four students to the front of the room and provide each of them one of the scrambled papers. Ask the four students to hold up their papers and work with each other using gestures only (no speaking), to stand in the correct order so that their words form a correct sentence. Ask the class to use thumbs up or down to confirm if the sentence is correct or not.
- Once the students are standing in the correct order, have them speak aloud the word they are holding, one by one, until the sentence is read.
- Provide additional scrambled sentences on additional pieces of paper and ask a new group to come up.
- Alternatively, divide the entire class into small groups, providing one scrambled sentence in each group. As the group completes this activity, have them pass around their papers to another group and play again with a new scrambled sentence.

Use

H. Talk with a Partner

- Recreate the first line of the chart on the board. Model the activity with the students. Ask How can we ask the question for the people in the chart? Elicit questions such as What's your father's name? Is he tall?
- Then have the students ask you the questions about your father. Respond and have a student check the boxes in the chart on the board.
- Pair students. Say: **"Ask your partner the questions about their family. Listen and check."** Monitor their pair work.
- Close the activity by asking a few students to tell the class about a few members of their partner's family. Provide sentence frames for the reporting. My partner's father's name is _____. He/She is _____. He/She is _____.

Variation Idea:

When students have finished interviewing their partner, have them join another pair and tell them to share the information they found out about their partner. Provide sentence frames for the reporting. My partner's father's name is _____. He/She is _____. He/She is _____.

Lesson 7 Lisa has an orange phone.

Objectives

Students will...

- identify and use words for colors
- talk about the colors they like
- describe objects and belongings using colors

Warm up

- Before this lesson, warm students up with a song about colors. Play the **"What's your favorite color?" song** few times and have students watch and listen. Then play it again and have them sing along.
- Draw a colorful picture on the board (a flower, a rainbow, a spice display) and ask students to tell you the names of the colors they know.

Expansion Idea

Identify students to come to the front of the class based upon what color they are wearing (red shirt, orange shoes, yellow pants, etc.). Point to the color and ask the whole class to say the word aloud.

Presentation

A. Look at the picture. Write the colors.



- Have students look at the picture and read the vocabulary words silently.
- Ask students to work in pairs. Give them time to write the names of the colors in the blanks. Encourage them to consult with other peers if they are unsure of the words.
- Before playing the audio to check answers, have students compare answers with one or two classmates.
- Play the audio and have students check their answers. Ask students to hold up their fingers to show how many answers they got correct.
- Play the audio again and have students repeat the colors.
- To extend the practice, walk around the room and point to different items (clothing, backpacks, furnishings) and have students tell you the color.

B. Listen

- Tell students we will listen to check our answers.
- Play the audio.
- Play the audio again and repeat the colors.

C. Talk with a Partner

- Write the model conversation on the board. Read each part of the conversation aloud and have students repeat.
- Ask a few students, What color do you like? and prompt them to respond with the language from the board.

- Pair students to practice the conversation. Have them practice two times and then change roles and practice two more time. Monitor and support the pair work.
- Call on a few pairs to perform the conversation for the class.

Practice

D. Listen and Read

- Write the word laptop on the board. Draw a picture or point to a laptop in the classroom to clarify the meaning.
- Have students look at the picture. Ask, How many laptops are there? (4) What colors are the laptops (black, white, blue, and red).
- Before playing the audio, have students read the text silently to familiarize themselves with the text.
- Have students scan the text and tell you the names of the people in the picture. Say, Who are these people? Read and look for their names. **Write the names on the board as students say them**. (Mariam, Lisa, Said, Ahmed).

Expansion Idea:
Teach a mini-lesson on proper nouns. Explain that in English, the names of people and places always begin with capital letters. Write some examples on the board.

- Play the audio once and have students follow along with the text. Then play it again and have them write the names in the blanks.
- Have students compare answers in pairs. Then go over the answers with the class. Write sentence frames on the board to help students to answer in complete sentences: This is _____. S/He has a _____ laptop.

Presentation

E. Grammar in Context

- Have students look at the picture. Ask for a few volunteers to tell you something about what they see in the picture, for example, "Salah is tall" "Leila has a book."
- Have students just listen while you read the grammar box.
- Read it again and have students point at the people and the objects when they hear them.
- Wrap up by asking several students to tell you about the picture, for example, say, **Tell me about Bilal.**

Expansion Idea:
Point out the indefinite articles a and an before the nouns in the sentence. Explain that a is used before consonant sounds (a pink bag), and an is used before vowel sounds (an orange phone). Give several words and phrases and have students practice adding the correct article in pairs. For example: ___ open book / ___ closed book; ____ old phone / ___ big phone; ___ yellow bag / ___ blue bag, etc.

Practice

F. Complete the Sentences

- On the board, write: I _____ a green bag. You _____ a yellow bag. He _____ an orange bag.
- Ask students to tell you which word (have or has) goes in each blank. Write the answers in the blanks as students say them.

- Give students time to read the sentences with the blanks. Explain/Show the meaning of glasses. Then have them complete the exercise individually.
- Have students compare answers in pairs. Then review the answers with the class.

Expansion Idea:

Play a game called "Me too!" with the class. Introduce the phrase "Me too!" Say, **"Me too" means I am the same.** Tell students you will say some sentences from the book. If the sentence is true for them, they should stand up and say, "Me too!" and then sit back down.

Choose sentences to read aloud from the Language Box and from Exercise D, for example, Leila has a yellow bag. (Students who have a yellow bag stand up and say, "Me too!" After reading several students from the book, make true statements about students in the class, for example, Ali has brown glasses.

Use

G. Speaking Game: Guess who?

- Point out the picture. Give a few clues about different people in the picture and have students point to the person. For example, say, "He has short hair. He has a brown bag."
- Read each line of the model conversation aloud and have students repeat.
- Put students in groups of four to practice the conversation, and then play the game. Monitor the group work.
- To extend the practice, have groups continue playing the game by giving the clues about other students in the class.

Lesson 8 Unit Test, Task & Self Assessment

- Tell students they will take a short test to track their learning progress.
- Explain the test instructions.
- Tell the students what time it is now. Write it on the board. Tell the students when the test will finish (20 minutes). Write the time on the board.
- Monitor during the test.
- After the test, ask students to exchange books. Check the answers by asking for volunteers.
- Ask students to tell you their scores so that you can also track the students' progress.

Objectives

Students will...

- complete a culminating project to show what they learned in Unit 1.
- present or showcase their project for the class.
- use vocabulary and grammar structures from Unit 1
- use 21st Century Skills to collaborate.

Tip: You can assign the task in advance (for example, during lesson 1, at the start of the unit, or in lesson 5, the review unit) and tell students to bring their completed work to lesson 8.

- Review each option and rubric for each aloud. Use gestures to get the meaning across.
- Have students choose a unit task to complete. Students can work individually, in pairs or small groups.
- Monitor their work and give help or suggestions when needed.

Variation Idea:

Assign the tasks and pairs/groups (if working together) instead of giving student choice. This way, students at a lower language proficiency level would work on an option that can help them feel successful. Ensure gender and disability inclusion in group assignments.

Unit 1 Self Assessment

Objectives

Students will...

- Complete a self-assessment on what they learned in Unit 1.

- Point out the charts and how to do the assessment.
- Review the things in the chart. Say **These are the things we learned. Think about the unit. How do you feel? Check how you feel.**
- Give students time to do the Self-assessment. Answer any questions they may have about the language.

Unit 1: Hello! Nice to meet you.

AUDIO SCRIPTS

Spotlight

1_0_Spotlight.Listen

Narrator: Look at the photo. Listen.

Hello, I'm Naima. I'm twelve years old. This is my brother. His name is Habib. He is four years old.

1_0_Spotlight.Tick

See above.

Lesson 1: Where are you from?

Countries

1_L1.1a Ex.A_Countries_Listen and check

Narrator: Name the Country. Listen and check your answers.

India – six

Japan – seven

Morocco – four

Senegal – five

Spain – three

United Kingdom – two

United States – one

1_L1.1b Ex.A_Countries_Repeat

Narrator: Listen again. Repeat the country names.

India

Japan

Morocco

Senegal

Spain

the United Kingdom

the United States

1_L1.2 Ex.C_Global Friends

Narrator: Read and listen. What countries are the people from?

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

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

Billy: Oh wow! I want to visit Morocco.

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

Billy: Great! Happy birthday, Fatou. Where are you from?

Fatou: Thank you! I'm from Senegal.

Noura: Hello! My name is Noura. I am from Morocco.

Mourad: Cool! How old are you, Noura?

Noura: I'm 15.

Lesson 2: How do you spell that?

Letters

1_L2.1a Letters_Ex.A_Hotel_Listen

Narrator: Look at the photo. Listen.

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.

1_L2.1b Letters_Ex.A_Hotel_Repeat

See above.

1_L2.2a Letters_Ex.B_Pronounce Letters_Listen and Point

Narrator: Listen and point to the letters.

A H J K

B C D E G P T V Z

F L M N S X

I Y

O

Q U W

R

1_L2.2b Letters_Ex.B_Pronounce Letters_Repeat

See above.

1_L2.3 Letters_Ex.C_Listen and Write

Narrator: Listen and write.

1.

A: My name is Sam. S-A-M.

B: S-A-M?

A: Yes, that's right.

2.

A: My first name is Ahmed.

B: How do you spell that?

A: A-H-M-E-D

B: A-H-M-I

A: No, E.

B: Oh, ok. A-H-M-E-D

A: Perfect.

3.

A: My name is Juan.

B: How do you spell that?

A: J-U-A-N

B: J-U-A-N?

A: Yes.

4.

A: My name's Fatima.

B: Nice to meet you, Fatima. How do you spell that?

A: It's F-A-T-I-M-A.

B: F-A-T-I-M-E.

A: No, M-A.

B: Oh - got it. F-A-T-I-M-A.

Numbers

1_L2.4a Numbers_Ex. A Josie and Bill Convo Listen

Narrator: Listen.

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.

1_L2.4b Numbers_Ex. A Josie and Bill Convo Repeat

See above.

1_L2.5a Numbers_Ex. B Numbers 0-20 Listen

See student book.

1_L2.5b Numbers_Ex. B Numbers 0-20 Repeat

See above.

1_L2.6_Numbers_Ex.E Fatima and Bilal

Narrator. Read and listen.

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

Bilal is 13 years old. He is in year two of middle school.

Lesson 3: Drop Everything and Read

1_L3.1a Ex. B Story vocab_Listen

Narrator: Look at the photos. Listen.

the sun

the sky

white clouds

dark clouds

rain

red raincoat

1_L3.1b Ex. B Story vocab_Repeat

See above.

1_L3.2_Ex. E_The Red Raincoat

See story in student book.

Lesson 4: Meet my Family

1_L4.1a Ex.A_This is my family_Listen

Narrator: Look at the photo. Point to the family members while you listen.

This is my family.

This is me. My name is Josephine.

This is my father. His name is Jack.

This is my brother. His name is John.

And this is my grandmother. Her name is Eloise.

This is my sister. Her name is Joy.

This is my grandfather. His name is Mac.

This is my mother. Her name is Laura.

1_L4.1b Ex.A_This is my family_Listen

See above.

1_L4.2 Ex.C_Fill in the missing words

Narrator: Listen and write the missing words.

A: Do you have a sister?

B: Yes, I do.

A: What's your sister's name?

B: Her name is Carla.

A: How do you spell that?

B: C-A-R-L-A.

A: How old is she?

B: She's ten years old.

A: What grade is she in?

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

A: Do you have a brother?

B: No, I don't.

Lesson 5: Culture & Fun Review

1_L5.1 Ex.A_What country are people from?

Listen. Write the country each speaker is from.

A. Hi, I'm Nasser. I am from Morocco. We often shake hands when we meet friends in Morocco.

B. Hi, I'm Katrina. I am from the United States. I often hug my good friends.

C. Hi, I'm Gord and I'm from Canada. Young people often fist bump when we greet each other.

D. My name's Noriko and I'm from Japan. When I greet older people, I bow.

E. Hi, I'm Maria. I'm from Spain. We often kiss cheeks when we meet friends.

F. Hi, I'm Asim. I'm from Egypt. I often put my hand on my heart when I greet someone.

1_L5.2 Ex.C_Greeting gestures_Listen and Check

Narrator: Listen and check your answers.

A. shake hands

B. hug

C. fist bump

D. bow

E. kiss cheeks

F. put my hand on my heart

Lesson 6: He is tall!

1_L6.1a Ex.A_Cyndy and Hicham_Listen

Narrator: Look at the photo and listen.

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.

1_L6.1b Ex.A_Cyndy and Hicham_Repeat

See above.

1_L6.2a Ex.B_Adjectives short, tall, etc_Listen

Narrator: Listen and point to the words you hear.

short

tall

big

thin

old

young

1_L6.2b Ex.B_Adjectives short, tall, etc_Repeat

See above.

1_L6.3a Ex.F_Circle the words you hear

Narrator: Listen and circle the words you hear.

A: Is your brother old?

B: Yes, he is.

A: Is he big?

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

A: Is he short?

B: Yes, he is short.

1_L6.3b Ex.F_Choose the picture

See above.

Lesson 7: Lisa has an orange phone.

1_L7.1a Ex.B_Colors_Check your answers

Narrator: Listen. Check your answers.

1. green
2. red
3. while

4. yellow
5. blue
6. black

1_L7.1b Ex.B_Colors_Repeat

See above.

1_L7.2 Ex.E_Lisa's friends_Listen and read

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

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.

Lesson 8: Unit Test, Task & Self Assessment

Unit 1 Test

1_L8.1_Listening Test

Narrator: Look at the pictures and listen. Circle the picture that matches what you hear.

1.

Teacher: Hi, Rahaal. How are you today?

Rahaal: I'm great, thanks. How are you?

2.

A: Is that your mom?

B: No, that's Aida's mom. My mom is tall and thin.

A: Oh, I see her!

3.

A: Can you please give this book to Julia?

B: Juleann?

A: That's Julia. She's tall and slim. She has a blue bag.

4.

A: Welcome! What's your name.

B: Hi. My name is Halima.

A: How do you spell that?

B: H-A-L-I-M-A.

A: H-A-L-E-M-A

B: No - I-M-A

A: Oh, got it. Thanks.

Unit 2 : This is our school.

Unit Overview

Theme This unit is about schools and classrooms, objects in the classroom, school subjects and activities.

Learning Objectives Students will ...

- talk about classroom objects using demonstrative pronouns and possessives (This is my.... Is that your....?).
- describe classrooms using (There is / There are / Is there ...? Are there ...?).
- follow classroom directions (Take out / Put away / Sit down / Line up).
- use classroom help language (Can you repeat that? / What page are we on?).
- discuss and compare classrooms in different countries.
- use the simple present to talk about school subjects and activities (We eat lunch in the cafeteria).



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

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

Lesson 1: Is This Your Book?

Talking about classroom objects

- Classroom Vocabulary: student, teacher, desk, pencil, pen, paper, backpack, computer, notebook, book, eraser, pencil sharpener, marker
- Demonstrative pronouns (This/That/These/Those)

Lesson 2: Are There Computers?

Describing the classroom

- Classroom Vocabulary: board, wastebasket, chair, clock, window, door, table, bookshelf, flag
- There is / There are

Lesson 3: Drop Everything and Read (DEAR).

Reading for Pleasure and Understanding

Lesson 4: Please Take Out Your Book

Following classroom directions

Using help language

- Classroom directions: Take out / Put away / Stand up / Sit down. / Go to / Clean up / Line up / Hand in
- Classroom help language: What page are we on? / Do I need a pen? / Can I have a pencil? / I don't understand / Can you repeat that? / Can you write it on the board?

Lesson 5: Mid-Unit Review and Culture Corner

Review of vocabulary and grammar: BINGO game

Comparing classrooms around the world

Lesson 6: This Is My School
Places around a school, School subjects

- Places around a school: school, classroom, library, art room, music room, auditorium, office, nurse's office, cafeteria, gym, playground, playing fields (soccer), basketball court
- School subjects: Art, Math, English, Science, Social Studies, PE, Health, Music, break, recess, lunch, Language Arts

Lesson 7: We Study English.
School activities

- School activities: read, write, listen to, speak, draw, paint, study, play, use, sing, eat, watch
- Present simple: We read books in the library.

Lesson 8: Unit 2 Test, Task & Self Assessment

- Unit 2 Test
- Unit 2 Task - Choose One!
- Unit 2 Test Self Assessment

This is our school!

Objectives

Students will...

- activate their attention to learn vocabulary related to school.
- learn about a unique school in Bangladesh.
- discuss what is the same in their school and Nila's school in Bangladesh.

Presentation

SPOTLIGHT



This spotlight activity is designed to promote active participation, critical thinking, and cross-cultural awareness among students. It effectively combines multiple elements of learning, including observation, reading, listening, and discussion.
Observation:

1. Start by asking students to carefully observe three photos.
2. Give them sufficient time to examine the images.
3. Elicit some vocabulary items they can produce such as "boat", "river", "boys", "girls", "students", "library", "books", and more.

Then, ...

- Point out the pictures of Nila's school in Bangladesh. Say **This is Nila. This is her school. Let's read.**
- Read the story aloud (or have various students read the sentences). Stop after every sentence and ask comprehension questions such as: Where is Nila? (elicit pointing) What country is she from? (Bangladesh) How old is she? (11 years old) Is this her home? (No, it's her school.) What is in her school? (A classroom) What do they learn? (English) What does her teacher do? (She helps her.) What is another room in her school? (There is a library.) Are there many books? (yes) Does she like her school? (Yes. She loves it.)
- After reading the story, ask What is the same about our school and Nila's? Elicit and write their ideas on the board. (We both have a classroom. We both have a library. We both have books. We both have a teacher.)
- Say **This unit is about School. We will learn how to talk about school in English.**

Lesson 1 Is this your book?

Objectives

Students will...

- use vocabulary to talk and write about classroom objects.
- ask for information about classmate's objects.
- use demonstrative pronouns (this/that/these/those).

In My Classroom

Warm up

A. Classroom Chant

- Warm the class up by teaching a Classroom Chant.
- Write the chant on the board:
    - Is this your book? (student 1)
    - Yes! That's my book. (student 2)
    - Is this your pen? (student 1)
    - Yes! That's my pen! (student 2)
- **Demonstrate the chant independently or with a student.**
- Demonstrate the chant. Say Listen. Change sides to show the two students.
- Have students repeat the lines. Do the chant 3 times.
- Pair students. Pairs do the chant with each other.
- Monitor their pair work.
- Close the warm-up with the leading of the whole class in the chant together.

Presentation

B. Vocabulary: Classroom Objects

The overall objective of this activity is to develop students' vocabulary comprehension and pronunciation related to classroom objects. By combining audio input with visual cues, students will reinforce their understanding of such vocabulary items.

- Point out the pictures. Say **These are things in our classroom.**
- Say **Listen. Then listen and say.**
- Play the audio. Hold up your book and point to the pictures as each word is said. Gesture the meaning of again and say **I'm going to play it again. Listen and say the words.** Then, play the audio again.
- Model the second part of the activity. Pick up items from your desk and for each item say I have a pen. I have a backpack. I have paper. Pair students. Say **What do you have?**
- Close the activity by holding up or pointing to things around the classroom and asking **What's this?** Elicit a choral response from the students.

Teaching TIP:

Use **real objects** to introduce or practice the vocabulary. Seeing the real item provides a clearer understanding of the meaning and it provides authentic opportunities to use the target language.

C. Write

The overall objective of this activity is to develop students' vocabulary comprehension and pronunciation related to classroom objects. By combining audio input with visual cues, students will reinforce their understanding of such vocabulary items.

- Point out the pictures. Say **These are things in our classroom.**
- Say **Listen. Then listen and say.**
- Play the audio. Hold up your book and point to the pictures as each word is said. Gesture the meaning of again and say **I'm going to play it again. Listen and say the words.** Then, play the audio again.
- Model the second part of the activity. Pick up items from your desk and for each item say I have a pen. **I have a backpack. I have paper.** Pair students. Say **What do you have?**
- Close the activity by holding up or pointing to things around the classroom and asking What's this? Elicit a choral response from the students.

Expansion Idea:

Have students label the real objects in the classroom. This could be an extra credit idea, or a volunteer before/after class activity. _____.

Presentation

D. Grammar in Context

The aim of this activity is to teach students the usage of demonstratives (this, that, these, those) in different contexts through visual cues and oral practice. Use visual aids to show the differences between demonstratives.

- Demonstrate the meaning of the grammar. Put a pencil on a table a distance away from you. Then pick up a pencil. Say **This is my pencil.** Then point to the pencil on the table and say **That is my pencil.** Then take two pencils from a student and put them on a table a distance away from you. Then pick up some pencils from another student and say. **These are your** pencils. Point to **the pencils** on the table and say **Those are your pencils.**
- Point out the photos in the student book. Say Look at the pictures and listen. Play the audio.
- Write That is = That's on the board. Say **We can say That is or That's**. Gesture the meaning of the same and say **They are the same**.
- Play the audio again. Say **Listen and repeat**.
- Practice with the meaning of this/these and that/those by eliciting students to point to objects close and far away. For example, say **This**. Elicit students to pick up something that is theirs. Say That. Elicit students to point to something far from them. Say These. Elicit students to pick up several objects. Say **Those**. Elicit students to point to several objects far from them.

- Close the activity by saying different objects in the classroom and having students either point or pick up the objects. For example, say **This is my book**. Elicit students to pick up their book and say This is my book. Say **That's your book**. Elicit students to point to someone's book far from them and say That's your book.

Teaching TIP:
Have students act out the grammar to solidify the meaning. Movement and gestures provide understanding.

Practice

E. Complete the Sentences

Students use the pictures in this section to complete the sentences with the corresponding demonstratives (this is, that's, these are, those are).

- Point out the arrows. Say **The red arrow is close. The green arrow is far away.** Do the first item together. Say **What words do we write for #1?** (This is). Write the full sentence on the board. Then say **Complete the sentences with this, that, these or those.**
- Monitor their work. Then ask students to read their answers aloud to check.

F. Read and Act

The objective of this activity is for students to practice using demonstratives in conversations, indicating proximity while working in pairs.

- Point out the Language Box. Model the activity with a student. Pick up a student's book and say **Is this your book?** Elicit the student to say Yes, that's my book. Pick up another person's book and ask the first student the same question, **Is this your book?** Elicit the student to say, No, that's not my book.
- Pair students. Say **Read and act**. Monitor their pair work. Be sure students are picking up objects and saying the correct statements.

G. Speaking Game

This game encourages active participation, teamwork, and friendly competition, enhancing motivation and interest in language learning. Moreover, the incorporation of points and rewards creates an incentive structure that drives students to refine their language proficiency. In celebrating winners and fostering a positive atmosphere, the game cultivates self-confidence and a sense of achievement among learners, reinforcing the significance of games as invaluable tools in TEFL.

- Model the activity with a group of four students. Write their names on the board. Have each student put 3 things on a table without the others seeing whose items are those. Mix them up. Pick up one of the items and say to one student **Is this your book?** Elicit a yes or no response from the student. For every yes answer, give that person a point on the board. Continue a few more rounds until students get the idea of the activity.
- Put students in groups of 4-5. Say **Put five things on one desk. Don't show them to your group. Mix them up. Ask the questions.**
- Monitor their group work.
- Celebrate winners and encourage everyone.

Lesson 2 I need a backpack.

Objectives

Students will...

- review classroom object vocabulary from Lesson 1.
- use other classroom vocabulary to discuss other objects in their classroom.
- use there is/there are to describe the existence of things in the classroom

Warm up

- Review this/that/these/those and classroom objects. Model the warm up by picking up a student's book and saying Is this your book? Elicit a yes/no response. Continue with other objects and objects close and far.
- Write sentence frames on the board for support. Is this your _____? Is that your _____? Are these your _____? Are those your _____? Then, pair students and say **Ask each other questions.**
- Monitor their pair work. Allow 2-3 minutes.

Practice

A. Reading

- Point out the Student Notice Board in the book. Say **Circle the classroom words. There are 11 words.** Do one together. Say I see the word student. So, I'm going to circle it. Show the word student in the title of the illustration. Say **Find the 11 words.**
- Give students 1 minute to find the words. Monitor their work. Say **Check your answers with a partner.** Then, say **What are the words?** (calculator, pencils, red pen, pencil sharpener, eraser, notebook, backpack, blue pen, book, notebooks, markers)
- Then, say **What are the teacher's names?** Write them. Then ask students to respond with the answers chorally.

B. Scan for Important Information

This activity involves **"scanning".** Scanning is a key subskill in reading that involves swiftly navigating through text to locate specific information without reading the entire content. In scenarios like identifying classroom-related vocabulary words or extracting the names of English and Math teachers, scanning enables readers to efficiently pinpoint and retrieve the required details, optimizing their reading process for targeted search and retrieval tasks.

- Point out the pictures and the Student Notice Board in the book. Say **Read the notices again. Tick the things the students need for Mr. Chaibi's class.** Allow 1 minute then pair students to check their answers.
- Then, ask students to point out the pictures they checked for Mr. Chaibi's class.

C. Write

- Point out the text message box in the book. Model the activity by saying **What do you need for school?** Elicit one thing and write it on the board. Say **Write 5 to 8 things you need.** Monitor their work. Allow 2-3 minutes.
- Pair students. Say **Read your list to your partner. Are they the same?** Monitor their pair work.

Presentation

D. Vocabulary: What's in your classroom?

- Point out the picture of the classroom. Say **These are more things in a classroom.**
- Say **Listen. Then listen and say.**
- Play the audio. Hold up your book and point to the items in the picture as each word is said. Gesture the meaning of again and say **I'm going to play it again. Listen and say the words.** Then, play the audio again.
- Model the second part of the activity. Point to objects in the classroom and say There is a flag. **There's a window. There's a clock.** Pair students. Say What do you see?
- Close the activity by pointing to things around the classroom and asking What's this? Elicit a choral response from the students.

Expansion Idea:
Have students label the real objects in the classroom. This could be an extra credit idea, or a volunteer before/after class activity.

Practice

E. Listen and Complete

The goals of this activity are to improve listening skills by accurately writing down the spoken words from the text. This helps enhance vocabulary recognition and comprehension. The activity aims to reinforce understanding of the classroom description. It also encourages collaboration by having students check their answers with a partner, fostering peer learning and interaction.

- Point out the picture of Talia. Say **Listen and write the words you hear**.
- Play the audio. Pause the audio after each sentence, if needed.
- Pair students to compare answers. Say **Check your answers**.
- Then review the answers with the class. Ask different students to read the sentences aloud. Write the words on the board for students to check.

The teacher offers positive feedback to students who have completed the task. If time allows, the teacher can also address the pronunciation of the words used in the passage.

Presentation

F. Grammar in Context

- Demonstrate the meaning of the grammar with a few items around the classroom. For example, point out then say: **There is a board**. **There is a flag. There's a window**.
- Point out the photos and sentences in the student book. Say **Look at the pictures and listen**. Play the audio.
- Write There is = There's on the board. Say **We can say There is or There's**. Gesture the meaning of the same and say **They are the same.**
- Play the audio again. Say **Listen and repeat.**
- Highlight Singular/Plural: Write There is/There's = one; There are = two or more on the board. Hold

up one finger and say **For one thing, we say There is**. Hold up two fingers and say **For two or more things we say There are**.

- Practice with singular and plural by holding up or pointing to one or more things and eliciting a sentence with there is or there are.
- Highlight Questions: Write Is there a _____? There is a _____. on the board. Gesture a question and say, Is there a flag? Then say, **Notice. With questions we change the order of the words.** Point out the order of Is there and There is.
- Closed pair work, then select pairs to share their dialogues with the class (let them use the grammar box).
- Provide constructive feedback after each presentation.
- Encourage students to incorporate asking and answering questions into their chat with peers.

G. Practice

- Point out the picture of the classroom. Say **Look at the classroom for one minute and notice what is in the classroom. Remember the things.**
- You might choose to elicit from students the vocabulary related to the things in the classroom.
- Point out the rules of the game. Put students in groups of three. Say **Take turns looking. Ask questions about the picture. What do you remember?**
- Monitor their group work. Get their attention to change roles in the group. Say **Time to change. Another person now looks at the picture and asks the questions.**

Teaching TIP:
Establish a system to get students' attention while they are working in pairs or groups. For example, turn on and off the lights or clap a sequence for students to repeat until you get their attention.

H. Write

- Point out the Global Friends Board. Model the activity by writing a sentence on the board. Say **What's in our classroom?** Elicit a sentence. For example, There are three windows.
- Then, say **Write your name and 3 to 5 things we have in our classroom.**
- Monitor their work. Be sure students are writing full sentences using There is/There are. Allow five minutes.
- After the allotted time, ask a few students to read one of their sentences. Point to the things they say to ensure understanding of the students' sentences.

Lesson 3 Drop everything and read (DEAR).

Objectives

Students will...

- Become more motivated to make reading a priority in their lives.
- Use illustrations to predict what a story will be about/to predict what will happen in a story.

A. Look and Write



Cat, Dog and the Egg
Written and illustrated by Elke and Rene Leisink

Show students the cover of the story you will read today. Ask students to look at the picture and write the names of things they see, using the words from the options box: 1) tree, 2) dog, 3) cat, 4) house, and 5) goose. To ensure correct pronunciation, model the words and have the students repeat them chorally.

B. Speak

In this activity, the teacher guides students through the model by having them observe the picture, say a word related to it, and then request their peers to indicate (point to) the corresponding object in the picture.

- Model the activity with one student at the front of the room. Teacher says the first word, and the student points. Then ask the student to say a word, and the teacher points.
- Remind students to take turns.
- Ask students to do the activity in pairs (about 2 minutes)

C. Guess the Story

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

1) What do Dog and Cat see in the grass? _____
2) What do you think they say to the ducks? _____
3) What do you think the story is about?_____

Objectives:

- Develop story-guessing skills from minimal visual cues.
- Enhance critical thinking and collaborative abilities.

Picture: let students examine the picture.
Pairs: Organize students into pairs for discussions.
Q1: What do Dog and Cat see? Pairs discuss the question.
Share Q1: Pairs share answers with class (egg).
Q2: What might they say to ducks? Discuss.
Share Q2: Pairs share ideas (various ideas including whether the egg is theirs).
Q3: What's the story about?
Share Q3: Pairs share predictions.
Discussion: Class talks about answers.

This activity revolves around making predictions based on specific clues, fostering a guessing process. Encourage students to employ their imagination while considering the cues provided. Instead of emphasizing a right or wrong answer approach, inspire them to think creatively and imaginatively throughout the exercise.

D. Read aloud and guess the story

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

During the read-aloud session, the teacher should infuse the story with enthusiasm by using varying vocal tones and expressive gestures that reflect the story's emotions and dynamics. Change the pace, volume, and pitch of your voice to engage students' attention and effectively convey the story's subtleties. Differentiating voices for different characters can make the narrative more immersive and fun for your students. Encourage students to observe gestures and facial expressions, bridging visual and auditory cues for enhanced comprehension. You can pause at significant points to focus students on the pictures and predict what will happen next. You can also ask about how characters in the story feel, etc. These meaning-making questions can foster a more interactive reading experience that supports students' understanding, while also modeling the cognitive process for learners.

E. Read and Listen

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

In the **«Read and Listen»** activity, the teacher should guide students to read along with the text while concurrently listening to the teacher or an audio recording. Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms, and also helps students become more aware of how the English language is chunked.

F. Read the story.

Students read the story silently, promoting focused individual engagement. Depending on your approach, you can provide a focus question to guide their reading or let them absorb the story's content independently.

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

In small groups, students have the opportunity to practice and refine their storytelling skills. Encourage them to infuse their retellings with drama, expressive voices, and gestures, adding depth to their interpretations. This collaborative activity fosters creative engagement and deeper understanding of the story's nuances.

H. Think about the story. Complete the tasks.

Discuss rating and its purpose as a way to express opinions visually. Show the star rating scale(*****); more stars mean higher ratings. Encourage personal opinions on the story. Summarize the story's main elements for memory refresh. Allow a moment for individual reflection. Distribute star rating scale for them to color stars based on enjoyment. Highlight personal feelings, no right/wrong answers.

Note:

If they feel comfortable, students can briefly explain the reasons behind their chosen rating, providing insight into their emotional connection and engagement with the story. Please note that due to time constraints, the activity of rehearsing the story and addressing questions about the thermometer will

be assigned as homework. However, make sure they read the content at home. In the next session, individually ask students if they completed this task and commend those who did. This way, students can delve into these aspects more comprehensively at their own pace.

3) Write as many words as you can from the story.

Key:

- Animals with feathers: owl, goose, duck
- Animals without feathers: cat, dog, lizard

The activity «Animals with Feathers» aims to enhance students' understanding of avian diversity and characteristics. By identifying various animals that possess feathers, students can expand their knowledge of different bird species while practicing observation and classification skills. This activity promotes engagement and critical thinking, fostering a deeper appreciation for the animal kingdom's intricacies.

- Set a timer to prompt students to write down numerous story-related words, fostering their memory recall.
- Without feeling pressured to remember every detail, they can focus on significant terms.
- The subsequent word-sharing session encourages active participation, and any commonly missed words can be highlighted, enabling a collective exploration of their importance within the story.

4. Share your answers with a partner.

The «Share your answers with a partner» activity promotes collaborative learning and peer interaction. It creates a supportive classroom environment where students engage with different perspectives, refine their understanding, and develop communication and critical thinking skills through discussions. This interaction fosters effective learning, active listening, and social skills.

5. What is the moral of the story? Read the story at home and tell us later.

The question «What's the moral of the story? Read it at home and discuss later» encourages independent thinking and comprehension. Students read the story, reflect on its meaning, and discuss its messages. This nurtures reading habits, critical thinking, and a deeper appreciation of literature. If necessary, the teacher can use the students' native language to clarify that «moral» means «lesson» or «value».

Lesson 4 Work with a partner.

Objectives

Students will...

- use classroom directions to discuss and understand what is expected of them.
- use classroom help language to ask for help in the classroom.
- Perform a role play using classroom directions and phrases for asking for help.

Warm up

- Teach a chant. Write the following chant on the board: Stand up, Sit down, Say hello! Say and do the actions in the chant with an enthusiastic voice. Have students repeat. Do this 3-4 times, using an increasingly faster voice each time. .

Teaching Tip:

When doing a choral repetition of any kind (chant, grammar drill, etc.), be sure to only do it 3-4 times. Any more than that can get redundant and tedious. A choral repetition is meant for pronunciation practice and for students to hear and get practice with the flow of the language. It has a role in learning language but it's best to do it a few times and then move on to the more authentic, communicative activities.

Presentation

A. Classroom Directions

Teaching classroom directions effectively involves using visual aids for actions like standing up, coupled with listening and repetition exercises. Phrases like «Take out your book,» «Put away your book,» «Stand up,» and «Sit down» are practiced by focusing on corresponding images, followed by listening and repeating with audio cues while pointing to the images. Repetition of the audio enhances understanding, and students physically enacting the directions concludes the activity for hands-on learning.

- Point out the pictures of the classroom directions. Say **These are things we do in the classroom.**
- Say **Listen. Then listen and say**.
- Play the audio. Hold up your book and point to the pictures as each phrase is said. Gesture the meaning of again and say **I'm going to play it again.** Listen and say the words. Then, play the audio again.
- Close the activity by having students act out each direction in order as you say the phrases. Say **Do what I say. Take out your book**. Elicit students to take out their book. Continue with all the directions.

Expansion Idea:

Discuss the fact that these classroom directions are in the command form and commands don't have a subject. Have the students notice that there is no subject with the verbs then say **When we want to tell someone to do something, we say the verb only. We don't say He, She, You. This is called a command.**

Elicit other commands from vocabulary from previous units. Get a book. Say your name. Introduce yourself. Tell about your family. You can also look at the direction lines for each exercise. Point to various exercises in the book and say **Read the directions for each line. What do you notice?** (They are all in the command form.)

Practice

B. Listen

This task aims to enhance their ability to match spoken instructions with visual representations, promoting effective communication and understanding within a classroom setting. Additionally, the final step of checking answers with a partner encourages collaborative learning and validation of their choices.

- Point out the pictures of the classroom directions. Gesture the meaning of circle with your hands and say **Listen and circle the direction you hear.**
- Do the first item together. Play the audio. Then point to the two picture options, put your hand to your ear and ask **Which one did you hear?** Elicit pointing to the picture or the phrase.
- Play the rest of the audio. Pause after each item to let the students circle the illustration.
- Pair students to check their answers. Say **Check your answers with a partner.** Monitor their pair work then review the answers together with the class. Ask **What is number 2?** Etc. Elicit a choral response.

C. Listen

- Point out the example in the book. Say **Listen and do the action you hear.** Model the activity by saying a few classroom directions aloud and eliciting action from the students. For example, say **Raise your hand. Stand up. Sit down. Say hello.**
- Play the audio. Elicit action from the students. Begin by doing one or two of the actions with them, then just watch the students do it. Take note of which students are having problems with doing it (or just watching the others). If many are having problems, go back to Exercise A and review the pictures and phrases.
- If time permits, assign a short piece of homework.

Teaching Tip:

As students do an exercise, do one together as a model to show them how to do it. Then let the students continue their own. This provides an opportunity to do a formative assessment by checking their understanding or usage of the language. Make a note of students who are having problems with the language and make a time to review the material with them. If the majority of the students are having issues, do the presentation activity again, and add in extra practice.

D. Practice Speaking

- Point out the example in the book. Model the activity by having two students come to the front of class to form a group with you. Say **Listen and do the action you hear. Go to the board. Line up**. Elicit the actions.
- Group students. Say **Take turns saying the directions.**
- Monitor their group work. Make sure they are taking turns. Use a way to get their attention (turn on and off lights, clap, etc.) to suggest a role change so others get a chance to say the directions.

E. Classroom Help Language

- Point out the pictures of the classroom directions. Say **These are things we say to ask for help.**
- **Say Listen. Then listen and say.**
- Play the audio. Hold up your book and point to the pictures as each phrase is said. Gesture the meaning of again and say **I'm going to play it again. Listen and say the words.** Then, play the audio again.
- Close the activity by having students say each phrase in order as you point to the pictures. Say **What can I say?** Elicit students to say the phrase. Continue with all the classroom help phrases.

F. Choose the Correct Question

- Point out the conversations. Read the first item and say **Which phrase do we circle?** (What page are we on?) Gesture circle and say **Circle the phrase What page are we on?**
- Gesture and say **Do #2 through #6 by yourself**. Monitor their work. Be sure students are only circling one sentence for each item.
- Pair students to check their answers. Say Check your answers with your partner. Monitor their pair work.
- Review the answers with the class. Say What do you have for #2? Etc.

Apply

G. Roleplay: Ask for Classroom Help Language

In this role-play, students will practice strategic competence – improving how they communicate by helping and asking for help. These skills are important for overcoming language barriers and connecting with others. As they take on different roles, students will use language smartly, gaining confidence and learning from mistakes. This not only boosts their language skills but also creates a supportive classroom atmosphere.

- Gesture and say **You will write a play.** Read and act out the directions of the roles.
- Put students in groups of four. Students can either write their role play or just discuss and practice them orally. Say **You have 10 minutes to prepare.** Monitor their group work.
- Help students self-correct any mistakes you see by pointing out the error and asking **How can you correct this?**
- After the allotted 10-minute preparation time, say **Which group wants to go first?** Have each group perform their role play in front of the class. Be sure to be encouraging and praise their efforts. If there are any errors, address it to the whole class instead of signaling out any particular student. For example, say **Remember, we say the phrase "I can't see the board."** Then have the whole class repeat the phrase so the one student who made the mistake doesn't feel signaled out.

Teaching Tip:

There are a few ways to handle student errors depending on the situation. When a student makes an error related to the material you are working on in the lesson, it's best to help them self-correct by asking **How do we say that? Or Try again.**

If a student makes an error in front of the whole class (like in a role play situation), then address the whole class instead of the particular student who made the error. Review the error with the whole class and have them do a choral repetition of the word, phrase, or sentence. Chances are, if one student is making the mistake, the rest of the class can benefit from the review.

If the error is related to something else, it's best to not stop them with every error. This can disrupt the flow of fluency and possibly make the student feel reluctant to speak at all. One way to handle peripheral errors is to do Reflective Correction. To do this, simply restate the word, phrase, or sentence the student is trying to say in the correct way. For example:

A: How many brothers and sisters do you have?
B: I one sister and one brother.
A: Oh! You have one sister and one brother. I have one sister, too! Tell me about your sister.
B: She tall.
A: Oh! She is tall. My sister is short.

Lesson 5 Culture and Fun Review

Objectives

Students will...

- use country names to talk about various schools around the world.
- discuss similarities and differences with school in Morocco and schools around the world.
- play games to review vocabulary and grammar points from the unit.

Culture: Classrooms Around the World

Warm up

- Show a world map. Ask **Where is Morocco? What other countries do you know?** Elicit countries and have them point them out on the map.

A. Listen



- Point out the flags. Say **Listen and say the country names.**
- Say the country names a few times each and elicit choral repetition.
- Practice listening to the country names by saying a country and having the students point to the correct flag.

B. Listen: Where are these schools?

The objective of the activity is to expose students to schools in different cultures around the world. By looking at pictures and listening to names of various countries, students can gain insights into the diverse ways education is experienced in different parts of the world.

- Say **We are going to listen to students talk about their schools in their countries. Look and listen. Write the letter of the country next to the picture.**
- Do the first item together. Play the audio and stop it after the first student. Ask **Which picture do we write the letter A?** (Ethiopia) **Write the letter N, for Nigeria, next to the picture.** (Nigeria, Canada, Japan, Jordan)
- Play the rest of the audio. Pause after each student to give students time to write the letter of the country next to the pictures.
- Review the answers. Point to each picture and ask **Which country is this?**

C. Talk about it

This activity encourages students to actively engage with the material, collaborate with their peers, and analyze the information they have learned about schools in different cultures. It also helps them develop their communication and comparison skills.

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

- Have the students do the first part of the exercise individually. **Point out the map**. Say Look at the map. **Write the name of each country.** Monitor their work.
- Write the following sentence frames on the board for sharing. _____ is here on the map. Put students in groups of 3-4. Gesture and say **Compare** your maps. Encourage students to use the sentence frames for support. Monitor their sharing.
- Review the answers together.

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.

- Point out the second part of the exercise. Read the directions and the sentence frames. Model the activity. Say **What is the same?** Elicit an answer such as There are books in Japan and in Morocco. There are tables in _____. But in Morrocco, there are desks.
- Give students 4-5 minutes to discuss. Monitor their group work.
- Close the exercise by asking groups to share a few things that are the same and different.

These activities aim to engage students actively, foster collaboration, and promote critical analysis while exploring global school cultures. The outcome is a culturally aware, empathetic student equipped with enhanced analytical and communication skills to navigate a globalized world with heightened appreciation for diversity and interconnectedness.

Fun Review

These activities employ game-like structures, motivating active student engagement. With challenges, rewards, and competition, they foster immersive and enjoyable language learning. In the following cases, gamification boosts motivation, enhances retention, and facilitates language skill application.

A. BINGO: Classroom Vocabulary

- Point out the Bingo Boxes in the book. Gesture and say **Write 8 words in the boxes.**
- After students write their words or phrases, show a picture of each word. Wait for students to look at their Bingo boxes and tick any words that are the same.
- Continue until someone gets BINGO. Replay the game 2-3 times if there is time.

B. Speaking Game: Describe the pictures

- **Prepare a coin for each group and a game piece for each student. Game piece ideas: paperclips, dried beans, etc.
- Point out the pictures in the book. Show the "heads" and the "tails" side of the coin. Say **The heads side you move one space.** The tails side you move two spaces. Model how to flip the coin and move the game piece on the game board.
- Put students in groups of 3-4. Give each group a coin and each student a game piece.
- Model the game by flipping a coin and doing the task on the space you land. For example, if you flip the coin and land on the second square point to the books and say **There are books in this classroom.**
- Students begin the game. Monitor their play and help as needed.
- As students finish the game, have them change groups and replay the game 2-3 times if there is time.

C. Tic Tac Toe

- **Prepare a game piece for each student. Game piece ideas: paperclips, dried beans, etc.
- Point out the tic tac toe boxes in the book. Model the game. For example, point to the first picture in the left corner and ask **Are those your books?** Then say I **put my game piece on this picture.**
- Pair students to play the game. Give each student a game piece. Monitor their play. As students finish the game, have them get a new partner and replay the game 2-3 times if there is time.

Lesson 6 This is my school.

Objectives

Students will...

- use school vocabulary to talk about places and rooms in a school.
- use vocabulary on school subjects to talk about what students study at school.
- talk about school schedules.

Warm up

- Show or draw a simple map of the school with all the rooms. Say **This is our school.** There are many rooms. We are in a classroom. Ask **How many classrooms are there?** Elicit a number.
- Ask **What other rooms do you know in the school?** Elicit other rooms.

Teaching Tip:

Asking students what they know is called Schema Activation. There are many benefits to activating students' schema. It helps students think about the topic and what they know. That gives students a "hook" into the topic and helps them gain confidence. It also helps the teacher find out what they know. This can help teachers provide instruction depending on the students' needs. If the students know a lot about the topic in English, then the teacher can expand on it or move forward more quickly with the material.

Presentation

A. School Vocabulary

- Point out the picture of the school. Say **These are the rooms in a school. Listen. Then listen and say.**
- Play the audio. Hold up your book and point to the rooms as each word is said. Gesture the meaning of again and say **I'm going to play it again.** Listen and say the words. Then, play the audio again.
- Have students point to the rooms as you say them. Say Point to the library.
- Then ask **What rooms do we have in our school?** Elicit the room names.

Expansion Idea:

Have students draw a map of their school and label the rooms.

Practice

B. Listen and Complete

- Point out the picture of Georgio and his friends. Gesture the meaning of write with your hands and say **Listen and write the words you hear.**
- Do the first item together. Play the audio. Stop it after the first item. Ask What word do you hear? (classrooms)
- Play the rest of the audio. Pause after each item to let the students write the word.
- Pair students to check their answers. Say **Check your answers with a partner.**
- Monitor their pair work then review the answers together with the class. Ask different students to read the sentences aloud. Write the missing words on the board for students to check.

C. Read and Answer

- Point out the questions in the book. Say **Read about Georgio's school again. Answer the questions**. Give students time to read and answer the questions individually. Monitor their work and help as needed. Allow 4-5 minutes.
- Pair students to check their answers. Say **Check your answers with a partner.**
- Monitor their pair work then review the answers together with the class. Ask different students to read the sentences aloud and answer the questions. Write the answers on the board for students to check.

D. Compare

- Draw the Venn Diagram in the book on the board. Gesture the meaning of compare and say **This is a Venn Diagram. We use it to compare two things.**
- Do one item together. Say **What is the same and different between our school and Georgio's school?** Elicit one similarity and one difference and write them in the Venn Diagram on the board.
- Have students continue the Venn Diagram individually. Monitor and help as needed.
- Write the following sentence frames on the board. Our schools both have _____. My school has _____ but Georgio's doesn't.
- Pair students to compare their answers. Say **Compare your Venn Diagram with a partner**. Encourage them to use the sentence frames on the board.
- Monitor their pair work then review the answers together with the class. Ask different students to write their ideas in the Venn Diagram on the board.

Presentation

E. Listen

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

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

- Point out the pictures of the school subjects. Say **These are things we study in school.**
- Say Listen. Then listen and say.
- Play the audio. Hold up your book and point to each picture as each word is said. Gesture the meaning of again and say **I'm going to play it again. Listen and say the words.** Then, play the audio again.
- Write the following sentence frames on the board. I (don't) have math this year. I (don't) like math. How about you? Pair students to discuss the question in #2. Say **What subjects do you have? Tell your partner.** Encourage them to use the sentence frames on the board.
- Monitor their pair work then ask a few students to share their school subjects.

Practice

F. Write the Missing Words

- Point out the pictures. Say **Look at the pictures. Write the missing words.**
- Do the first one together. Say What subject is this? (English) Where are they? (the classroom)
- Give students time to complete the exercise.
- Pair students to compare answers. Say **Check your answers.**

- Then review the answers with the class. Ask different students to read the sentences aloud. Write the words on the board for students to check.
- Point out the second part of the exercise and read the sample sentence. Say Write two sentences about where you have your school subjects.
- Give students 2-3 minutes to write their sentences. Ask a few students to read their sentences aloud. Alternatively, have students write their sentences on the board.

Practice and Apply

G. Practice Speaking: Talia's Schedule

- Briefly point out the two schedules (one in each page). Read the directions and the sample conversation. Say **Ask questions. Write the missing information in Talia's schedule.**
- Pair students. Say **Take turns asking questions about Talia's schedule**. Walk around and monitor their conversations. Help as needed.
- Close the activity by asking students the details of Talia's schedule. For example, ask **What does Talia have at 9:00?**

Lesson 7 We study English.

Objectives

Students will...

- use school activity words to talk about and read what students do at school.
- use present tense verbs to talk about and read what students do at school.

Warm up

- Review classroom directions by playing a game called Simon Says. Model the game by saying Simon Says and then giving the students directions. Students act them out if you say Simon Says. They don't act them out if you don't say **Simon Says. For example, say Simon says put away your book. Simon says go to the board.** For these, the students act out the directions. Then say Stand up. Since you didn't say Simon Says, any student that stands up is out of the game.
- Start the game and eliminate students until the last person remains (or until time allows).

Teaching Tip:

Reviewing previously learned material is important. This helps solidify their understanding and provides confidence with the vocabulary.

Presentation

A. Vocabulary: School Activities

- Point out the pictures of the school. Say **These are things we do at school. Listen. Then listen and say.**
- Play the audio. Hold up your book and point to the pictures as each word is said. Gesture the meaning of again and say **I'm going to play it again. Listen and say the words**. Then, play the audio again.
- Have students point to the activities as you say them. Say **Watch.** Have students point to the picture of watch.
- Write sentence frames on the board. What activities do you like? I like to _____. Point to the activities and ask **Which activities do you like?** Model a response using the sentence frame I **like to read and draw.**
- Pair students to ask and answer the question.
- Close the activity by asking **What do we do in English class?** Elicit the activities. (read, write, listen, speak, etc.)

Practice

B. Act and Guess

In the «Act and Guess» activity, we emphasize the importance of **guessing** in language learning. Guessing plays a valuable role in reading, listening, speaking, and nonverbal communication. It helps us understand meaning beyond just words.

- Model the activity by acting out a few of the school activities in A. Say **Watch and say** the word. Act out the words sleep and read. Elicit the words from the class.
- Pair students to do the activity. Walk around and monitor their pair work. If there is time, have students get another partner to continue the activity.

C. Write

- Do the first item together. Ask **What word from A goes here?** (Write) Write the word write on the board.

- Have students complete the rest of the exercise individually. Walk around and monitor their work and answer any questions.
- Ask volunteers to write the missing words on the board to review the answers.
- Review the different situations that each word can be used for. For example, say **We use play for sports and for games. We say use for computers and things in the classroom.**

D. Read: Different Schools

- Point out the two pictures of the schools. Point to the picture on the left and right and say This is Ayoub's school. **This is Aliyah's school. Read and underline the school** activities from A. Do the first item together. Ask a student to read the first four sentences. Say **What school activity do we underline?** (study) Write the word study on the board and underline it.
- Have students complete the rest of the exercise individually. Walk around and monitor their work and answer any questions.
- Pair students to compare the words they underlined.
- Close the activity by having different students read the sentences aloud. Have students raise their hand each time they hear one of the words they underlined.

Presentation

E. Grammar in Context

- Point out the two grammar boxes. Point to the verbs and ask **What is different about these words?** Elicit that the third person singular (he, she, it) have an s or an es for read and are different words for the verb have.
- Say **For he, she, it we add an s or we change the word. For example, has.**
- Point to the words in exercise A. Say **For each of these words, we add an s or an es to the end for he, she, and it.**
- Do a choral repetition of the words in exercise A with the two forms. For example, say I read. He reads. **I write. He writes. I listen. She listens.**

Practice

F. Complete the Sentences

- Do the first two items together. Point out the verb in parenthesis and say **What word do we write?** (has) Write has and study on the board. Ask **Why do we write has and not have?** (Ayoub is he) **Why do we write study and not studies?** (Ayoub and Aliyah are they.)
- Have students complete the rest of the exercise individually. Walk around and monitor their work and answer any questions.
- Ask volunteers to write the words on the board to review the answers.

G. Draw and Talk

- Model the activity by drawing a person reading a book on the board. Ask **What do I do in school?** Elicit the answer (You read in school.)
- Say **Draw five things you do at school.** Give students 1-2 minutes.
- Pair students to share and discuss their drawings. Point out the sample conversation in the book.

VARIATION:

Exercise G could be played as a game such as Pictionary in two teams. One person from one team draws a picture, his/her teammates have to guess what the person drew within a period of time (30 seconds - 1 minute). Then the other team draws and guesses. The team with the most points wins the game.

Lesson 8 Unit Test, Task & Self Assessment

Objectives

Students will...

- complete a culminating task to apply and demonstrate what they have learned in the unit.
- complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

At the culmination of each unit, there is a strong emphasis on evaluating students' proficiency in both listening and reading skills. These assessments play a pivotal role in gauging their comprehension and communication based on the application of the materials covered. Additionally, it is worth highlighting that guiding and supporting students to effectively showcase their command over grammar and vocabulary holds significant value within our approach.

The Unit 2 Test features then:

- Listening
- Grammar and Vocabulary
- Reading

Unit 3 Task - Choose One!

This section places a significant emphasis on the Unit Task, presenting a valuable avenue for students to engage in project work. The Unit Task not only reinforces their understanding of the subject matter but also encourages them to apply their knowledge in a practical context.

- Review the three Unit Task options. For lower-level students, suggest Option 1. For higher level students, suggest Option 3. If appropriate, allow students to work in pairs or small groups.
- Provide necessary materials and time needed to complete each task option. Monitor their work and help as needed.
- Have students showcase their tasks for the class by either posting their product or presenting their work.

Unit 2 Self Assessment

Self-assessment holds a vital role in elevating learning outcomes, as it encourages self-awareness and ownership of progress while providing valuable insights for tailored instruction.

- Review the key (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.)
- Show how to complete the two graphs (Vocabulary and Grammar). For example, say How do you feel about the classroom vocabulary? Are you a 3, 2, or 1?
- Give students time to complete the graph.
- Have students hand in their Self-Assessments. Check them to see if more instruction is needed for the whole class or for just individual students. Provide a time for students to come in for extra help if needed.

Unit 2: This is our school.

AUDIO SCRIPTS

Spotlight

2_0_Spotlight_Nila's school on a boatSpotlight.Listen

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

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.

Lesson 1: Is this your book?

2_L1.1a_Ex. A Is this your book chant_Listen

Narrator: Listen to the chant.

Is this your book?

Yes, that's my book.

Is this your pen?

Yes, that's my pen.

2_L1.1b_Ex. A Is this your book chant_Repeat

See above.

2_L1.2a_Ex. B Classroom objects_Listen

Narrator: Look at the pictures and listen.

1. Student
2. Teacher
3. Desk
4. Board
5. Pencil
6. Pen
7. Paper
8. Backpack
9. Computer
10. Notebook
11. Book
12. Eraser
13. Marker
14. Calculator
15. Pencil sharpener
16. Ruler

2_L1.2b_Ex. B Classroom objects_Repeat

See above.

2_L1.3_Ex. C Label classroom objects_Check

Narrator: Listen to check your answers.

1. board
2. notebook
3. teacher
4. backpack
5. calculator
6. pencil

7. pencil sharpener
8. book
9. eraser
10. ruler
11. paper
12. computer
13. pen

2_L1.4a_Ex. D Grammar in Context_Listen

Narrator: 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 pens.
4. Those are your pens.

Lesson 2: I need a backpack.

2_2.1a_Ex. D Vocab_What's in our classroom?_Listen

Narrator: Look at the pictures and listen.

1. door
2. clock
3. flag
4. window
5. bookshelf
6. wastebasket
7. chair
8. table
9. board

2_2.1b_Ex. D Vocab_What's in our classroom?_Repeat

See above.

2_2.2_Ex. E_Talia's School_Listen and Complete

Narrator: Listen and write the words you hear.

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 board for writing. Students all have a table and a chair. There are three windows and there are two doors. There's a clock near the window. And there's a wastebasket by the door. There is also a flag of our country. There is a big bookshelf in the back of the room. We have many books. I love learning English in my classroom!

2_2.3_Ex. F_Grammar in Context

Narrator: Listen and read 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.

Lesson 3: Drop Everything and Read

2_3.1_Ex. E_Cat, Dog and the Egg_Read and LIsten

See story in the student book.

Lesson 4: Work with a partner.

2_4.1a_Ex. A_Classroom Directions_Listen

Narrator: Look at the pictures. Listen.

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.

2_4.1b_Ex. A_Classroom Directions_Repeat

See above.

2_4.2_Ex. B_Circle the directions you hear

Narrator: Listen. Circle the classroom directions you hear.

1. Please go to the board.
2. Hello everyone! Please take out your book.
3. Let's play a game. Everyone, stand up.
4. It's time for a break. Line up at the door.
5. Let's get ready to write. Take out a piece paper.
6. It's almost time to go home. Please clean up.

2_4.3_Ex. C_Listen and follow directions

Narrator: Listen and follow the directions.

Good morning class. Let's get started.

Please take out your book.

Open your book to page 15.

Now turn to page 27. Read the directions.

Close your book. Put your book away.

Now take out a piece of paper and a pen.

Write your name on your paper.

Put away your pen and hand in your paper.

2_4.4a_Ex. E_Classroom help language_Listen

Narrator: Look at the pictures. Listen.

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?

2_4.4b_Ex. E_Classroom help language_Repeat

See above.

Lesson 5: Culture & Fun Review

2_5.1a_Ex. A_Country flags_Listen

Narrator: Look at the country flags. Listen and read.

Canada

Nigeria

Japan

China

2_5.1b_Ex. A_Country flags_ Repeat

See above.

2_L5.2a_Ex. B_Where are these schools_Listen to check

Narrator: Where are these schools? Listen to check your answers.

1. My name is Ngozi. I'm from Nigeria. I'm in year 3 of middle school. At my school, we use computers to learn. Sometimes we work in pairs to do projects. Our teacher gives us activities to do online. At the end of the lesson, she comes to our classroom for 15 minutes to check our work. Our lessons are very interesting.
2. My name is Paula. I'm a teacher from Canada. I teach year one of middle school. My students work in groups during lessons. Each group has one table and a few chairs. I help each group of students during lessons. I like it when my students do projects. It is very interesting.
3. My name is Taiki. I'm from Japan. I'm in year three of middle school. At my school, we stay in the same classroom all day. Each student has one table and one chair. We do everything in our classroom. We study together and we also eat lunch together. Our teachers move to join us for each lesson.
4. Hi. My name is Chiwa. I'm from China. I am in year 2 of middle school. There are many students in my school. When the weather is nice, we study outside. I like studying under the trees. There is one teacher for 100 students in my school!

2_L5.2b_Ex. B_Where are these schools_Tick

See above.

Lesson 6: This is my school.

2_L6.1a_Ex. A_School Vocabulary_Listen

1. Prayer Room
2. Playing Field
3. Dormitory
4. First Aid Office
5. Gym
6. Computer Room
7. School Office
8. Music Room
9. Library
10. Classroom
11. Science Lab
12. Courtyard
13. Art Room

2_L6.1b_Ex. A_School Vocabulary_Repeat

See above.

2_L6.2_Ex. B_Georgio's school_Listen and complete

Narrator: 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 classrooms. We have a library. There are many English books. There is a music room and an art room. There is also a gym. We play basketball there. There is not a dormitory. We go home after school. Do you have a dormitory in your school?

2_L6.3a_Ex. E_School subjects_Listen

Narrator: Look at the pictures. Listen.

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_L6.3b_Ex. E_School subjects_Repeat

See above.

Lesson 7: We study English.

2_L7.1a_Ex. A_School activities_Listen

Narrator: Look at the pictures. Listen.

1. read
2. write
3. listen to
4. speak
5. watch
6. use
7. study
8. sing
9. draw
10. sleep
11. play
12. eat

2_L7.1b_Ex. A_School activities_Repeat

See above.

Lesson 8: Unit Test, Tasks & Self Assessment

Unit 2 Test

2_L8.1_Listening Test

Narrator: Unit 2 listening test. Listen and circle what you hear.

1.

A: Is that your backpack?

2.

A: What does Amir have on his desk?
B: He has a pen, paper and a calculator.

3.

A: Is there one window in the classroom?
B: No. There are two.

4.

A: What class does Maria have at 9:00?
B: She has math.

5.

Please take out your notebooks.

Unit 3 : Tell me about your day.

Unit Overview

Theme This unit is about daily routines and habits, time and schedules, and after school and free-time activities.

Learning Objectives Students will ...

- recognize and use daily habits vocabulary, incorporating present simple tense (wake up, eat meals, bathe, etc.).
- recognize and use numbers within the range of 1 to 100.
- use phrases and expressions for telling the time, employing time-related questions such as 'What time...?' and referring to different parts of the day (morning and afternoon).
- ask and answer WH-questions about daily routines.
- compare and contrast school habits across different countries with those of their own (cross-cultural understanding).
- complete a class survey about daily activities they do before and after school (data gathering and conversational skills).
- invite others and respond to invitations for after-school and free-time activities, using phrases like 'Let's...', 'Do you want to?', and 'Can you...?'.
- complete a culminating task to apply and demonstrate the knowledge and skills acquired throughout the unit.
- undertake a self-assessment task to reflect on how well they know and can use the material learned in the unit, fostering reflection and self-awareness.



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

Lesson 1: I Eat Breakfast at Seven

Talking about daily activities

- Daily routines vocabulary: wake up, get up, eat breakfast/lunch/dinner, take a bath/shower, get dressed, brush my teeth/hair, got to school, start school, go home, homework, play outside, go to bed
- Grammar: Present simple

Lesson 2: What Time Is It?

Talking about time

- Numbers 10 – 100.
- Time expressions and telling time: What time is it / It's ____., in the morning, in the afternoon, in the evening, at night, noon, midnight

Lesson 3: Drop Everything and Read (DEAR)

The Friendship of Baboon and Crocodile, by The People of Mozambique

Lesson 4: I Wake Up At Seven.
Talking about daily schedules

- Daily schedules: What time do you? / I ____ at
- Grammar: Wh- questions about routines (What time do you…? / What time does he/she/it …?)

Lesson 5: Culture Corner and Mid-Unit Review
School Habits around the World

Review of vocabulary and grammar: Daily Activities Class Survey

Lesson 6: We Play After School
Before School and After School Activities

- Review of daily routines
- After school activities vocabulary: have a snack, hang out with friends, do chores, have music lessons, play in the park, read a book, play on a phone

Lesson 7: Let's Hang Out!
Making invitations

- Inviting friends: Let's …, Do you want to …?, Can you…?

Lesson 8: Unit 3 Test, Task & Self Assessment

- Unit 3 Test
- Unit 3 Task - Choose One!
- Unit 3 Test Self Assessment

Tell me about your day.

Objectives

Students will...

- preview the topic of daily habits and routines.
- compare their morning routine to Ayaan, a middle school student who lives in New York City

Presentation

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



This spotlight activity is intended to compare students' morning routines with those of other individuals. It focuses on learning skills and techniques, including reading, observation, vocabulary building, and open discussion.

- Ask students to carefully read the spotlight's question and quickly glance through Cameron's four pictures.
- Point out the pictures of Cameron and his day. Say, **This is Cameron. What does he do every morning? Let's read.**
- Read the story aloud or play phe audio (or have various students read the sentences). Stop after every sentence and ask comprehension questions such as: Where does Cameron live? (New York City) Is this his home? (Yes) What time does he wake up Monday to Friday? (5:00 in the morning) Does he do his homework at school? (No, he does his homework at home.) What does he do at 7:00? (He eats breakfast.) Who does he go to school with? (His friends) Does he like his school? (Yes. He loves it.)
- After reading the story, ask, **What is the same about your morning? What is different?** Elicit and write ideas on the board. (We both do homework in the morning. We both go to school with friends. We both eat breakfast with our family.)
- Tell the students that there is nothing wrong about having different routines!
- Say, **This unit is about the activities we do every day. We will learn how to talk about our everyday routines and schedules.**

Lesson 1 I eat breakfast at seven.

Objectives

Students will...

- use vocabulary to talk and write about daily habits and routines.
- use the simple present to about classmates and their own daily routines.

Morning Habits

Teaching TIP:
Reviewing previously learned material is important. This helps solidify students understanding and provides confidence with the vocabulary.

A. Morning Habits Chant

- Warm the class up with a Morning Habits Chant.
- Model the dialog either by performing it independently or with a student, using the captions in the textbook/ OR
- Write the chant on the board:
    - I wake up at seven. How about you? (student 1)
    - I wake up at six. Then what do you do? (student 2)
    - I eat breakfast and go to school. (student 1)
    - I do too! (student 2)
- Say, Listen. Demonstrate the chant. Change sides as you read each line to indicate Student 1 and Student 2.
- Have students repeat the lines. Do the chant 3 times, slightly increasing speed and fluency each time.
- Play the audio and have students listen, and then listen again and repeat.
- Pair students to practice the chant.
- Encourage students to match the rhythm, intonation, and pronunciation as closely as possible.
- Monitor their pair work.
- Close the warm-up by leading the whole class in the chant together. Then ask for a few volunteer pairs to say the chant.

Presentation

B. Vocabulary: Daily Activities

The objective of this activity is to introduce and practice the provided phrases associated with daily activities.

- Direct students' attention to the pictures in the textbook to establish visual context.
- Have them look at these pictures. Say, **These are things we do every day.**
- Say, **Listen and point to the pictures.**
- Play the audio. Hold up your book and model pointing to each picture as the word is said.
- Say, **Now listen and repeat.** Play the audio again.
- Students collectively listen to the phrases and repeat them in unison (chorus, tolerate noise!).
- Students individually listen to the phrases and repeat them in a whisper.
- Help students practice the meanings and model the next activity by miming various activities (wake up, get dressed, brush my teeth, etc.) and having the class call out the vocabulary.
- The teacher encourages active participation by giving individual students the opportunity to repeat the phrases.

Expansion Idea:

Pair students and have them take turns saying which activities from the vocabulary list they do every day. On the board, write I _____ every day. Model first by telling students a few activities you do every day. Have pairs keep track of how many activities are the same and whether there are any differences, for example, some students may take a bath, while others take a shower. Some may not eat breakfast or every day, etc.

Practice

C. Act and Guess

The objective of this activity is not only to reinforce routine verbs and phrases but also to create a fun and engaging learning environment. The activity involves acting out words or phrases without using words, while other students guess what is being conveyed.

- Point out the picture and explain the purpose of the activity.
- Model. Say, **Now practice with a partner.**
- Model the activity with a student. Choose one of the vocabulary words, act it out, and have the student guess/say the word. Then say, **Now it's your turn.**
- Pair students to take turns acting out and guessing the vocabulary. Walk around and monitor and offer help as needed.
- Wrap up by calling out select vocabulary and having the class act out the activity.

Teaching TIP:

Some students may feel shy about miming / acting. Modeling the activity yourself can help students feel more confident with the task. Also, try pairing more outgoing students with shy ones, if possible.

If time permits and the classroom size is manageable, you might opt for the following more detailed and exciting steps for this guessing game:

- Explain the purpose of the guessing game.
- Divide the class into two teams, Team A and Team B.
- Invite a student from Team A to step forward. Whisper a word or phrase from the previously mentioned list to them.
- The student will portray the word or phrase through gestures and mime, refraining from speaking, while their team members observe and guess.
- Set a short time limit for guessing. If Team A guesses correctly within the time limit, they earn a point.
- Now, it's Team B's turn. Select a student from Team B to act out a word or phrase, while Team A guesses as well.
- Keep alternating between the two teams, with different students taking turns to act out and guess.
- Keep track of the points each team earns for accurate guesses.
- After several rounds, calculate the points to determine the winning team.

Presentation

D. Grammar in Context

The objective of the «Grammar in Context» activity is to help students understand and apply specific grammar concepts in meaningful sentences.

- Go over the example sentences in the language box. **Say, Listen and repeat after me. I get up. / You get up. / We eat breakfast. / They eat breakfast./ He gets up. / She eats breakfast.**
- Say, **This is the present simple. We use the present simple to talk about things we do every day.**
- On the board, write I eat / He eats. Circle the s in eats. Then write, You brush your teeth. / She brushes her teeth. Circle -es in brushes. Say, **In the present simple, with he and she, we add s or es to the end of the action word.**
- Students participate by creating their own sentences using the learned forms.
- Students share in pairs their sentences **underlining verb endings** (with he /she).
- Allow students to use other daily activities' verbs or phrases they might think of at this stage.

Practice

E. Listen

The objective of this activity is to enhance students' listening and sequencing skills by engaging them in arranging the daily activities of two individuals, Anir and Arinass. The teacher follows the steps below:

- Say, **Let's practice.** Point out the pictures of Anir's Day and have students predict. Say,This is Anir. He does these things every day. What do you think he does first? / Second? / Next?
- Say, **Listen and number the pictures in the correct order from 1 to 5**. Play the first part of the audio through, "He wakes up at 6:00 AM." Walk around and check that students have numbered the first picture correctly.
- Play the rest of the audio, pausing as needed for students to complete the task.
- Go over the answers with the class. Ask, **What does Anir do first? Next? Etc.** Remind students to add the s or -es on the present simple verb endings.
- Repeat the same steps for Arinass's Day.
- Discuss differences between Anir and Arinass.
- Encourage individual students to describe their daily activities in their own sequences, if time permits.
- Students in pairs share each other's daily activities and their sequence.

Teaching TIP:

Have students predict the answers before they listen. This helps them preview the language and focus on the task.

Expansion Idea:

Pair students to play a memory game with Anir's and Arinass's Day. Give students 30 seconds to review the picture and try to remember the correct order of each person's morning routine. Then have partners take turns closing their books and saying the activities in the correct order. Prompt them to use complete sentences (Anir wakes up at 6:00.) to practice the correct form of the present simple.

F. Write

The objective of this writing activity is to help students develop sentence composition skills and improve spelling and pronunciation of verb endings (with third person singular). Follow these steps:

- Direct students to the spelling box in the textbook, which includes verbs and their correct spellings (e.g., go/goes)

- Either read aloud or have a student read the 2 forms of the verbs, demonstrating how to pronounce the verb endings with 'he' or 'she' (e.g., «goes,» «brushes,» etc
- Go over the directions and call on a student to read the example sentence.
- Give students time to write their sentences. Walk around and monitor. Offer help and suggestions as needed.
- Have students compare sentences in pairs. Then call on students to read their answers aloud.
- A segment is allocated for students to practice pronouncing the sentences, focusing on the correct verb endings.
- Finally, students practice reading their sentences aloud, enhancing their pronunciation and confidence in using the third person singular verb forms.

G. Fill in the Blanks

The objective of this activity is to assist students in practicing the correct verb forms within meaningful sentences and to enhance collaborative learning through partner validation. Suggested steps:

- Read and have students repeat the words in the box (e.g. eat, do, get up, go, brush, play, take).
- Give students time to read the items/ sentences and think about which verbs fit in the blanks.
- Refer students to the Grammar in Context box on the preceding page. Say, **Remember to use the correct form of the simple present.**
- Have students complete the exercise(sentences) individually using the appropriate form of the given verbs,
- After completing the sentences, in pairs students compare their answers and check for accuracy.
- Wrap up by calling on students to read the complete sentences aloud. Write the correct answers on the board and have students check/correct any grammar or spelling errors.
- The teacher goes over the correct answers with the whole class, ensuring good pronunciation of verbs ending with (es), and understanding.

Use

H. Speak

The objective is to boost students' English speaking and listening skills through question-answer practice on morning activities. Pair and group discussions foster communication improvement about daily habits and meaningful conversations.

- Go over the directions. Call on two students to read the sample conversation aloud.
- Pair students.
- Point to the left side of the chart. Have students repeat the question: What do you do every morning?
- Model the first part of the task with a student. Say, Ask **your partner the question**. **Listen and write.** Ask, What do you do every morning? Have the student read the sample answer, I get up at 7:00. Gesture writing the information in the chart.
- Have pairs take turns asking and writing their partners' answers. Walk around and monitor. Offer help and suggestions as needed.
- For the second part of the task, combine pairs to form groups of four. Say, Take turns **telling about your partner's morning.**
- Walk around and monitor. Note students' usage of the vocabulary and simple present verb forms.

Lesson 2 What time is it?

Objectives

Students will...

- recognize and use numbers 20 - 100
- use phrases for asking about and telling the time
- use time expressions to describe schedules and time of day

Warm up

- Review numbers. Write numbers 1 – 20 on the board. Start at 1, point to each number and have the class count chorally. Then ask for volunteers to come up and point and count.
- Challenge students to count in English by twos, fives, etc. Point to specific numbers and have students say them aloud.

Presentation

A. Listen: Numbers

The objective is to learn and practice numbers through visual recognition, listening, and repetition techniques. This encompasses a range from 10 to 100, including numbers in the twenties and thirties. The emphasis is also on understanding the differences between '-teen' and '-ty' endings.

- Point out the charts. Have students read the numbers silently.
- Gesture pointing in the book. Say, **Listen and point to the numbers.** Read the numbers aloud once through. Check that students are pointing to the chart.
- Say, **Listen first. Then listen and repeat.** Play the audio. Walk around and ensure that students are repeating the numbers.
- For additional practice, pair students and have them take turns saying the numbers and pointing to different numbers for their partner to say.
- Go over the pronunciation of -teen and -ty. Write several pairs of numbers on the board. Use upper case letters to show the correct syllable stress, for example, 13 = thirTEEN / 30 = THIRty. Have students repeat and practice the pronunciation.

Practice

B. Speak

The primary objective of the provided instructions is to facilitate a language learning activity that emphasizes the development of conversational and writing skills related to family members' ages.

- Go over the directions and model the first item. Say, **My father is sixty years old. I write sixty next to "my father's age."**
- Have students complete the left side of the chart with their own family members' ages.
- Pair up students. Then read the sample conversation aloud with a student.
- Demonstrate writing the partner's information in the chart. Write the phrase "about 50 years old" on the board and underline about. Say, **We can say "about: when we aren't sure of the number.**
- Have pairs complete the task. Walk around and monitor. Offer help as needed.

- If a student indicates that they **don't have family members** to talk about, encourage them to participate using fictional examples or emphasize that they can focus on their own perspective.
- Continue to offer help as needed and **create an inclusive environment** where all students feel respected and supported.

C. Listen: Tell the Time

The objective of this activity is to enhance students' listening, reading, and speaking skills in the context of telling time. By the end of the activity, students will be able to confidently identify and express various times using both spoken and written forms.

- Ask, **What time is it?** Point to a wall clock or your watch/cell phone and say (or elicit from students) the current time.
- Point out the pictures and say, **Look at the clocks. What times do they show?**
- Pair students and have them try saying the times.
- Go over the language in the Real World English box.
- Say, **Listen and point to the clocks.** Read the times once through, then say them again and have students repeat.
- For additional practice, have pairs take turns **saying** the times and pointing to different clocks for their partner to say the time.

D. Listen

The objective of the activity and instructions below is to engage students in a listening and interaction-based activity focused on improving their comprehension of time-telling patterns and their ability to accurately identify spoken times.

- Go over the directions and give students time to read through the answer choices.
- Do the first item with the class. Say, **Listen to the conversations. Circle the times you hear.** Remind students to play close attention to the stress of -teen and -ty. Play the audio for item 1 and elicit the answer.
- Play the rest of the audio.
- Have students compare answers in pairs. Then check answers with the class.
- For additional practice, have pairs take turns **saying** the times and pointing to them in the table provided.

Expansion Idea:
Have students draw clocks to show the corresponding times for the times shown in Exercise D.

Presentation

E. Vocabulary: Times of Day

The objective of the provided activity is to acquaint students with vocabulary and expressions associated with different times of the day, and to improve their comprehension of these expressions using visual aids, listening exercises, and interactive practice.

- Point out the pictures. Say, **These are different times of the day.**
- Say, Listen **and point to the pictures.**
- Read the time expressions once through and ensure that students are pointing to the pictures. Then read them again and have students repeat.

- Ask the class questions to practice the meanings, for example, **When do you eat breakfast?** (in the morning), When do you go home from school? (in the afternoon), When do you sleep? (at night), etc.
- Pair up students. Ask each pair to take turns asking and answering questions related to the time expressions. For example:
    - **Student A:** «When do you eat breakfast?»
    - **Student B:** «I eat breakfast in the morning.»
    - Encourage students to practice using the time expressions in their responses.
- Emphasize the stress patterns in the time expressions («-morning,» «-afternoon,» «-evening,» «-night»). Guide students to correctly stress the syllables for accurate pronunciation, which will enhance their overall speaking skills and raises engagement too.

Use

F. Speak

The objective is to enable students to collaboratively inquire about and determine the time of day in diverse cities worldwide, utilizing proper time expressions, thus enhancing their listening and speaking abilities. Moreover, the objective is to acquaint students with the correct pronunciation of various city names and countries.

- Say, **Let's talk about what time it is around the world.**
- Point out the pictures. Go over the pronunciation of the cities and countries. Read each one aloud and have students repeat. If time allows, point out each place on a map or globe.
- Pair up students and assign (or have them choose) A and B roles.
- Go over the directions and have two students read the sample conversation aloud.
- Model the task with a student. Say, **I am Student A. I look at Picture A. What time is it in Amman, Jordan?** Prompt the student to find the answer in Picture B and tell you the answer including the time expression (in the afternoon). Gesture listening and writing the answer.
- Have pairs complete the task. Walk around and monitor and ensure that students are using the time expressions.
- Go over the answers by asking students "What time is it in ___?" and having students answer in complete sentences (It's 1:45 in the afternoon.).
- Ask the class: «Can anyone calculate the time difference in hours between Casablanca and Amman?» (do the same Sydney, Dakar, etc.).

Expansion Idea:

If you have a projector in your classroom, use Google Earth to take the class on a virtual tour around the globe to all the cities and countries in Exercise F.

Lesson 3 Drop everything and read (DEAR).

Objectives

Students will...

- Become more motivated to make reading a priority in their lives
- Use illustrations to predict what a story will be about/to predict what will happen in a story

A. Look and Write

baboon **crocodile** **river** **tree** **island**



Show students the cover of the story. Ask students to look at the picture and write the names of things in the right order: 1) tree, 2) baboon, 3) crocodile, 4) island, and 5) river. Share correct order and ensure correct pronunciation, model the words and have the students repeat them chorally.

B. Speak

The teacher guides students through the model by having them observe the picture, say a word (or words) related to it, and then request their peers to point to the corresponding object in the picture.

- Model the activity with one student at the front of the room. Teacher says the first word, and the student points. Then ask the student to say a word from the picture (balloon, crocodile, island, river, tree).
- Pair up students and remind them to take turns.
- Ask students to practice pronouncing the words in pairs (about 2 minutes).
- Optional: Ask students which of these things they like best? I like a.....

C. Guess the Story

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

The objective is renforcer nurturing story-guessing skills, honing critical thinking, and promoting collaboration. Students are asked to answer 3 questions:

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



Teacher follows the steps below:

- Display the textbook pictures to the students without offering any context.
- In pairs, prompt students to discuss the questions: «Are Crocodile and Baboon friends?» and «How does the crocodile feel?» , then move to :

«What do you think will happen in the story?» .

- Remind students that suspense is key, and ask them not to share their predictions to class now.
- Request pairs to share a general overview of their discussions without unveiling specific answers, keeping notes only.
- Facilitate a class-wide discussion about interpretations and predictions while maintaining the suspense by not revealing conclusive information yet.
- Reiterate that there are no right or wrong answers until the story is read, encouraging creative thinking and respecting diverse perspectives.

D. Read aloud

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

Arrange the students in a circle for this activity, similar to how people gather at story tellers at "Jamaa Lafna in Marrakech". This arrangement will help create a sense of unity and participation. It will also make it easier for everyone to see each other and engage in the discussion more effectively. During the reading time, the teacher should make the story exciting by using different voice tones and actions that show the feelings and changes in the story. Change how fast or slow, loud or quiet, and high or low your voice is to keep students interested and show the story better. Giving different creatures (i.e. crocodile, baboon) different voices can make the story more fun. Ask students to watch the movements and faces of the characters to understand the story better. Sometimes, stop at important parts and talk about the pictures, and guess what might happen next. You can also ask how the crocodile or baboon in the story feel. These questions can help students get more into the story and understand it, while also showing them how to think about the story.

E. Read and Listen

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

In the «Read and Listen» activity, the teacher should guide students to read along with the text while concurrently listening to the teacher or the audio recording. Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms, and also helps students become more aware of how the English language is chunked.

F. Read the story silently.

Students read the story silently, promoting focused individual engagement. Depending on your approach, you can provide a focus question to guide their reading or let them absorb the story's content independently.

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

In small groups, students have the opportunity to practice and refine their storytelling skills. Encourage them to infuse their retellings with drama, expressive voices, and gestures, adding depth to their interpretations. This collaborative activity fosters creative engagement and deeper understanding of the story's nuances. Noise is part of the lesson, so keep patient!

H. Think about the story. Complete the tasks.

The objective is to engage students in a comprehensive exploration of the story's themes, emotions, vocabulary, cultural connections, and moral values through answering the following questions:

1. How did you like the story? Color the stars to rate it.
2. How did the story make you feel? Circle the feelings?
3. Write a new word from the story. Draw a picture of the word.

4. When at home, ask about a similar story in the Moroccan culture, and tell us later.
5. What is the moral of the story? They can use L1, if they cannot express their ideas in English.

Steps for the Teaching-Learning Process:

- Prompt students to share their personal thoughts and opinions, while also rating the story using a star-based system to visually express their liking.
- Inquire about the feelings evoked by the story, asking them to circle the emotions that resonate with their response.
- Guide students to identify a new word from the story, draw its meaning, and write it down to enhance vocabulary retention.
- Encourage students to explore a similar Moroccan cultural story, discussing it at home and sharing the findings later in class to foster cultural awareness.
- Motivate students to articulate the moral lesson derived from the story, allowing the use of their native language (L1) for accuracy.
- Invite students to share their individual viewpoints and feelings regarding the story.
- Promote vocabulary acquisition through creative tasks involving visualization and writing.
- Engage students in reflecting on the story's moral, providing guidance for effective expression, even in their native language if necessary.

Prompts to ask as a piece of homework, if time permits:

Students read the story again at home at their own pace, and answer the four questions below:

1. What problem did Crocodile have that made him think about eating Baboon?
2. How did Baboon react when Crocodile told him about the doctor's advice?
3. Why did Baboon suggest bringing his grandfather to Crocodile?
4. How did the story end? What happened to Baboon and Crocodile's friendship?

Note: *In the next meeting with class, ask students (individually) if they completed this task and commend those who did. Looking for similar stories in the Moroccan culture is an implicit way to encourage research, comparison and connections.*

Extensive Reading Program:

The Extensive Reading Program aims to foster a genuine love for reading and to facilitate self-driven reading experiences among students. Within this framework, students are empowered to:

- Independently select stories "they like" from a carefully curated collection available within the classroom or at the school library.
- Enjoy reading these stories at their own pace, within the comfort of their homes.
- Benefit from a nurturing reading environment fostered both within and outside the classroom by the teacher and guardians.
- Receive continuous guidance and support from the teacher to sustain their reading engagement and set achievable goals.
- Take ownership of their reading progress through self-assessment.
- Develop a sense of achievement and personal growth by reflecting on their reading journey.

Furthermore, it's essential for the teacher to maintain a determined approach and not give up if students exhibit a lack of motivation. This persistence can ultimately lead to remarkable transformations in students' engagement and enthusiasm for reading.

Lesson 4 I wake up at seven.

Objectives

Students will...

- discuss daily habits, routines and schedules
- ask and answer WH-questions about daily routines

Warm up

- Introduce the listening with a game called line-ups. Divide the class into groups of six to eight students. On the board, write What time do you get up?
- Explain that students in each group should stand and ask each other the question, and then line up from right to left according to the earliest to the latest wake-up time.
- Model with a few other students. Then have groups do the task.
- Wrap up by asking students in a few groups to say what time they wake up.

Presentation

A. Listen

In the picture, two teenagers, Samira and Nona, are engaged in a conversation. Let's listen to their conversation. Play the audio:

Samira: What time do you wake up?
Nona: I wake up at seven. How about you?
Samira: I wake up at 7:30.
Nona: What time do you go to school?
Samira: I go to school at eight. I have breakfast first.
Nona: What time do you eat lunch?
Samira: I eat lunch at 1:30. What time do you go home?
Nona: I go home at 3:30.

- Direct students' attention to the picture and allow them time to listen to the conversation once more. Encourage predictions for the missing words. Ask, «Which words do you think fit in the blanks?»
- Direct students' attention to the picture and allow them time to listen to the conversation once more. Elicit/encourage predictions for the missing words. Ask, «What words do you think go in the blanks?»
- Have students read the conversation and guess/think about the words needed to complete the blanks.
- Play the audio, pausing as needed for students to fill in the blanks.
- Have students compare answers in pairs. Then go over the answers with the class.
- Pair up students in pairs to practice reading the dialogue silently.
- Motivate students to read aloud in pairs for classroom practice.
- Monitor the activity to ensure understanding and provide assistance as needed.

B. Read

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

Scanning is a skill used to locate specific details, facts, or particular words/phrases within a text. This technique is especially helpful when a reader seeks answers to particular questions or needs to find specific information within a single text or a set of texts. In this activity, the teacher is advised to engage students as follows:

- Go over the directions. Clearly explain the concept of scan (read quickly and look for specific information.) Say, **When we scan, we don't read every word. We only look for some words/ specific words.** In this activity, you need to scan and underline the times mentioned.
- Have students do the task. Give a time limit of one minute to ensure that students understand that scanning happens quickly. **Scanning is rapid!**
- Elicit the five times that students underlined and write them on the board.
- Have students silently read the chat.
- Encourage students to practice scanning regularly with texts that need fast information finding.

C. Read for Detail

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

- Preview the questions and have students think about the answers.
- Say, **Read the chat again. Then write the answers.**
- While students work, walk around and monitor and offer help as needed.
- Have students compare answers in pairs. Then go over the answers with the class.
- Ask some students to practice / act out in pairs the question-answer, question-answer process.

Expansion Idea:
Have students work in pairs to write a continuation of the chat conversation in Exercise B. Then have them read their extended conversations aloud. Alternatively, post them on the walls around the classroom and have students walk around and read them.

Presentation

D. Grammar in Context

- Go over the example sentences in the language box. Say, **Listen and repeat after me.** Read the sentences and have students repeat.
- Say, **We use What time do . . .? and What time does . . .? to ask about schedules and routines.**
- On the board, write do / does. Say, **Look at the sentences in the box. When do we use do?** (with you, we, they) **When do we use does?** (with he, she, it).

Practice

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.

- Go over the directions and give students time to read the conversation.
- Have students complete the task individually and then compare answers in pairs. Walk around and monitor. Offer help as needed.
- For further understanding, **model the conversation** with a student or two. Afterwards, pair students and encourage them to read the dialogue together **for practice.**

2. Now, listen to check your answers.

- Play the audio and have students check/correct their answers.
- Go over some of the useful vocabulary from the conversation: weekdays = Monday to Friday; about 6 AM = around/near 6 AM; young = not old; When Souad says, "She's lucky," she means that she wants to start school at 10:00 too.; When Chandra says, "So true," she means, "I agree."
- Have students practice reading the conversation in pairs.

- Now, Say, **Let's practice** what we've learned through a fun activity. I'll invite three students to participate. Student 1 (S1) will ask Student 2 (S2) questions, and S2 will answer. After that, we'll invite the reporter, Student 3 (S3), to share what they learned about S2's routine. **Funny?** This will help everyone practice asking and answering questions about schedules.

Optional piece of homework: Create a dialogue to show the daily routines of individuals close to you:

- Select two people from your family or those you know.
- Write a dialogue between these two chosen individuals.
- Within the dialogue, have them (two persons) ask and answer questions about their daily routines.
- Take inspiration from the conversation between Souad and Chandra to structure your dialogue well.
- n our next class, share your dialogue with a partner for feedback and review.

Use

F. Speak

1. Write the time you do activities each day.

- Go over the directions and call on different students to read aloud the activities in the chart.
- Ask, **What time do you do these activities? Write the time next to each activity.**
- Have students complete the task individually.

2. Interview your partner.

- Pair students. Call on a pair to read the sample conversation aloud.
- Have students interview each other about the times they do the activities in the chart. Remind them to use time expressions (in the morning/afternoon/evening, etc.).

3 . Write your partner's schedule.

This activity encourages students to actively communicate, apply their questioning skills, and collaborate with their peers. It also reinforces the understanding of daily schedules and time expressions.

- In pairs, guide students through a speaking exercise focused on asking questions about daily routines. Ask them to use both day and evening times. Then, have each student write down their partner's daily activities and timings in the provided table (in the TB):
- Form pairs among the students.
- Engage in a speaking exercise where each student interviews their partner about their daily routine, using various time periods (day and evening). Pairs take turns.
- To use the information from the interview, students should record their partner's daily activities and timings in the table provided.

Lesson 5 Culture & Fun Review

Objectives

Students will...

- compare and contrast school habits in different countries with their own
- complete a class survey about daily activities and schedules

Culture: School Habits Around the World

A. What country is it?

- Direct students to the page with the photographs in the textbook.
- Ask them to look at the photographs and guess the country each photograph represents.
- Point out the pictures. Ask, **What country do you think it is?**
- Pair students to discuss their ideas. Write sentence frames on the board to support the discussion: I think it's _____. What do you think?
- Ask for volunteers to share their ideas. Encourage them to give reasons for their guesses. Write on the blackboard: Why do you think so?
- Play the audio and have students check their guesses.
- Survey the class to see how many guesses were correct.

B. Read

1. Match the sentence habit with the picture.

- Go over the school habits: show respect, celebrate learning, keep schools clean, stay healthy. Use examples, gestures, or draw pictures to clarify the meanings.
- Do the first item with the whole class. Read aloud one of the photo captions and ask, **Which photo shows this school habit?**
- Have students complete the task individually and then compare answers in pairs. Write sentence frames on the board for support: I think this is Japan because ...

2. Listen to check your answers.

- Play the audio and have students check their answers. Then go over the answers with the class.

C. Talk about it

Through this activity, students will develop the ability to evaluate cultural school habits, choose one habit to adopt in their own school, and articulate the potential benefits it could bring to their school community.

- Read the questions aloud and allow students to think and jot down their answers. Display sentence frames on the board for support, such as «I think it's interesting that students in _____ ...»
- Have students pair up to share their initial ideas with a partner.
- Prompt students to review the school habits they learned earlier and think about which ones they find interesting.
- Next, ask students to choose one habit from the discussed ones that they would like to see in their own school.
- Have students explain why they chose that particular habit and how it could benefit their school community.

- Lead a discussion in the whole class setting to talk about the school habits, and the students' thoughts on them.

Overall, the sequence progresses logically from individual reflection to paired sharing, reviewing content, making a choice, and finally, engaging in a class discussion school habits.

Teaching Tip:

Use the THINK / PAIR /SHARE strategy to help students gather ideas and prepare for discussions.

Step 1) Give students time to think about the questions silently. Encourage them to take notes.

Step 2) Have students share ideas in pairs.

Step 3) Elicit ideas and responses from the whole class.

This process helps students build their response in English, helps them have confidence to speak, and gives quieter students more chance to join the discussion.

D. Draw or Write

The objective is to develop a guide for exchange students in Moroccan schools, focusing on respectful behavior, cleanliness, celebrating learning, and maintaining health. This guide will offer cultural insights and practical advice to ensure a smooth adaptation within Moroccan educational settings.

- Go over the directions. Say, **Imagine that some students from other countries are joining our class. What school habits do they need to know?**
- Point out the chart and say, Think about these school habits. How do we show respect at our school? How do we celebrate learning? Keep our school clean? Stay healthy?
- Give students time to think and take notes individually. Then divide the class into groups of four to six students.
- Distribute large paper and markers for groups to draw or list their ideas (or use blank pieces of paper available in class or at school).
- Monitor the group work and offer support and suggestions as needed.
- Write sentence frames on the board to support the group sharing: In Morocco, to show respect to our teachers, we . . .
- Combine groups to share ideas. Instruct groups that members should take turns sharing the group's ideas.
- Wrap up by asking the class about each school habit and eliciting ideas from the class. For example, ask, In **Morocco, how do students show respect for their teachers?**
- Post the drawings / lists around the room for students to view each other's work.

Expansion Idea:

Have groups compile their ideas into an "Welcome to Our School" brochure / web page / social media post with information and suggestions for exchange students or visitors to learn about the school habits.

Fun Review

A. What time?

The objective of this activity is to conduct a class survey to gather information about preferred times from students. This exercise aims to reinforce vocabulary usage, improve question-forming skills, and encourage active participation in spoken interactions.

- Go over the directions. Point out the survey chart and the sample answer in the top row.
- Give students time to write their questions and their own answers. Remind them that if needed, they can look back and review the vocabulary in earlier lessons. Walk around and monitor. Offer help as needed.
- Depending on your class size and logistics, you can choose to do the survey with the whole class, or in groups of eight to ten students.
- Say, **You are going to walk around the class and ask your classmates questions.** Call on three students to stand up and model the task with you. Demonstrate asking a question, listening and writing the time; and then changing to a new partner.
- Have the class stand and mingle. Walk around and support students, making sure all students are participating and changing partners after each question.

Teaching Tip:

To make large group tasks run smoothly and efficiently, plan ahead how you will divide the class into groups without taking a lot of class time, for example,

- Before class, cut small strips of paper of different colors, with enough strips of each color per desired number of group members. Have the strips in a hat/basket, etc. and have students choose one on their way into class. When it's time for group work, have students with the same color paper sit together.
- You can also pre-select the groups and create a slide, document, or poster to display the lists of student names in each group.

B. Tell your group.

- Go over the directions and have a student read the sample statement aloud.
- Divide the class into groups to share the information from their survey charts. Walk around and monitor. Offer support as needed.

Lesson 6 We play after school.

Objectives

Students will...

- recognize and use vocabulary to talk about after-school activities
- discuss activities they do before and after school

Warm up

- Play a quick game of charades to help review vocabulary and introduce the topic.
- Draw a simple timeline on the board. Divide it into three sections and label each above the timeline: Before School, During School, and After school.
- Elicit and write general time frames for each section, for example, for Before school, write 5:30 – 7:30 in the morning.
- Say, **Watch me. I am going to act out the activities I do before school. Guess the activities.**
- Act out various activities you do before school and have the class guess. Then pair students to take turns acting out what they do before school.
- Repeat the process with During school and After school.

Presentation

A. Listen

- Say, Listen. Then listen and say.
- Play the audio for students to listen and then listen and repeat.
- Ask questions to check understanding: What does Jun do before school? (gets up, takes a shower) Does Jun do homework before school or after school? (after school)
- Pair students to practice reading the conversation.
- To provide an opportunity for applying learned skills, invite a pair of students to volunteer. They can engage in the prepared conversation in front of the class. They might refer to the dialogue too

Expansion Idea:
Have students draw a map of their school and label the rooms.

B. Grammar in Context

1. Students are invited to underline the words before and after in A.

Students are invited to :

Underline the words before and after in A.

- Go over the directions and give students time to find and underline before and after in the dialog. Have students check in pairs.

2. Students are invited to write what Jun does before and after school

Students are invited to :

Write what Jun does before and after school.

- Go over the directions. Remind students to use the correct form of the present simple, adding -s or -es to the end of the verbs.
- Have students complete the writing task individually. Walk around and monitor.

- Have students compare answers in pairs. Then elicit the answers from the class.

C. Practice

Sandrine's Day:

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

- Point out the pictures of Sandrine's Day. To review the vocabulary for daily routines, hold up your book and point to the pictures one at a time and elicit the activity shown.
- Go over the directions. Ask a few questions to clarify the task: **Does Sandrine eat breakfast before or after she gets dressed? (after), Does she have Math class before or after lunch?** (after).
- Give students time to read the partial sentences. Then have them complete the task individually before checking answers in pairs.
- Check answers by calling on students to read the complete sentences aloud.

D. Use

- Go over the directions and call on two students to read the sample conversation aloud.
- Call on different students to read the two activities for each item aloud.
- Model the first item with a student. Emphasize that the first speaker should first tell whether they do the activity before or after, and then ask, "How about you?"
- Pair students to complete the task. Walk around and monitor. Note students' use of before and after.

Presentation

E. Vocabulary: After-school Activities

This activity enhances student speaking and listening skills through structured exercises, culminating in a confident conversation between volunteers in class.

- Say, **Look at the pictures. These are activities people do after school. Think about the activities you and your friends do.**
- Play the audio and have students listen, then listen and repeat.
- Help students practice the meanings by giving clues and having them guess the activity, for example, **eat something small, like fruit or chips.** (have a snack); **go to a place with a playground and lots of trees.** (go to a park), etc.

F. Before or After?

- Ask the class, **Which activities do you do after school?**
- Have students tick the activities they do and then share with a partner.

G. Act and Guess

- Have students stay with their partners from Exercise F
- Ask for a volunteer to model the task with you. Act out one of the after-school activities and have the student guess. Then change roles. Say, **Now it's your turn.**
- Have pairs act out the activities. Walk around and monitor. Offer support and suggestions as needed.

H. Write

- Point out the pictures. Say, **Look at the pictures. What do the students do after school? Write sentences.**
- Write an example on the blackboard: "e.g. **Henry Does chores".**
- Walk around while students are writing. Offer support with grammar and spelling.

Teaching Tip:

When students make errors when speaking or writing, help them identify the error and self-correct. Instead of telling students the specific correction, ask questions to help students build independence. For example, What do you notice about the verb? Which word is missing a letter?, etc.

I. Use

- On the board, sketch a simple model of your own comic about your day. Use stick figures to stress that the drawings can be very simple.
- Say, **You are going to draw a comic to show your day.** Point out that the top row of the comic is for activities they do before school, and the bottom row is for after school. Allow students to use a separate piece of paper if desired.
- Walk around and check on progress while students are working.
- As students finish their comics, pair them to share and talk about their daily activities.
- Wrap up by asking pairs to share which activities were they same or different from their partner.

Lesson 7 Let's hang out!

Objectives

Students will...

- use phrases for inviting others and responding to invitations for after-school and free-time activities

Warm up

- Review vocabulary for after-school and free-time activities.
- Ask different students to say what they do after school. Write the activities on the board and ask the class to contribute other activities they do in their free time.

Teaching Tip:

Reviewing previously learned material is important. This helps solidify students understanding and provides confidence with the vocabulary.

Presentation

A. Listen and Say

- Review the meaning of "hang out" (spend free time with someone). Say, **Two friends, Mustafa and Mohamed are talking at school. Listen to the conversation.**
- Play the audio and have students listen, and then listen and repeat.
- Ask questions to check understanding: When does Mustafa want to hang out? (after school). Does Mohamed want to go? (yes) What do they want to do? (play video games).
- Pair students to practice reading the conversation.
- Say, **When we invite someone, we ask them to do something with us**. Give an example from your own life, **I invite my friend to go shopping with me on the weekend.**
- Go over the models in the left side of the Language Box. Read them aloud and have students repeat. Ask, **What are three ways we can invite someone?** (Let's, Do you want to ...?, Can you ...?)
- Go over the reduced forms in the pronunciation box. Emphasize that students do not need to use reduced forms, but they may hear them often.
- Have students repeat the response phrases on the right side of the chart. Ask, **How can we say "yes" when someone invites us?** (Sure! Ok! Sounds great!) How can we say no? (Sorry, I can't.)

B. Choose Activities

- Go over the directions and have students tick or mark an "x" on the activities.
- Call on two pairs of students to read the model conversations aloud.
- Model the task with a student. Choose an activity from Exercise C and invite the student, for example, **Do you want to have a snack after school?** Clarify that for activities they marked with a tick, they should respond with one of the "yes" phrases, and activities with an "x," they should use, "I'm sorry. I can't."
- Pair students to complete the task. Monitor the pair work and offer support as needed.

C. Write:

Students are asked to write 3 activities they want to do after school. Then, they invite their classmates to Say "yes" or "no" to responding to these classmates' invitations

- Point out the two cell phones. Say, **You have free time after school. You want to invite your friends. What do you want to do? Write text messages to invite them. Then write what they say.**
- Walk around and monitor while students are writing. Offer support and suggestions as needed.

D. Practice:

Students practice their text conversations in E with a partner

- Go over the directions. Say, **Which days do you have free time after school? Write three activities you want to do with friends.**
- Walk around and monitor while students are writing. Offer help and suggestions as needed.
- Call on a pair to read the model conversation aloud. Then model the task with a volunteer.
- Have students walk around the class and invite three classmates. As an alternative to the whole class format, divide the class into groups of six to eight students.
- To wrap up, call on several students to report out on the plans they made. Write sentence frames on the board for support: On Monday, Anissa and I will ____.

F. Use:

Students are asked to write 3 activities they want to do after school. Then, they invite their classmates to Say "yes" or "no" to responding to these classmates' invitations

Lesson 8 Unit Test, Task and Self Assessment

Objectives

Students will...

- complete a culminating task to apply and demonstrate what they have learned in the unit.
- complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Unit Task

- Review the three Unit Task options. For lower-level students, suggest Option 2. For higher level students, suggest Option 3. If appropriate, allow students to work in pairs or small groups.
- Provide necessary materials and time needed to complete each task option. Monitor their work and help as needed.
- Have students showcase their tasks for the class by either posting their product or presenting their work.

Unit 3 Self Assessment

- Review the key (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.)
- Show how to complete the two graphs **(Vocabulary and Grammar)**. For example, say **How do you feel about the classroom vocabulary? Are you a 3, 2, or 1?**
- Give students time to complete the graph.
- Have students hand in their Self-Assessments. Check them to see if more instruction is needed for the whole class or for just individual students. Provide a time for students to come in for extra help if needed.
- For **DEAR Self-Assessment**, students will review their initial general goals and the amount of time they initially committed to the DEAR (Drop Everything And Read) activity. The teacher assesses their progress, celebrating those who have engaged in reading while refraining from penalizing those who haven't. The focus will be on understanding the reasons behind non-participation, encouraging participation or at least an attempt, with the underlying conviction that engaging in this practice can lead to life-changing outcomes. This cycle of assessment and encouragement will be repeated regularly.

Unit 3: Tell me about your day.

AUDIO SCRIPTS

Spotlight

3_0_Spotlight_Cameron's day

Narrator: Look at the pictures. Read and listen.

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.

Lesson 1: I eat breakfast at seven.

3_L1.1a_Ex. A_Morning Habits Chant_Listen

I wake up at seven. How about you?
I wake up at six. Then what do you do?
I eat breakfast and go to school.
I do too.

3_L1.1b_Ex. A_Morning Habits Chant_Repeat

See above.

3_L1.2a_Ex. B_Vocab-Daily Activities_Listen

Narrator: Look at the pictures. Listen.

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

3_L1.2b_Ex. B_Vocab-Daily Activities_Repeat

See above.

3_L1.3a_Ex. E_Anir's Day

Narrator: Listen about Anir's day. Put the pictures in order.

Anir is 11 years old. He is in year three of middle school. He is a student, so he follows the same routine every school day. He wakes up at 7 and then he takes a shower. After his shower, he eats breakfast at around 7:30. After breakfast, he brushes his teeth. He goes to school with his friends at around 7:45. School starts at 8:15. Anir enjoys lessons in his school.

3_L1.3b_Ex. E_ Arinass's Day

Narrator: Listen about Arinass's day. Put the pictures in order.

Arinass is in year three of middle school. She is 13 years old. Arinass follows the same routine every school day. She wakes up at 5 AM and does her homework. Then she takes a shower and gets dressed.

She has breakfast at about 7:30. Arinass's class starts at 8:30 AM. The teacher greets the students at the door every day. After school, Arinass goes home. Then she plays outside with friends who live nearby.

Lesson 2: What time is it?

3_L2.1a_Ex. A_Numbers_Listen

Narrator: Look at the numbers. Listen.
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
thirty

3_L2.1b_Ex. A_Numbers_Repeat

See above.

3_L2.2a_Ex. C_Tell the Time_Listen

Narrator: Look at the pictures. Listen.
A. Six o'clock; six
B. Twelve ten
C. Four oh five
D. Five fifty
E. Ten fifteen
F. Six thirty
G. Eleven thirteen
H. Nine twenty-five
I. Seven o'clock; seven
J. Twelve twenty
K. Two forty-five

3_L2.2b_Ex. C_Tell the Time_Repeat

See above.

3_L2.3_Ex. D_Circle the times you hear

Narrator: Listen. Circle the times you hear.

1.

A: What time is it?
B: It's four-thirty.
A: Four thirteen?

B: No, four THIRty.
A: Thanks!

2.

A: When is the break?
B: At 11 o'clock.

3.

A: What time do you go home from school?
B: Around two thirty-five.

4.

A: What time is it?
B: Eight-fifteen
A: Eight fifty?
A: No, eight fifTEEN

5.

A: What time is English class?
B: one oh-five.
A: Oh, I have to go!

6.

A: What time is it?
B: It's 2:40 - almost time to go home.
A: Thanks.

3_L2.4a_Ex. E_Times of Day_Listen

Narrator: Look at the pictures. Listen.

1. in the morning
2. in the afternoon
3. in the evening
4. at night
5. noon; It's noon. equals 12 PM
6. Midnight It's midnight. equals 12 AM or Zero hours

3_L2.4b_Ex. E_Times of day_Repeat

See above.

Lesson 3: Drop Everything and Read (DEAR)

3_L3.1_Ex. E_Friendship of Baboon and Crocodile story

See story in student book.

Lesson 4: I wake up at seven.

3_L4.1a_Ex. A_Samira and Nona Convo_Listen

Narrator: Look at the photo and listen.
Samira: What time do you wake up?
Nona: I wake up at seven. How about you?
Samira: I wake up at 7:30.
Nona: What time do you go to school?
Samira: I go to school at eight. I have breakfast first.
Nona: What time do you eat lunch?
Samira: I eat lunch at 1:30. What time do you go home?
Nona: I go home at 3:30.

3_L4.1b_Ex. A_Samira and Nona _Fill in the missing information

See above.

3_L4.2_Ex. E.2_Souad and Chandra _Listen to check answers

Narrator: Listen and check your answers.
Souad: What time do 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 do they wake up?
Chandra: They wake up even earlier – at 5:30 AM.
Souad: Do you have brothers and sisters?
Chandra: Yes, I have one sister. She is very young. He school starts later. She sleeps unit 8.
Souad: What time does she start school?
Chandra: At 10:00 AM.
Souad: Oh, she's lucky!
Chandra: So true! How about you? What time does school start in Morocco?

Lesson 5: Culture & Fun Review

3_L5.1_Ex. B_School habits around world_Read while you listen

School Habits Around the World
Show Respect
In the Republic of Georgia, students fold their arms to show they are listening carefully.
Celebrate Learning
In Kazakstan, students bring a flower to their teacher on the first day of school each year.
In the United States, students show their work in a Science Fair each year.
Keep Schools Clean
In South Korea, students take their shoes off before entering the school.
In Japan, schools do not have cleaners. Students work together to clean the whole school every day.
Stay Healthy
In China, students do exercise all together before starting the day.

Lesson 6: We play after school.

3_L6.1a_Ex. A_Before and After_Listen

Narrator: Look at the picture. Listen.
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?

3_L6.1b_Ex. A_Before and After_Repeat

See above.

3_L6.2a_Ex. E_After-school activities_Listen

Narrator: Look at the picture. Listen.

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

3_L6.2b_Ex. E_After-school activities_Repeat

See above.

Lesson 7: Let's hang out.

3_L7.1a_Ex. A_Tisba and Mustafa_Listen

Narrator: Look at the picture. Listen.
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!

3_L7.1b_Ex. A_Tisba and Mustafa_Repeat

See above.

Lesson 8: Unit Test, Project, and Self Assessment

3_L8.1_Listening Test Parts A and B

Narrator: Listening Test, Part A. Listen and circle the best picture.

1.

A: Can you hang out?
B: No, sorry I can't.

2.

A: What time is it in Tokyo?
B: It's 10:15 in the morning.

3.

A: Do you want to go to the park today?
B: Sure, sounds great!

4.

A: When do you do your homework?
B: I do my homework in the evenings.
Narrator: Part B. Listen. Put the pictures in order from one to five.
A: What do you do after school?
B: First, I go home. I play outside after I get home. Then, I do my homework. After I do my homework, I eat dinner. Then before I go to bed, I take a shower.
Narrator: Now listen again. Put the pictures in order from one to five.
A: What do you do after school?
B: First, I go home. I play outside after I get home. Then, I do my homework. After I do my homework, I eat dinner. Then before I go to bed, I take a shower.
Narrator: Now listen again.
A: What do you do after school?
B: First, I go home. I play outside after I get home. Then, I do my homework. After I do my homework, I eat dinner. Then before I go to bed, I take a shower.
Narrator: Now listen again. Put the pictures in order from one to five.
A: What do you do after school?
B: First, I go home. I play outside after I get home. Then, I do my homework. After I do my homework, I eat dinner. Then before I go to bed, I take a shower.

Unit 4 : Can you come to my house?

Unit Overview

Theme: This unit is about home-related language: house, apartment, rooms, descriptions of home activities and routines. Eco-friendly houses worldwide. Present continuous, presentation skills, predicting content.

Learning Objectives: Students will …

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 their house or apartment.**
3. use prepositions of location to describe where things are in their 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 they and their 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 they 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 (?).**

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

Lesson 1: Welcome to Our House!

Rooms in the home

- House vs. apartment, rooms in the home (kitchen, living room, bedroom, etc.)
- Predict the main idea before reading
- Write a description of my home

Lesson 2: I Usually Watch TV in the Living Room.

Activities we do at home

- Activities at home (do homework, relax, read, listen to music, etc.)
- How often? (adverbs of frequency)

Lesson 3: Drop Everything and Read (DEAR)

Lesson 4: Is There a TV in the Living Room?

Objects around the home

- Furnishings and items in the home (sofa, sink, rug, lamp, etc.)
- Prepositions of location

Lesson 5: Culture Corner and Mid-Unit Review
Eco-friendly Houses around the World

Review of vocabulary and grammar: Find Someone Who

Lesson 6: I'm Cleaning My Room.
Household chores

- Chores around the home
- Present continuous

Lesson 7: We're Doing Chores Today!
Who is doing chores?

- Review of rooms and items in the home
- Asking and answering questions about chores and activities in the home

Lesson 8: Unit 4 Test, Task & Self Assessment

- Unit 4 Test
- Unit 4 Task - Choose One!
- Unit 4 Test Self Assessment

Can you come to my house?

Objectives

Students will...

- activate prior knowledge about types of homes where people live

Presentation



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

The objective of this activity is to activate students' background knowledge, enhance their listening comprehension, and foster their cultural awareness. This will be achieved through the analysis of pictures depicting houses and apartments, differentiating between these living spaces, and engaging in a conversation about reciprocal home visits. This SMART objective is aligned with the provided steps below:

- Read the unit title and say, **In this unit, we will talk about places where people live.**
- On the board, write apartment and house. Use the two pictures to explain the differences. Point to the apartment building and say, **This is an apartment building. Many people and families live here**. Point to the house and say, This is a house. Usually, one family lives here.
- Go over the directions. Say, **Chaima is talking to her friend, Annika. Listen to the conversation. Does Chaima live in an apartment or a house? Tick the picture.**
- Play the audio. Ask, **Did you tick the apartment? Raise your hand.** *Teaching Note: In the audio, Chaima asks, "Do you want to come to my house?" Explain that "my house" means "my home," even though Chaima lives in an apartment.
- Ask a few questions to check comprehension: **When are they going to hang out?** (after school) **Where in Morocco does Chaima live?** (in Rabat). **What are they going to do?** (play video games)
- Wrap up the activity by reviewing the outlined learning objectives. Provide frames on the blackboard for pair work: «I live in Rabat, and I live in a _____. What about you?» (3 minutes). Have students switch partners, allowing movement within the classroom.

Lesson 1 Welcome to our house!

Objectives

Students will...

- discuss whether they live in a house or an apartment
- identify and use vocabulary to talk about rooms in the home
- write a description of their home

Warm up

- Preview the vocabulary by having students look at the pictures in Exercise A. Have them read the vocabulary and mark each work with a tick (I already know it.) or a question mark (It's a new word for me.)

Presentation

A. Listen

- Go over the directions. Say, Listen and point. Hold up your book and gesture pointing to the pictures.
- Play the audio. Check to see that students are following along/pointing at the pictures. Then play the audio again for students to repeat.

Expansion Idea:

Practice syllable and word stress with the vocabulary. Write the following on the board.

KITCH-en
LIVing room
BEDroom
DINing room
BATHroom
GARden
LAUNdry room

Point out that all of the words have stress on the first syllable. Say the words with exaggerated stress and have students repeat them chorally and then call on individuals to say specific words.

Practice

B. Write

The central objective of this activity is to provide students with a practical exercise that reinforces their language learning, using vocabulary from the previous unit (unit 3 - daily routines-related terms). They also show their recognition of vocabulary items, compare and share answers with peers for accurate collective assimilation of the material.

- Point out the picture of the house. Ask, **What do you see?** Elicit some of the vocabulary from Exercise A, and ask questions to review daily routines vocabulary from Unit 3: Where do you take a bath? **Where do you eat dinner? Where do you play video games? Etc.**

- Point out the numbers on the rooms and Say, **Write the word for each place on the line**. Do the first item with the class.
- Have students complete the task individually and then compare answers in pairs.
- Have students complete the task individually and then compare answers in pairs.
- Reconvene the class and review the answers collectively, providing a platform for students to validate their responses and gain insights from their peers

C. Name the Rooms

The objective of this light-hearted, funny, and playful task is to engage students in identifying rooms through collaborative work. Each student participates in turn-taking and experiences the activity. This reinforces room vocabulary and encourages engagement.

- Go over the directions. Model the task for students. Hold your book open or place it on a desk where all students can see. Close your eyes and point to the picture. Open your eyes and say, **It's the living room!**
- Pair students to complete the exercise. Walk around and monitor. Offer help as needed.

Expansion Idea:

To review vocabulary and extend the speaking practice, have students try to name an activity they do in each room. For example, after they open their eyes and name the room, they say, "I have a snack in the kitchen."

D. Listen and Speak

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

The goal of this activity is to strengthen students' ability to comprehend spoken language, replicate correct pronunciation, and engage in interactive conversations with classmates. This process encourages active participation, vocabulary acquisition, and a deeper grasp of sentence structure and context.

- Point out the people in the picture. Say each name and have students repeat.
- Give students time to read the conversation silently. Then say, Listen. **Then listen and repeat.**
- Clarify the meanings of where and who. Say, WHERE asks about a place. **WHERE asks about a person.**
- Model the captions in the textbook: **WHERE** is Hakim? He's in the living room. WHO is in the kitchen? Elsa is in the kitchen.
- Play the audio and have students listen. Then play it again for them to repeat.
- Pair students to practice the conversation once and then change roles. Give them cues:
- Pair students. Assign one student to play the role of the questioner and the other as the responder. Provide them with cues or prompts to guide their conversation. For example:

  Student A: «Where is Ahmed?»
  Student B: «He's in the classroom.»
  Student A: «Who is in the school yard?»
  Student B: «In the school yard, I see Maria.»
- After the students have practiced their roles in pairs, have them switch roles. They can ask about other peers they know their school schedule? Some are at home/stadium/in town, etc.

2. Practice the conversation.

- Go over the directions for the next part. Refer back to the picture in Exercise C. Say, **Now take turns asking about the family in the house.**

- Call on students to read the example sentences in the Language Box. Point out the contracted forms (Where's, Who's).
- Model the task with a student. Say, **Where's Mother?** Prompt the student to respond with a complete sentence. (She's in the garden.) Say, Where is Father? (he's in the study/ in the study); etc.
- Have pairs complete the exercise. Monitor and support as needed.

E. Read

The objective of this activity is to develop prediction skills in reading—it's all about anticipating what comes next in a story. Depending on the students' level, this relies on a combination of factors:

- Readers use their existing knowledge to guess what will happen next.
- They focus on hints and the context in the text.
- Recognizing language cues helps them predict outcomes.
- Understanding characters' traits helps guide predictions.
- They use logical reasoning based on cause and effect.
- Awareness of genre conventions assists in making predictions.
- Creating mental images enhances anticipation.
- Being familiar with the writer's style informs predictions.
- Evaluating possibilities and likelihood further sharpens predictions.

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?

- Introduce the reading skill: Predict. Say, **When we predict, we guess what we will read about. We use photos, titles, subtitles, introduction, conclusion, etc.**
- Go over the directions. Call on a student read the title of the reading passage aloud.
- Pair students. Point out the picture. Ask, Where do you think Fiona is from? What do **you think we will read about?** Elicit ideas from the class and write them on the board.

Teaching TIP:

Some students may feel insecure about guessing when predicting. Encourage them to use the photos, titles, etc., for ideas. Reassure them that there are no "right or wrong" answers—all ideas are okay.

2. Now read the text and answer the questions.

- Go over the instructions. Have students read the text once silently to get the main idea. Say, **Read the text. What is it about?**
- On the board, write a sentence frame: It's about _____. Ask for a volunteer to tell you the main idea. (It's about Fiona's house.)
- Give students time to preview the questions and answer choices.
- Read the text aloud and have students read along silently. Then do a whole-class choral read aloud. Say, **Let's read aloud all together.**
- Have students complete the task individually.
- For additional fluency practice, pair students to take turns reading the text aloud.

Teaching TIP:

- Read a text 2-3 times each with different purpose, for example, read once for the main idea; then read again for detailed information.
- Having students preview comprehension questions before they read also helps boost engagement and focus.

Expansion Idea:

Use the pause-and-say read aloud strategy to promote reading fluency and comprehension. Read aloud and have students listen and follow along. As you read, pause several times for students to tell you the next word (s).

3. Speak with a partner.

Check your answers together.

Discuss: Is Fiona's house a good size for your family? Why or why not?

- Pair students to compare answers. Go over the answers with the class.
- Ask, **Is Fiona's house a good size for your family?** Write sentence frames on the board for support: Fiona's house is too big / small for my family. It has _____ . / Fiona's house is a good size for my family. It has _____.
- Use the sentence frames to a model response using your own family.
- Have students discuss in pairs. Monitor and support as needed.
- Elicit responses from volunteers.

Use

F. Draw and Write

This task exemplifies inclusiveness and Universal Design for Learning (UDL) principles by accommodating diverse learning preferences and abilities. Allowing students to choose between writing and drawing caters for their strengths. Fiona's drawing serves as both a model and a source of representation, helping visual learners and fostering inclusivity. Additional materials such as paper and colored tools cater to various needs. Individual monitoring and assistance provide personalized support, catering to different learning paces. This approach nurtures an inclusive classroom where autonomy, creativity, and language development flourish, aligning seamlessly with UDL principles.

- Go over the directions.
- Allow students to choose which part of the **task they prefer** to do first: writing or drawing their descriptions.
- For the drawing, point out Fiona's drawing as a model. **Distribute blank** paper if students need more space for drawing or writing. If desired, supply colored pencils or markers and allow them to add color to their drawings.
- Monitor as students work and offer support with vocabulary, grammar, and spelling as needed.
- To wrap up, divide the class into groups of three or four students and have them take turns **sharing** their descriptions. **Alternatively**, if students have done their drawing/writing on a separate piece of paper, collect their papers and post them around the room, and hold a "gallery walk" for the class to walk around and read them.

Teaching TIP:

When possible, offer students choices in the classroom, for example, allowing them to choose which portion of a two-part task to complete first. Student choice promotes autonomy and independence and boosts engagement.

Lesson 2 I watch TV in the living room.

Objectives

Students will...

- ask and answer questions about rooms in the home
- discuss how often they do different activities at home

Warm up

- Play a game called Stand up-Sit down to preview the dialog. Come up with several statements about houses and homes, for example:

  I live in a house.
  I live in an apartment.
  I have a garden.
  My house has two bathrooms.
  I have a computer in my bedroom.

- Say, **Listen. If the sentence is true for you, stand up. If it is not true for you, sit down.**
- Read the statements aloud and have students stand/sit according to their responses.

Presentation

A. Listen

The objective of this activity is to enhance Students' ability to predict words and events while listening. Depending on their level of English comprehension, students can improve their skills by following these steps:

- Drawing on their existing knowledge to make educated guesses about words and events.
- Paying careful attention to important words, clues, and hints in the audio.
- Using intonation, pitch and language patterns to anticipate upcoming content.
- Analyzing characters' traits to enhance the accuracy of predictions.
- Applying logical reasoning to deduce likely events.
- Considering the genre of the content to make more accurate predictions.
- Practicing visualization to enhance their predictive abilities.
- Noticing the speaker's tone and style for more accurate predictions.

By adopting these thinking strategies, students can refine their listening skills, becoming adept at predicting future events accurately and thereby improving their comprehension of spoken language.

- Go over the directions. **Say, before you read, listen to the conversation Wissal asks Rachid about his house.** Have students listen through the dialog to predict the missing words. **Don't expect them to write or correct the missing words** at once.
- Go over the directions again. Say, **Read the conversation Wissal asks Rachid about his house**. Have students read through the dialog to predict the missing words. Then have them share their ideas in pairs.
- Say, **Now listen and write the words you hear.**
- Play the audio once or twice as needed. Have students compare answers in pairs. Then go over the answers with the class.
- Have pairs practice the dialog, change roles, and practice again.
- To wrap up, call on several pairs to perform the dialog for the class.

Practice

B. Speak

- Go over the directions and have students look at the column titles in the chart.
- Elicit the questions students will need to ask for each column and write them on the board. For example, say, **How do you ask if your partner lives in a house or an apartment?** (Do you live in a house or an apartment?)
- Model the task with a student. Model writing the students' name in the chart, asking the first question, listening and writing their response.
- Put students into groups of four to complete the task. Walk around and monitor. Offer support as needed.
- Bring the whole class back together and ask for volunteers to tell the class about a classmate's house, using the notes in their chart.

C. Listen and Match

D. Write

E. Speak

- Go over the directions. On the board write, How often do you...?
- Point out the graphic and have students repeat the adverbs of frequency. Give some example sentences to help clarify the meaning. For example, **We never eat lunch in our classroom. We always eat lunch in the cafeteria. I usually eat a sandwich for lunch. But sometimes I have a salad.**
- Read the model conversation with a student. Pair students and call on a few pairs to model the task.
- Then have pairs complete the take. Monitor and note students' usage of the adverbs of frequency.

Use

F. Listen

Students are invited to listen to a student giving a short talk about his house, and answer the questions about Abdul Aziz .

G. Speak

1) The student task is to give a one-minute talk to a small group. Make sure they follow the directives.
2) While their classmate speak, students pay attention to whether he/ she is a GREAT speaker? A checklist is provided

Lesson 3 Drop everything and read (DEAR).

Objectives

Students will...

- Become more motivated to make reading a priority in their lives
- Use illustrations to predict what a story will be about/to predict what will happen in a story
- Reflect on similar stories in the Moroccan cultures
- Reflect on the lesson to draw from the story

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

Objective: To encourage students' creativity and language comprehension by predicting a story based on provided images and utilizing a word bank.



Instructions: Follow these instructions to guide your students through an exciting journey of imagination and deduction:

- Begin by showing pictures to get everyone interested. Focus on the 5 pictures above.
- Tell everyone they'll guess the story from the pictures and some words.
- Ask everyone to really look at the pictures and use the words to make their guesses.
- Have them work in pairs or small groups. Then, share what they think the story is about.

- Each group gets to tell the whole class what they guessed and how they figured it out, using the pictures and words.
- Elicit the various different ideas without giving away the real answer. Keep the excitement going!
- After all the guessing, it's time to read the «Lazy Ant» story and see how close everyone got with their ideas.

B. Listen to your Teacher Tell the Story

Gather around in circles, students, forming a "Jamaa Lafna Halqa-style" arrangement. Imagine you're all sitting in a cozy circle, facing each other. Then, tell the story through the following steps:

- Engage the students by narrating the story **using expressive voice, gestures, and visuals.** Make the story come alive by infusing emotions and enthusiasm into your narration.
- Pause at significant points throughout the story to **ask questions** that gauge comprehension.
- **Encourage students** to share their thoughts, predictions, and reactions to what's happening.
- As you approach the most intense part of the story, **build excitement by modulating your tone and pace.** Use the suspense to capture their attention and heighten their anticipation for what's to come.
- Before revealing the story's resolution, **prompt students to share their predictions** about how the conflict will be resolved. Encourage creative thinking and multiple perspectives.
- Finally, **share the conflict resolution** and ending of the story. Allow students to experience the satisfaction of closure.
- Student might ask to **re-read**, don't fail them if time permits.

C. Read the story while you listen.

The objective is to enhance reading comprehension, critical thinking, and engagement. By combining silent reading with active listening, discussions, and real-life connections, the activity aims to deepen text understanding, **promote inclusivity**, and establish links to personal experiences and broader ideas.

Here's how to support students during their listening and reading:

- Encourage silent, individual reading while they listen to the story.
- Consider having some students with learning difficulties (or all class) read specific paragraphs rather than the entire text, if time is limited.
- Explain important words to enhance understanding, don't present all the difficult words helping students tolerate ambiguity.
- Rotate turns for students to read aloud, maintaining engagement.
- Lead discussions about impressions, favorite parts, characters, etc., after they finish reading.
- Relate the story to their lives or the world around them. Ask them about the lessons they have learned (value of work, community help, etc.).

C. 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.

Objective: By engaging in this activity, students not only reinforce their vocabulary but also collaborate to enhance their language skills.

Tips:

Following their silent reading, have each student identify and **write down a new word** they've learned from the story. **Encourage them to also draw** a simple picture representing the word's meaning. Once you have collected these words and pictures, **write the words on the blackboard** and take a moment to practice their pronunciation as a group.

Then, arrange students in pairs and ask them to create at least two sentences using the words they've chosen, incorporating their pictures. For clarity, you can provide an example on the blackboard. **Additionally, this activity could be assigned as a piece of homework**, if time is limited.

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

After a short discussion of the various messages or lessons inherent in the story ask students to talk to their families about the story and enquire about different lessons.

Extension idea (or Homework):

Read the story again at home and organize how Lazy Ant's changed from being 'Lazy' to 'Hardworking'.' Put the sentences in the correct order.

1. Lazy Ant relaxes under the sun while other ants work hard in Ant City.
2. His family refuses to give Lazy Ant food, so, he realizes his mistake and decides to change.
3. The next morning, Lazy Ant makes breakfast for his family, which surprises them and makes them proud.
4. Now motivated, Lazy Ant works all night to collect food.
5. The hardworking parents and family members are busy, that's why they blame Lazy Ant for his laziness.

6. Lazy Ant's new behavior surprises Ant City. He starts working with others and helping out, which makes everyone happy.

Key :

The sequence of events:

1. Lazy Ant relaxes under the sun while other ants work hard in Ant City.
2. The hardworking parents and family members are busy, that's why they blame Lazy Ant for his laziness.
3. His family refuses to give Lazy Ant food, so, he realizes his mistake and decides to change.
4. Now motivated, Lazy Ant works all night to collect food.
5. The next morning, Lazy Ant makes breakfast for his family, which surprises them and makes them proud.
6. Lazy Ant's new behavior surprises Ant City. He starts working with others and helping out, which makes everyone happy.

Extensive Reading:

For extensive reading in Lesson 3, follow these steps and use Unit 1 as a model:

- Provide students with books of their preference and ensure they set their reading goals.
- Have students plan their reading days by noting down the relevant sections or chapters.
- Stress the significance of tracking their reading progress in relation to the story.
- Remind students to complete their reading records at home, focusing on the chosen story.
- Reiterate the importance of adhering to their reading plan.
- Mention your intention to review their progress in the upcoming lesson, and offer them tips for the summer holidays.

Lesson 4 Is there a TV in the living room?

Objectives

Students will...

- identify and use vocabulary for furnishings and items in the home
- use prepositions to describe locations of objects
- ask and answer questions about the locations of objects

Warm up

- Review vocabulary for rooms in the house and preview the new vocabulary. Have students look at the pictures in Exercise A. Read each word aloud and ask questions, for example, **Can I find a sofa in the living room or in the bathroom?** (living room), In which room can I find the sink? (bathroom, kitchen), **Do you often see a rug in the garden?** (no)

Presentation

A. Listen

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

- Go over the directions. Say, **Listen and point**. Hold up your book and gesture pointing to the words.
- Play the audio. Check to see that students are following along/pointing at the pictures. Then play the audio again for students to repeat.
- Inspire the students to participate in **pronunciation practice** by cheerfully pointing and confidently repeating along with the audio (Isolate 5 e.g. picture, stove, microwave, curtains and closet)! Remember to **be patient with mistakes**, as some of the words might pose pronunciation challenges.

Practice

B. Speak

The tasks in this section create an interactive and engaging learning environment that promotes vocabulary acquisition, communication skills, collaborative learning, and overall student learning styles and confidence.

1. Look at the pictures in Exercise A. Put a tick (✓) next to the items that are in your house.

- Go over the directions. Have students write a tick on the vocabulary items that are in their house. Walk around and monitor to make sure students are on task.

2. Ask your partner about the things in their house. Take turns. Put another tick (✓) next to things that both you and your partner have.

- Read the model conversation with a student.
- Pair students and say, **Take turns asking your partner about the things in their house. Tick the things you both have.**
- Call on a pair to model the task for the class. Remind them to add an extra tick for the items they both have.
- Have pairs complete the task. Walk around and monitor. Offer help as needed.

Presentation

C. Grammar in Context – Prepositions of Location

The activity contextualizes grammar through interactive steps, engaging language skills for comprehension and application of prepositions of location. This comprehensive approach, with integrated pictures, fosters understanding in real-life contexts, enhancing engagement and retention for an immersive learning experience.

- Point out the pictures and give students time to read the sentences silently.
- On the board write the first sentence: The lamp is on the table. Ask, **Which word tells you where the lamp is?** (on) Call on a student to come to the board an underline "on." Say, **Underline "on" in the sentence in your book. On is a preposition of location. We use these words tell where something is.**
- Have students continue underlining the prepositions in the other sentences. Walk around and clarify the task as needed.
- Have students compare in pairs. Then ask, Which words did you underline? List the prepositions of location on the board.
- Say, **Now listen and point**. Hold up your book and gesture pointing to the pictures.
- Play the audio. Check to see that students are following along/pointing at the pictures. Then play the audio again for students to repeat.

D. Read and Choose

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

- Go over the directions and give students time to look at the picture and read the sentences.
- Do the first item with the class. Then have students complete the task individually. Walk around and monitor. Offer help as needed.

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.

- Pair students.

Go over the directions and call on a pair to read the model conversation aloud (1. **The mirror is above the table/ 2**. False. The mirror isn't above the table. It's above the sink).

- Call on a different pair to model the first item. Remind students to correct any false statements.
- Have pairs complete the exercise. Walk around and monitor. Offer support as needed.

Use

E. Write

- Go over the directions and have students complete the task individually.
- Pair students to share their sentences and identify whether their partner's sentences are true or false.

Expansion Idea:

Make Exercise E a fun memory game. Tell students to study the picture in Exercise E for 20 seconds and then cover it with a sheet of paper. Have them write sentences about the picture (from memory) and then share their sentences in pairs and discuss whether they think they are true or false. Finally, have them uncover the picture and check how well they remembered the location of the items.

F. Draw

The objective of the activity is to create an inclusive **learning environment** by effectively incorporating the activity's structure, language usage, pair interactions, and support strategies. This environment aims to encourage active and meaningful participation from students with diverse abilities, backgrounds, and preferences. By allowing students to select items, engaging in **collaborative drawing, and participating in interactive speaking**, the activity empowers students to comfortably engage and contribute in a meaningful manner.

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

- Go over the directions. Tell students to choose **4 items** and sketch them quickly in the drawing of the room.

2. Ask and answer questions about what is in your room.Take turns. Draw your partner's items in the picture of the room below.

- Pair students. Say, **Ask your partner about what is in their room.**
- Call on two students to read the model conversation aloud. Practice the language by asking about a few items in the classroom, for example, **Is there a clock in our classroom?** and having students answer with the location. (Yes, there is a clock next to the door.)
- Model the task with a student. Ask, **Is there a lamp in your room?** Point out the other picture of the room and gesture drawing the items.
- Have pairs complete the task. Walk around and monitor. Offer support as needed.

Note: It is important to note that this activity could potentially consume a significant amount of time. As a result, it might be prudent for students to complete the task at home to optimize the allocation of classroom time.

Lesson 5 Culture & Fun Review

Objectives

Students will...

- discuss eco-friendly homes around the world
- ask and answer question about their homes.

Culture: Eco-friendly Homes Around the World

Warm Up







- Write "**eco-friendly**" on the board. Encourage students to think of things or activities that are eco-friendly. Invite them to share their ideas using the English words they know, drawing pictures, or gesturing. Write students' ideas on the board and take the opportunity to present any useful eco-friendly vocabulary, such as, driving electric cars, recycling (see bag photo), reducing trash, reusable bags /water bottles, solar/wind power, etc.

A. Listen

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

- Go over the directions. Read the list of useful words above aloud and have students repeat.
- Point out the pictures and do the first item with the class. Ask, **What does picture number 1 show?** (glass). **I write glass under the picture.**
- Pair students to complete the task. Walk around and monitor. Offer help as needed.

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

- Say, **Now listen and check your answers. Then listen and repeat.**
- Play the audio. Have students check their answers and make any necessary additions or corrections.
- Practice the meanings by asking questions (When can we go skiing? / Swimming?), and naming objects (beach, garden, etc.) or pointing to items around the room (window, desk, plastic bottle) and having students tell you what they are / are made of.

B. Listen

1. Look at the pictures of eco-friendly houses from Morocco, Nigeria, and the USA. What do you think they are made of?





- Go over the directions and point out the pictures. Ask, **What do you think these houses are made of?** Students guess and/ use words from the list in A (1).
- Pair students to discuss. Write a sentence frame on the board for support: I think this house is made of ____.
- Elicit students' ideas. Remind them that it's okay to guess; there are no right or wrong answers.



2. Listen and fill in the missing information. Check your answers with a partner.

- Go over the direction and give students time to preview the partial texts below the pictures and think about the missing information.
- Play the audio, pausing as needed for students to complete the task.
- Have students compare answers in pairs. Then combine pairs to form groups of four to check the answers together.



Expansion Idea:

Have students work in groups to give a brief sales presentation about one of the eco-friendly homes. Divide the class into groups of three. Say, **Imagine you have a company that sells eco-friendly homes. Choose one of the homes. Present the information to people who want to buy the home.** Give groups time to prepare. Then combine two groups and have them take turns presenting. Provide the following dialog on the board to support the presentations:

Presenter: This house is called _____.

Buyer: Where is it?

Presenter: It is in _____.

Buyer: What is it made of?

Presenter: It's made of _____.

Buyer: What is special about it?

Presenter: It is / has _____.

B. Speak

1. Which eco-friendly house do you like best? Why?

- Read the question aloud. **Which eco-friendly house do you like best? Why? (write this frame on the blackboard, too)**
- Write sentence frames on the board for support: **I like the ____ in _____ because it is / has …** Give a model using your own opinion of one of the houses.

- Have 2 or more students give their opinions individually setting clear objectives. Write an example on the BB.
- Have students **ask about and** share their ideas in pairs or groups. Monitor and support as needed.
- Lead a class discussion to elicit students' opinions of the houses.

2. The people who made eco-friendly houses want to protect the environment. What do you do to protect the environment? Fill in the chart.

- Go over the directions. Clarify the meaning of "protect the environment." Say, **When we protect the environment, we are eco-friendly and we take care of the Earth. What are some ways people can protect the environment?** (recycle, drive electric cars, reduce energy use, etc.)
- Call on different students to read the statements in the chart.
- Do the first item with the class. Point out the chart and call on a student to read the first statement. Say, I always recycle cans and paper. Model marking a tick next to "always" in the "Me" column.
- Have students complete the "Me" column.

3. Now ask your partner

- Model question and answer for pronunciation and focus: **"Do you recycle?", "Yes, I always recycle".**
- Then, point out the "My Partner" column in the chart.
- Say, **Now ask your partner about how they protect the environment. Mark their answers in the chart. (ask questions: recycle? Turn off the light, etc.)**
- Pair students and call on a pair to read the model conversation aloud (closed pair).
- You may choose open pair practice by calling on students from different pairs to ask and answer questions.
- Have students complete the task. Walk around and monitor. Offer support as needed.

Fun Review

A. Write

Look at the two pictures. Spot the differences. Write 5-7 sentences in your notebook.

- Go over the directions and have students read the example sentence.
- Elicit one more difference that students notice and have the class tell you the sentence to write on the board.
- Have students complete the task individually. Then have them swap papers and read each other's sentences. Encourage them to circle any errors they notice with spelling or grammar on their partner's paper. Then have them return the papers and discuss what they noticed.
- Conclude by suggesting that students can expand their learning by providing more examples of similar exercises at home. Encourage them to bring their examples to the next class to share with their peers.

Teaching Tip:

Having students swap papers for peer review is helpful for building language awareness and learner autonomy, collaboration and communication skills. It helps students begin to view one another as resources and begin to appreciate and rely on their peers' knowledge when the teacher isn't available.

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.

The objective of this activity is to develop a dynamic, interactive, and participatory learning setting. By encouraging mingling and guiding question-and-answer interactions, the activity strengthens language skills by creating relevant questions in the simple present tense and improving communication ability. It also increases students' confidence in using the language for genuine interactions while supporting active listening and efficient information recording.

- Model the question and answer in the captions? (Hi, do you live in a house? Yes, I do)
- Go over the directions. Give students time to read the items in the left column of the chart.
- Elicit the questions students will need to ask for each item and write them on the board:(Do you live in a house? Do you live with your grandfather? Do you have three bedrooms? Etc). Point out that students will need to change the verb for the correct question form.
- Have students stand and walk around. Say, **When your partner answers "yes," write their name. Then find a new partner.**
- Monitor students while they complete the task. Offer support as needed.
- Wrap up by asking, Who lives in a house? and eliciting responses from several students. Have students answer in complete sentences: (Yasmin lives in a house.) to review the simple present form.

Lesson 6 I'm cleaning my room.

Objectives

Students will...

- ask and answer questions about household chores they and their family members do
- use the present continuous
- write sentences about family activities in the present continuous

Warm up

- Read the lesson title, I'm Cleaning My Room. On the board, write my room = my bedroom.
- Consider rapidly displaying an image or drawing of **a messy room** on the board. This helps students relate to the topic and learn new words. Elicit vocabulary items such as messy, clean, dirty, etc.
- Write, Never, Sometimes, Usually, Always on the board. Say, I always clean my room on Sunday. Ask, Do you clean your room?
- Take a class poll to see how often students clean their rooms (**rapidly**). Mark tallies on the board to show the different responses.

Presentation

A. Look, Read, and Match

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

The objective of the activity is to enhance reading comprehension by associating text messages with corresponding pictures. Through individual completion, pair comparison, and class discussion of answers, students practice **aligning text-based information with visual representations** effectively.

- Point out the pictures and have students read the text messages.
- Go over the directions.
- Have students complete the task individually and then compare answers in pairs.
- Go over the answers with the class

A. Listen: Chores

1. Listen. Then, listen and say:

- Preview the vocabulary. Say, **These are different kinds of chores. Chores are jobs we do at home.** Listen and point. Hold up your book and gesture pointing to the pictures.
- Play the audio. Check to see that students are following along/pointing at the pictures. Then play the audio again for students to repeat.

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

- Ask, **Which chores do you do at home? Look at the pictures and tick the chores you do.**
- Walk around and monitor. Clarify the task as needed.
- Pair students and call on a pair to read the model conversation. (**Do you do the dishes? Yes, I do./ Me too**.)
- Have students repeat the Useful Language in the box.
- Monitor the pair work and offer support as needed.

Useful Language

I do the dishes.

Same	Different
Me too.	Not me.
I do too.	I don't.

Expansion Idea:

Play a game of "Pictionary" to help students practice the vocabulary. Divide the class into two teams. A member from the first team chooses one of the chores (without saying which one), comes to the board, and draws it for their team to guess. The other team just watches silently. Set a timer for two minutes. If someone from the first team guesses the drawing correctly before the time limit is reached, the first team gets a point. Teams continue taking turns sending a member to the board to draw. The team with the most points wins.

C. Listen

Listen to the conversations. Choose the best picture.

- Go over the directions and preview the task. Pair students to talk about what they see in the pictures.
- Say, **Listen to the conversations. Which picture is correct?**
- Play the audio once or twice and have students complete the task.
- Have students check answers in pairs. Then go over the answers with the class.

Presentation

D. Grammar in Context

Read and listen.

- Say, **We use the present continuous to talk about things that are happening right now. For example, Right NOW, I am teaching. You are listening. We are studying English.**
- Play the audio and have students listen and silently read the sentences in the box. Then read the sentences aloud and have students repeat.
- Do a substitution drill with other chores to review vocabulary and practice the form. On the board, write:

  He / cook dinner
  They / take out the trash
  You / clear the table
  Fatima / put away the dishes
  Mother / walk the dog

- Call on students to change the prompts to say present continuous sentences.
- After practicing individually, have students work in pairs (or groups) to create their own prompts and sentences (imagining the action is taking place now). This adds an element of creativity and collaboration.
- Keep giving prompts as necessary to maintain the task interesting and students more comfortable. This way, they stay engaged and participate actively in the communicative activity.

Expansion Idea:

Group students to play a charade game called 'What am I doing?' Group members take turns acting out various activities (reviewing daily routines, after-school activities, chores, etc.), while other group members watch and try to be the first to guess. To earn a point, the guesser must say a complete sentence using the correct form of the present continuous (e.g., 'You are doing laundry.')

E. Write

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

- Go over the directions. Have students read the partial dialogs and think about the missing words.
- Have students complete the task individually and then compare answers in pairs.
- Go over the answers with the class.
- Have pairs practice the dialogs. Then call on pairs to perform the dialogs for the class.
- Instruct pairs to write two exchanges about themselves following the same format as the previous dialogs. Provide a clear example to guide them

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.

- Go over the directions. Point out the two pictures and go over the model language.
- Model the task with a student. Say, **I am Student 1. I look at Picture A. You are Student 2. You look at Picture B. What are Abdelatif and Henry ___ doing?** Gesture listening and writing the activity in the chart.
- Check that students understand the task. Pair students and assign (or have students choose) Student 1 and Student 2 roles. Monitor the pair work and offer support as needed.
- Go over the answers with the class.

Lesson 7 We're doing chores today!

Objectives

Students will...

- Review homes and household chores and activities
- Ask and answer questions with who and what
- Write sentences with capital letter and end punctuation

A. Match

- Go over the directions. Do the first item with the class. Demonstrate drawing a line from the picture to the vocabulary.
- Have students complete the task individually and then compare answers in pairs.
- Go over the answers with the class.

B. Speak

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

- Ask, **Who does chores in your family? What chores do you do?** Elicit responses from several students.
- Go over the directions. Point out the chart. Ask for volunteers to read the chores in the left column.
- Have students complete the Who? column with their family members' (or their own) names.

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.

- Go over the directions. Read the sample conversation with a student. Point out that students will need to change the form of the verb to ask the questions. Elicit examples for the first few items in the chart and write them on the board: **Who washes the dishes? Who cooks dinner? Who cleans the bathroom?**

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.

- Have students repeat the examples in the **Real World English box**. Encourage them to respond to their partner with this shortened form.
- Model the task with a student. Demonstrate marking the right column with a tick or an "x" to indicate whether their answer is the same.

C. Unscramble the Sentences

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

- Go over the directions and do the first item with the class on the board. Elicit the unscrambled answer. Then call on a pair of students to read the question and answer aloud.
- Have students complete the task individually and then compare answers in pairs.
- Have students stand and walk around practicing each conversation with a different partner.

D. Write

- Go over the directions. Ask, **Where is the couch? Where is the lamp?** etc. to review the prepositions of location.
- Have students write sentences. Walk around and monitor. Note students' usage of the prepositions and guide them to self-correct any errors.
- Personalizing instruction through creative activities like drawing and partner interaction, both in writing (as asked in the table) and in speaking, can significantly enhance the engagement, meaningfulness, and effectiveness of learning for students.
- Make sure they use capitalized letters when necessary(refer them to the writing tip).
- Ensure that students are staying on task and actively engaging with each other (both in writing about their pictures and in talking.

E. Read

1. Leila is writing an email to her friend Fatou in Senegal. Look at the pictures. What is she writing about?

- Go over the directions. Have students look at the pictures and pair them to predict what Leila is writing about. Elicit a few ideas from the class.

2. Now read the email. Write the names of people in the pictures.

- Have students read the email once silently and write the names of people in the pictures. Then have them compare with a partner.
- Work with a partner. Say everything Leila's family is doing today.

In this activity, through collaborative efforts, students engage in reconstructing the activities outlined in the email using their own expressions, while simultaneously employing the present continuous tense to depict each family member's ongoing actions. This activity encourages students to apply language rules, process information, and express themselves clearly. Furthermore, it nurtures critical thinking as students convey information using their language skills.

- Give students time to read the email again. Say, Read Leila's email again. Try to remember what her family is doing today.
- Pair students to reconstruct the activities in Leila's email in their own words. Remind them to use the present continuous to describe what the family members are doing now.
- Express appreciation for the students' active participation, collaboration, and efforts in the text reconstruction activity. **Say , Great I enjoyed your work!**

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

- Go over the directions. Have students mark the statements true or false.
- Check the answers with the class. Have students correct the false statements.

F. Write and Speak

Imagine today is Sunday. What is your family doing? Write the things your family does on a Sunday. Then, ask a partner and write their answers.

- Go over the directions. Point out the first chart. Say, **Imagine it is Sunday at 1:30 in the afternoon. What is your mother doing? What is your father doing? What is your brother doing? etc. Write what your family members are doing in the chart.**

- Give students time to complete their charts. Walk around and monitor. Offer help and suggestions as needed.
- Pair students and call on a pair to read the model conversation. Remind them to write information in the chart about their partner's family members.
- Monitor the pair work and note students' usage of the present continuous.

Expansion Idea:

Refer students to Leila's email and ask each of them to write a similar email to a friend (or brother/sister, etc.), describing the ongoing activities of the family members. (It's 8 o'clock in the evening, father, mother, brother, sister, grandmother/ cook/watch TV/ do homework/write email/ sleep/etc.

Call some students to read their emails;

Ask students to act out some of the activities in class, etc.

Lesson 8 Unit Test, Task, and Self Assessment

Objectives

Students will...

- complete a culminating task to apply and demonstrate what they have learned in the unit.
- complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Please before Unit task insert this introduction and the titles for the Unit 4 Test:
At the culmination of each unit, there is a strong emphasis on evaluating students' proficiency in both listening and reading skills. These assessments play a pivotal role in gauging their comprehension and communication based on the application of the materials covered. Additionally, it is worth highlighting that guiding and supporting students to effectively showcase their command over grammar and vocabulary holds significant value within our approach.

Unit 4 Test:

- Listening
- Grammar and Vocabulary
- Reading

Unit 4 Task - Choose One!

These unit task activities are highly inclusive and encourage students to combine drawing, writing, and speaking. Through these activities, students can showcase their artistic and descriptive abilities, improving their communication skills. They are also encouraged to think creatively, refine their imagination, and openly share their dreams. When presenting their work, students practice speaking skills and receive positive feedback from peers (and the teacher), contributing to a friendly and supportive classroom atmosphere. Additionally, these options cater for various students' abilities and needs.

- Review the three Unit Task options. For lower-level students, suggest Options 1 or 2. For higher level students, suggest Option 3. If appropriate, allow students to work in pairs or small groups.
- Provide necessary materials and time needed to complete each task option. Monitor their work and help as needed.
- Have students showcase their tasks for the class by either posting their product or presenting their work.

Unit 4 Self Assessment

The purpose of the Unit Self-Assessment is to have students evaluate their language proficiency using a rating scale for vocabulary and grammar. This assessment aims to foster self-awareness, identify areas for improvement, and inform targeted instruction tailored to individual students or the class as a whole.

- Review the key (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.)
- Show how to complete the two graphs (Vocabulary and Grammar). For example, say **How do you feel about the classroom vocabulary? Are you a 3, 2, or 1?**
- Give students time to complete the graph.
- Have students hand in their Self-Assessments. Check them to see if more instruction is needed for the whole class or for just individual students. Provide a time for students to come in for extra help if needed.

Unit 4: Can you come to my house?

AUDIO SCRIPTS

Spotlight

4.0_Spotlight_Chaima's house or apartment

Narrator: Look at the pictures. Where does Chaima live? Tick the picture.
Chaima: Annika, do you want to hang out after school?
Annika: Sure!
Chaima: OK. Can you come to my house?
Annika: Sure. Where do you live?
Chaima: In Rabat - in an apartment. We can play video games.
Annika: Sounds great!

Lesson 1: Welcome to our house!

4_L1.1a_Ex. A_Rooms in a house_Listen

Narrator: Look at the pictures. Listen.

1. kitchen
2. living room
3. bedroom
4. bathroom
5. hall
6. study
7. laundry room
8. dining room
9. garden
10. stairs

4_L1.1b_Ex. A_Rooms in a house_Repeat

See above.

4_L1.2a_Ex. D_Listen and Speak_Who's in the kitchen_Listen

Narrator: Listen to the conversation.
A: Who's in the kitchen?
B: Elsa is in the kitchen.
A: Where's Hakim?
B: He's in the living room.

4_L1.2b_Ex. D_Listen and Speak_Who's in the kitchen_Repeat

See above.

Lesson 2: I watch TV in the living room.

4_L2.1_Ex. A_Wissal and Rachid dialog_listen

Narrator: Listen to the conversation and write the missing words.
Wissal: Do you live in a house or an apartment?
Rachid: I live in an apartment.
Wissal: How many bedrooms are there?
Rachid: There are two bedrooms.
Wissal: Is there a garden?

Rachid: Yes, there is. I love all the flowers.
Wissal: Is there a study?
Rachid: No, there isn't. I do my homework in my bedroom.

4_L2.2_Ex. C_Farouk's activities

Narrator: Look at the pictures. Listen. Match Farouk's activities with the place in his house.
I'm Farouk. I live with my family. We have a small house. After school, I go home and do my homework in my bedroom. Then I hang out with friend in the garden. We have a snack in the kitchen. We don't have a dining room. In the evening, my family watches TV in the living room.

4_L2.3_Ex. F_Abdul Aziz's talk about his house

Narrator: Listen to a student, Abdul Aziz, give a short talk about his house. Answer the questions.
Hello everyone. My name is Abdul Aziz and I am from the UAE. I live in Al Ain, a beautiful city, with my family. I have nine brothers and sisters so my house is quite big. There are six bedrooms and four bathrooms. We have two living rooms. One living room is for my family and one is for guests. My brothers, sisters, and I always play video games in the family living room. We also sometimes do exercise there. My father and I usually talk with his friends in the guest living room. Our kitchen is small, but the dining room is big. My family always eats dinner together in dining room. My brothers, sisters, and I also usually study together in the dining room. We have a very small garden but it has many pretty flowers. Though my house sometimes feels small with so many people, we always have fun together. Thank you for listening to my talk today!

Lesson 3: Drop Everything and Read

4_L3.1_Ex. C_Read and Listen_The Lazy Ant

See story in the textbook.

Lesson 4: Is there a TV in the living room?

4_L4.1a_Ex. A_Things in the house_Listen

Narrator: Look at the pictures and listen.

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

4_L4.1b_Ex. A_Things in the house_Repeat

See above.

4_L4.2a_Ex. C_Grammar-Prepositions of place_Listen

Narrator: Listen and point to the pictures.

1. The lamp is on the table.
2. The dog is under the bed.
3. The picture is above the sofa.
4. The microwave is next to the refrigerator.
5. The table is between the beds.
6. The apple is in the refrigerator.
7. The sofa is in front of the TV.
8. Brahim is behind the door.

4_L4.2b_Ex. C_Grammar-Prepositions of place_Repeat

See above.

Lesson 5: Culture & Fun Review

4_L5.1a_Ex. A_Vocab_Eco-friendly houses _Listen and Check

Narrator: Listen and check your answers.

1. glass
2. plastic bottle
3. wood
4. earth / dirt
5. sand
6. cold winter
7. hot summer
8. solar panels

4_L5.1b_Ex. A_Vocab_Eco-friendly houses _Repeat

See above.

4_L5.2_Ex. B_Fill in the information

Narrator: Listen and fill in the missing information.

People around the world are building eco-friendly houses! Eco-friendly houses use local materials. They do not use a lot of energy. They help slow down climate change.

In Morocco, the Eco Dome was built by Youness Ouazri. Younes used earth and wood to build his house. The Eco Dome stays cold in summer and hot in winter.

In Nigeria, people use plastic bottles to build houses. They put sand in the bottles. Then they make walls. Pet Bottle Houses are very strong. They will last for about 200 years.

In the United States, many people are building tiny houses. They are very small so do not cost a lot of money. They use very little energy. This San Diego Tiny House is made of wood and glass. It also has solar panels. It is very very small - only 50 square meters!

Lesson 6: I'm cleaning my room.

4_L6.1a_Ex. B_ Chores- Listen

Narrator: Look at the pictures. Listen.

1. wash the dishes
2. put away the dishes
3. set the table
4. clear the table
5. take out the trash
6. cook dinner
7. dust
8. make the bed

9. clean my room
10. do the laundry
11. walk the dog
12. sweep the floor

4_L6.1b_Ex. B_ Chores- Repeat

See above.

4_L6.2_Ex. C_ Listen and choose the picture

Narrator: Listen to the conversations. Choose the best picture.

1. What is the girl doing?

A: Hi, Amira. How are you?
B (female): Great, you?
A: I'm fine, thanks. Shall we go to the park?
B (female): I'm sorry. I can't. I'm walking my dog right now.
2. What is the boy doing right now?
Dad: Lhoussaine, could you please sweep the floor?
Lhoussaine (male): I'm sorry, Dad. I can't right now because I'm washing the dishes. I'll help you when I'm finished.

3. What is the girl doing right now?

Mom: After taking out the trash, could you please help me cook dinner?
Girl: No problem. I'll be back inside in just a minute.
Mom: Thanks so much my dear.

Lesson 7: We're doing chores today.

No audio for this lesson.

Lesson 8: Unit Test, Project, and Self Assessment

Unit Test

4_L8.1 - Listening Test

1.

A: Where's Massoud?
B: He's in the garden.

2.

A: Does your father watch TV?
B: He never watches TV. He always reads a book.

3.

A: Do you have a dining room?
B: No. We eat in the kitchen.

4.

A: What's in your bedroom?
B: There's a bed, my desk, a table and a rug.
A: Do you have a TV?
B: No. We have one in the living room.

Unit 5: What do you like to do in your free time?

Unit Overview

Theme: This unit is about sports and free time activities.

Learning Objectives: 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.



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

Lesson 1: I play basketball.

Talking about sports

- Sports Vocabulary: play volleyball, play tennis, play hockey, play rugby, play basketball, play handball, play soccer, swim, run, do karate
- Present tense statements and questions using like to + infinitive (I like to play tennis. / Do you like to do karate? / Yes, I do. / No, I don't.)

Lesson 2: Yassine and Mariama like to do sports.

Discussing likes and dislikes

- Reading about students' likes and dislikes
- likes to + infinitive

Lesson 3: Drop Everything and Read!

Extensive Reading Program

Students will:

- Read to enhance their motivation and make reading a priority in their lives.
- Use illustrations/images to predict the storyline and anticipate events in a story.
- Reflect on and share the lessons derived from the story.
- Reflect on similar stories within the Moroccan culture.

Lesson 4: Do you like to paint?

Free time activities

- Free time activities: draw, paint, dance, do crafts, play chess, go shopping, ride a bike, take a walk, play the piano/guitar, listen to music
- Responding to likes/dislikes: (I do too. Me too. Same here. I don't. Not me. I don't either. I do!)

Lesson 5: Culture and Fun Review

Learning about sports around the world

Review of vocabulary and grammar through games

Lesson 6: I can play the guitar.

After school clubs

- After school clubs: Art Club, Music Club, Dance Club, Games Club, Sports Club, Outdoor Fun Club
- Read about people's likes to find the best clubs for them
- Can / Can't

Lesson 7: What kind of music do you like?

Asking Follow-up Questions

- Wh-questions (What are you doing? What kind of music do you like? Who's your favorite singer? Who do you go with? When do you go?)

Lesson 8: Unit 5 Test, Task, and Self Assessment

- **Unit 5 Test**
- **Unit 5 Task - Choose One!**

  Option 1: Design a student helper robot. Explain what it can and can't do.

  Option 2: Create a class survey. Write questions to ask your classmates. Create a graph to show the results.

  Option 3: Interview in English. Interview someone about their favorite free-time activities. Give a report about the person.
- **Unit 5 Self Assessment**

SPOTLIGHT

Talking about sports and free time activities

The primary objective of this activity is to assist students in revisiting vocabulary related to sports and other free time activities. By talking about activities they like to do, students also have a chance to recycle the present simple tense for routines.

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

Steps for the teacher:

- Point out the four pictures of the students. Use gestures to indicate sports and activities. Say These are four students. They like to do different activities. Let's listen. What activities do they like? Mime ticking the correct activity. What activity does Lhoussaine like to do? Continue with all four students.
- Play the audio.
- After listening to each student, elicit the answers. Ask What sport does Amina like to play?
- Say This unit is about sports and free time activities. We will learn how to talk the sports and activities we like to do.
- Review the objectives for the unit with the students. This is also a good time to introduce the unit task. Give students the opportunity to ask any questions and to select the task they will work on during the unit.

Lesson 1 I play basketball.

Objectives

Students will...

- use vocabulary to talk and read about sports.
- ask information about students likes/dislikes of sports.
- use like to + infinitive (I like to play tennis).

Warm up

This warm up will involve all students and help them to learn vocabulary for sports they like.
Tell the class we will warm up for class.

- Mime one sport. Gesture for students to say what the sport is. When a student says the sport, say, "Yes!"
- Write the sport on the board and ask the class to clap for the student who guessed the word.
- Invite a student to the front. He or she mimes any sport. Gesture for students to call out the sport. Continue as before, writing the word on the board and clapping for the student.
- Do a few more rounds with the students. This activity should move rapidly, and last no more than four or five minutes. Remember the goal is to warm up, not to get an exhaustive list of sports vocabulary.

Presentation

A. Sports: Listen, Point, and Say

This task uses audio and visuals to build vocabulary and enhance students' listening skills. It will also help students improve their pronunciation of words by listening and repeating.

- Point out the pictures. Say These are sports. What sports do you see?
- Say Listen and point to the pictures. Play the audio. Hold up your book and point to the pictures as each word is said.
- Say I'm going to play it again. Listen and say the words. Then, play the audio again.
- While playing the audio, gesture for students to repeat the sports during pauses.
- If you notice that students struggle with the pronunciation of some words, practice the specific words chorally with the class.

Expansion Idea:

Elicit other sports and write them on the board. Show pictures of the sports to ensure comprehension. Create a poster with a list of sports and post it in the classroom. Add more words throughout the unit. Have students draw pictures or find pictures (from magazines or online) to add to the poster as visuals. Remind students that they can use the sports vocabulary they are learning in their unit tasks.

B. Practice Sports Vocabulary

The objective of the activity is to enhance vocabulary and spoken language skills in an interactive way. Participants work in pairs, closing their eyes to point to a picture in Exercise A and then saying the corresponding word.







Model the activity.

- Close your eyes and point to a picture in Exercise A and say the word you point to.
- Pair students. Say Take turns. Close your eyes, point, and say the word.
- Monitor their pair work.
- Encourage pairs to take turns, ensuring each participant has an opportunity to engage in the exercise.

The playful nature of this activity adds an enjoyable element to the language-learning experience.

C. Act and Guess



The "Act and Guess" activity aims to reinforce sports vocabulary, enhance communication skills, and encourage active engagement. Participants take turns acting out sports from Exercise A, while partners guess the sport.

- Model the activity by acting out a few of the sports in A. Say Watch and say the word. Act out the words "play volleyball" and "play tennis." Elicit the sports from the class.
- Pair students to do the activity. Walk around to monitor their pair work. If there is time, pair students with a different partner to give the class more practice.

The teacher facilitates, observes, and encourages, while students act as guessers, actors, and active participants. While you monitor, praise students who use good pronunciation and also correct pronunciation as needed.

D. Speak with a Partner

The objective of the "Speak with a Partner" activity is to enhance communication skills, promote active listening, encourage cultural exchange, facilitate social interaction, and foster active participation.

- Model the activity by asking a student to ask you the questions. Respond to the questions with your own information. Provide gestures to get the meaning across.
- Write the following sentence frames on the board: I like to play _____. I usually play after school / on Saturdays. I like to watch _____ on TV.
- Pair students to do the activity. Say Ask and answer the questions. Take turns. Use the sentences frames on the board.

- Walk around to monitor their pair work. If there is time, pair students with a different partner to continue the activity.

The teacher plays a crucial role in guiding the conversation, providing support, and creating a positive and inclusive learning environment. The teacher also gives positive feedback and corrects errors during this task.

E. Listen and Say

The objective is to engage students in language learning through a structured approach that incorporates visual, auditory, and interactive elements. Students start by analyzing a picture while listening to a dialogue. The dialogue is replayed to reinforce comprehension through repetition. Pair conversations encourage the application of language skills with personal information promoting meaningful communication and active participation.

- Point out the picture. Say Listen to the conversation.
- Play the audio. Stop the audio to ask questions. (What sports does Henri like to play? What sport does Kamal like to play? When are they going to play together?)
- Say I'm going to play the audio again. Say the sentences. Play the audio which includes pauses during which students can repeat the sentences.
- Model the second part of the exercise. Model the conversation with your own information with either yourself playing both roles, or with a student.
- Next, pair students. Say Practice the conversation with your own information.

Monitor students and correct objective-related language use and pronunciation as needed.

Presentation

F. Grammar in Context

In this Grammar in Context lesson segment, students reinforce their learning. They silently read the grammar language box, gaining familiarity with language and its application. The teacher provides hands-on support as students engage with the substitution table, connecting form and meaning. Despite its traditional appearance, the substitution table creates a clear context for language use. Practical application follows as students reinforce learning through Exercise E, concluding with a correction session and feedback.

To achieve this objective, specific steps are outlined for the teacher:

- Demonstrate the meaning of the grammar. Say I like to play tennis. Then use gestures to act out the meaning, I like to play tennis.
- Point out the language box in the book and highlight the infinitive in the sentence "I like to play tennis." Tell students to point to the infinitive in each sentence in the chart.
- Next, go through the directions in the book. Say Look at Exercise E. Circle how Kamal asks about Henri's free time activities.
- Give students time to circle the sentence "Do you like to play sports?" Check that all circled the correct question.
- Next say Underline how Henri and Kamal tell about their free time activities. Let's find the first one together. Elicit the sentence I like to play basketball and tennis.

- Have the students find the other sentences with like to in the conversation. Check the sentences they circled.
- Next say Complete the sentences in part 4 (a-e). Give students time to complete the sentences, then check them by asking students to read them aloud.

Practice

G. Write

The objective of this activity is to improve students' use of the simple present form in questions and answers related to free time. Activities help students identify and apply correct verb forms, showing they can distinguish between "do" and "does" (via circling), engage in collaborative learning, use the Language Box in the student book, and actively participate in class discussions. This creates a supportive learning environment. To achieve this objective, specific steps are outlined for the teacher:

- Point out the exercise. Say Read the conversations and circle the correct word. Do the first item together. Say What word did you circle for 1? (Do) Ask Why is it do instead of does? Review the chart in the student book.
- Monitor as students complete the task and offer individual help, positive feedback, and error correction as needed.
- Pair students. Tell students to check their answers with their partner then review the answers with the class.

H. Speak

The objective of this activity is to practice asking and answering questions in the first and third person using the "do/does" structure, e.g. Do you like.../ does he/she like, etc. Students will work in pairs, interview each other, and complete the chart with the information gathered. Then, they will share what they learned about their partner with the class. The following steps can be helpful:

- Briefly explain the objective of the activity.
- Model the activity with another student. Ask the student the question and ✓ or x the chart to show you understand. Then have the student ask "you" the question.
- Put the students in pairs.
- Circulate the classroom, monitoring pairs and helping as needed.
- Encourage students to use complete sentences and the correct form of "do/does."
- Discuss common mistakes made by students or delay this until later. Give them tips how to remember.
- Finally, close by summarizing (writing on the board and notebooks) the most important points of the lesson.

Note: Adjust the timing of each step based on the pace of your class and the level of proficiency in English. Also, if time is limited, ask students to complete only the first one or two questions in the chart in exercise H1.

Extension Activity (10 minutes):

If time permits, have students create their own set of interview questions for a different category (e.g., favorite hobbies, food preferences).

Let the students find their pairs themselves and have them repeat the interview process.

Lesson 2 Yassine and Mariama like to do sports.

Objectives

Students will...

- read descriptions of sports people like.
- speak with a partner about the sports they like to play.
- use sentences with like to to talk about the sports they like to play.

Warm up

- Demonstrate how to play the memory warm up game. To begin, gather two students in a circle with you in the front of the room. Tell all of the other students to watch and listen carefully.
- Start by saying I like to play volleyball. Gesture to the next student to say what you like, and to then say what he/she likes. (The teacher likes to play volleyball. I like to play soccer.)
- Gesture to the next student to say what the teacher likes, what the first student likes, and then what he/she likes. (The teacher likes to play volleyball. Mohamed likes to play soccer. I like to do karate.)
- Divide students into groups of five or six. Tell students to stand in a circle. Have the student who will speak first raise their hands. Begin the warmup.
- Monitor students' closed group work. Listen for any errors students make with the infinitive (like to) and pronunciation of sports vocabulary.
- At the end of the warmup, remind students about using the infinitive or any correct pronunciation (if needed, based on what you noticed while monitoring).

Practice

A. Read

School News: Read About Our Great Athletes

The objective of this exercise is to help students practice reading familiar texts and find key information. Reading, even at a slow pace, exposes students to more sentences, varied grammar, and a broader vocabulary. It nurtures the brain with proper language structures, expanding vocabulary, and improving writing skills.



- Point out the texts about Yassine and Mariama in the book. Say Underline the sports words you read. There are 7 sports. Do one together. Say I see the sport handball. So, I'm going to underline it. Say Find the 6 sports.
- Give students 1 minute to find the words. Monitor their work. Say Check your answers with a partner. Then, say What are the words? (handball, basketball, rugby, volleyball, soccer, karate, run)
- Say Read about Yassine and answer the True/ False questions.

  Note: There is an audio if you want to play the audio while students read.
- Then, Say Read about Mariama and answer the questions.
- Monitor their work and answer any questions.
- Pair students. Tell students to compare their answers and to do the short answer questions together.
- Check answers with the whole class. Applaud students' progress to help foster a positive learning environment.

Variation Idea:

Have students write other True / False or Multiple-Choice Questions related to the texts about Yassine and Mariama. Check the questions, then have the students either trade/ exchange the questions with their classmates or write them on the board for the rest of the class to answer.

B. Speak: Ask and Answer Questions

The objective of this activity is to enhance students' oral communication skills, comprehension, critical thinking, and collaboration through a structured process of individual and collaborative learning. The teacher guides students, monitors individual and pair work, and offers constructive feedback while signaling transitions between activities to foster a positive learning environment:

- Point out the chart with questions in the book. Demonstrate how to do the first part of the activity by reading the questions aloud and writing your answers on the board.
- Say Answer the questions. Write your answers in the chart.
- Monitor their work.
- Demonstrate the second part of the activity by asking a student the first question in the chart and writing their answer on the board.
- Pair students. Have students ask each other the questions and write their partner's answers in the chart.

C. Draw and Write About your Partner

The objective of this activity is to integrate writing and drawing skills by having students use information from Exercise B to craft a paragraph and draw a picture depicting the sport their partner likes. Students are encouraged to use the paragraphs about Yassine and Mariama from Exercise A as models. It's important to note that this activity is inclusive - higher-level students may write more than beginning-level students:

- Say Now, in this exercise you will write about your partner and draw a picture. Take the information from the interview in Exercise B and write a paragraph about your partner.
- Point out the paragraphs about Yassine and Mariama in exercise A. Say These are models for your paragraph. Use these to help you write.
- Monitor their work. Allow 10 minutes.
- Ask one or two students to read their paragraph aloud.
- Select one or two paragraphs for students to write in their notebooks if time permits.

Lesson 3 Drop everything and read (DEAR).

Objectives

Students will...

- read to enhance their motivation and make reading a priority in their lives.
- use illustrations/images to predict the storyline and anticipate events in a story.
- reflect on and share the lessons derived from the story.
- reflect on similar stories within the Moroccan culture.

A. Look and Write



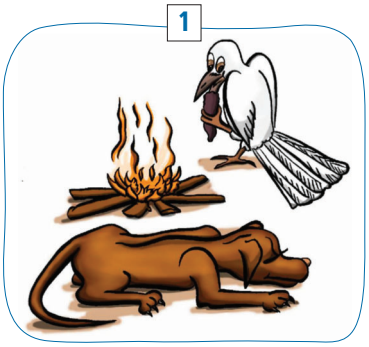
Present the students with a picture from today's story. Ask them to circle the words that they feel best describe the relationship between the crow and the dog: enemies, friends, happy, angry. Tell them that there are no right or wrong answers.

To ensure accurate pronunciation, demonstrate the correct articulation of each word and encourage the students to repeat them collectively, fostering a supportive learning environment.

B. Guess the Story

In this activity, the main objectives are to develop story-guessing skills from visual cues and enhance critical thinking and collaborative abilities. The teacher guides students to look at these two pictures and answer the questions corresponding to the dog and crow in the picture.

1



2



- Ask students to look at the **first picture** Say, What do you see? What is the dog doing? Accept answers.
- Have students look at the **second picture** Ask Why is the dog putting black ash on the crow's feathers? Accept a few answers from students.
- Ask students What will happen in the story? Tell students to discuss in pairs. Encourage them to speculate and provide reasoning for their predictions.
- Lastly, have students discuss whether they think **the dog and crow will be friends** at the end of the story. Ask them to justify their opinions.
- Conclude the activity by summarizing key points and expressing enthusiasm for the upcoming exploration of the actual story. Highlight the diversity of ideas generated during the activity.

C. Listen

In the craft of storytelling, teachers must skillfully blend words, expressions, and movements to construct a narrative that flows coherently. This proficiency involves strategic steps, such as infusing enthusiasm through diverse tones and gestures for a dynamic delivery. Storytelling also places emphasis on integrating character voices, facilitating comprehension through visual cues, prompts, pauses, and exploring emotions through inquiries. By incorporating these elements, the reading lesson becomes not just informative but also interactive and enriching for learners.

Some steps to follow by teachers:

- Say, Listen and watch me while I tell the story.
- Infuse the story with enthusiasm through varying vocal tones and expressive gestures.
- Change pace, volume, and pitch to engage students and convey story subtleties effectively.
- Differentiate voices for characters to make the narrative immersive and enjoyable.
- Encourage students to observe gestures and facial expressions for enhanced comprehension.
- Pause at significant points to direct attention to pictures and encourage predictions about the story.
- Ask students about characters' feelings and pose meaning-making questions for interactive reading.
- Bridging visual and auditory cues creates a more interactive reading experience, supporting students' understanding.
- By asking thought-provoking questions, model the cognitive process for learners during the read-aloud session.

D. Read and Listen

In the **"Read and Listen"** activity, the teacher should guide students to read along with the text while concurrently listening to the teacher (or the audio recording). Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms, and also helps students become more aware of how the English language is chunked.

E. Read the story silently

Students read the story silently, promoting focused individual engagement. Depending on your approach, you can provide a focus question to guide their reading or let them absorb the story's content independently.

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

In small groups, students can practice and refine their storytelling skills. Encourage them to infuse their retellings with drama, expressive voices, and gestures, adding depth to their interpretations. This collaborative activity fosters creative engagement and gives students the chance to sound out and read aloud new language.

G. Think about the story. Complete the tasks

Discuss rating and its purpose as a way to express opinions visually. Show the star rating scale(*****); more stars mean higher ratings. Encourage personal opinions on the story. Allow a moment for individual reflection.

Note:

If they feel comfortable, students can briefly explain the reasons behind their chosen rating, providing insight into their emotional connection and engagement with the story. Please note that due to time constraints, the activity of rehearsing the story and addressing questions about the star rating scale can be assigned as homework. However, make sure they read the content at home. In the next session, individually ask students if they completed this task and commend those who did. This way, students can delve into these aspects more comprehensively at their own pace.

DEAR Follow-up Questions:

Here are some steps for teachers to use before closing this activity:

- Set a timer to prompt students to write down story-related words, fostering their memory recall.
- Write a new word from the story in the box as an example.
- Tells students to not to feel pressured if they don't every detail but focus on significant word(s).
- Teacher encourage students to draw a picture representing the chosen word(s) (in a separate sheet if they like).
- Pairs students and helps them discuss their words and drawing with each other.
- Guides students in pairs to reflect on lessons learned from the story.
- Invite students to share their ideas on such lessons with the class.

Extensive Reading Program:

The extensive Reading Program aims to foster a genuine love for reading and to facilitate self-driven reading experiences among students. Within this framework, students are empowered to:

- Independently select stories "they like" from carefully curated collection available within the classroom or at the school library. The story should be at or just a bit lower than the students' English language level.
- Enjoy reading these stories at their own pace, within the comfort of their homes.
- Benefit from a nurturing reading environment fostered both within and outside the classroom by the teacher and guardians.
- Receive continuous guidance and support from the teacher to sustain their reading engagement and set achievable goals.
- Take ownership of their reading progress through self-assessment.
- Develop a sense of achievement and personal growth by reflecting on their reading journey.

Lesson 4 Do you like to paint?

Objectives

Students will...

- use vocabulary to talk, listen and read about free time activities.
- ask information about others' likes/dislikes of free time activities.
- use phrases to show if you are the same or different (Me too, I don't, etc.).

Warm up

Create a positive learning environment and review vocabulary with this warmup. Follow these steps:

- Write the sports words spread out on the board. (volleyball, tennis, hockey, rugby, basketball, handball, soccer, swim, run, karate)
- Split the class into 2-3 teams. Have one person from each team come to the front of the classroom. Act out / mime one of the sports. Do not say the word - only mime. The students run to the board and slap the corresponding word. The person to slap the word first, gets a point for their team.
- Continue this until all the words have been slapped 1 - 2 times. The team with the most points, wins the game.

Presentation

A. Vocabulary: Free Time Activities

Listen and point to the picture. Then listen again and repeat.

The objective of the "Listen and Point to the Picture" activity is to enhance listening comprehension skills and reinforce vocabulary acquisition in fun manner. This activity is designed to engage learners by associating spoken words or phrases with corresponding visual representations, promoting better understanding and retention of the language being learned.



- Discuss the meaning of free time. Create on the board or show a weekly calendar. Say We go to school Monday, Tuesday, Wednesday, Thursday, Friday. We don't go to school on Saturday and Sunday. Say This is free time. What do you do during your free time? These are free time activities.
- Say Listen and point to the pictures. Then listen and repeat.
- Play the audio. Hold up your book and point to the pictures as each word is said. Gesture the meaning of again and say I'm going to play it again. Listen and say the words. Then, play the audio again.

- Invite students to talk to their partners and say what free time activities they like.
- Monitor their work. And ask two or more pairs of students to talk in front of class (Allow 2-3 minutes).
- Celebrate and applaud students to foster a positive learning environment.

Expansion Idea:
Elicit other free time activities and write them on the board. Show pictures of the activities to ensure comprehension. Create a poster with a list of activities and post it in the classroom. Add more words throughout the unit. Have students draw pictures or find pictures (from magazines or online) to add to the poster as visuals. Remind students that they can use all of the new vocabulary in their unit tasks.

Presentation

B. Listen and Circle

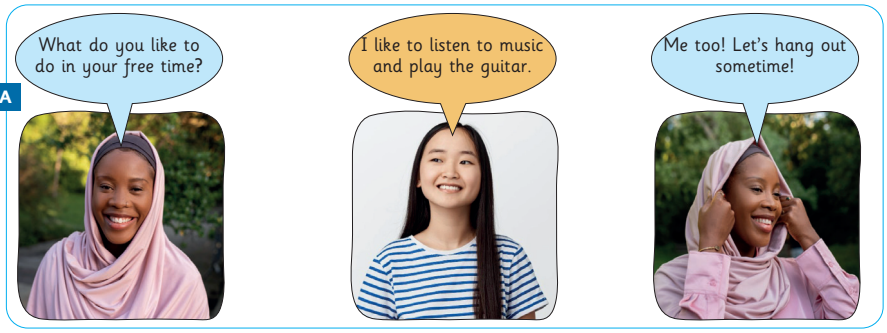
The objective of this part of the lesson is to enhance students' listening skills and reinforce vocabulary related to free time activities.



- Point out the pictures of the free time activities. Gesture the meaning of circle with your hands and say Listen and circle the free time activity the speaker likes or will do.
- Do the first item together. Play the audio. Then point to the two picture options, put your hand to your ear and ask Which one did you hear? Ask students to point to the picture.
- Play the rest of the audio.
- Pair students to check their answers. Say Check your answers with a partner. Monitor their pair work then review the answers together with the class. Ask What is number 2? Etc. Elicit a choral response.

C. Read

The objective of this part of the lesson is to develop students' reading comprehension and present useful language in a real-world context.



- Point out the pictures and speech bubbles in the book. Say Let's read. Read the speech bubbles aloud or use the audio. Stop after the first conversation and ask What do they like to do? (listen to music and play the guitar) Do they like the same things? (Yes) What words show us they like to do the same thing? (Me too)
- Do the same for the second conversation. Point to the second boy and ask Does he like to dance? (no) Point to the third boy and ask Does he like to dance? (No) What do they both like to do? (listen to music) What words show us they like to do the same thing? (Same here)

- Have students underline the expressions “me too” and “same here” in the conversations for more focus.
- Pair students and have them read the conversations together.
- Invite a pair of students to act out the conversation in front of class.

Apply

D. Speak

The primary goal of this activity is to enhance students’ speaking and conversational abilities within the theme of free time activities, leveraging the language box expressions to facilitate communication and understanding.

- Point out the language box. Read the expressions aloud and have the students repeat after you. Use expression in your voice along with positive or negative body language and gestures to get the meaning across.

Language Box

	Same	Different
I like to _____.	I do too. Me too! Same here.	I don’t. Not me.
I don’t like to ____.	I don’t either. Same here.	I do!

- Point out the speech bubbles. Say Let’s read. Read the first set of speech bubbles aloud. Stop after the first conversation and ask Do they like the same thing? (Yes) What do they like to do? (They like to draw.) What words show us they like to do the same thing? (I do too)
- Continue with the second set of speech bubbles. Ask What don’t they like to do? (They don’t like to play chess) What words show us they do not like the same thing? I don’t either.
- Next, point out the directions for the class activity. Model the activity by recreating the chart on the board. Write one activity in the chart (paint) then ask a student if they like to do that activity. (Do you like to paint?) Write their name in the chart and circle yes or no according to the student’s answer. Respond with an expression from the language box (Me too, I don’t, etc.) and then circle same or different in the chart.



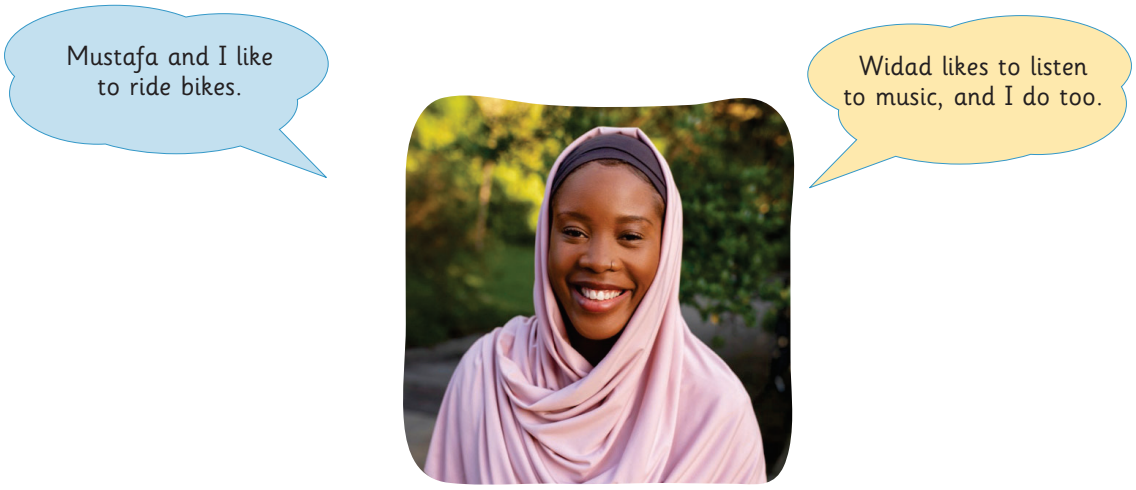
Activity	Classmate Name	Yes/No	Same/Different?
1.		Yes / No	Same / Different
2.		Yes / No	Same / Different
3.		Yes / No	Same / Different
4.		Yes / No	Same / Different
5.		Yes / No	Same / Different

- Have students write five free-time activities in the chart. Monitor their work.
- Then, have the students walk around and ask five classmates if they like to do the activities they wrote in the chart. They complete the chart by writing their classmates’ names and circling the responses.

E. Tell the Class

The objective of the "Tell the Class" activity is for students to share what they learned about their "classmates" and "demonstrate" their learning.

- Say Who likes to do the same free time activities?
- Read the speech bubbles to model how to respond to the question. Then elicit some responses from the students.



Lesson 5 Culture & Fun Review

Objectives

Students will...

- read about and connect various African sports and games to different countries.
- play a game to review vocabulary and grammar points from the unit.

Culture: Sports and Games around the World

Warm up

- Say Let's get warmed up for class.
- Tell the students to think of as many countries in Africa as they can. Elicit one or two examples.
- Put the class into groups of three or four. Tell them they have 2 minutes to write as many countries in Africa as they can.
- When time is up, ask each group to say one country in their list. Groups cannot repeat a country another group says. Keep going until out of countries. The last group to say a country is the winner.
- Show the map of Africa.
- Say Today, we're going to explore sports and free time activities around Africa.
- Ask What sports or special activities do you know from other countries in Africa? Elicit any sports or special activities from other countries in Africa.
- Say We're going to learn about sports and free time activities around the world.



Donga is a popular stick fighting sport.

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

Optional transition task, if time permits:

In pairs students are encouraged to answer the following questions.

1. Why do you think learning about activities from around the world is important?
2. How does it help us understand the world better?

(Broadens students' perspective, exposes them to diverse cultures, and helps them understand the world better (breaking down stereotypes, and promoting a sense of global citizenship).

A. Read: African Sports and Games

The objective of this lesson is to enhance students' reading comprehension, cultural awareness, and geographical knowledge. Students will make predictions, read and listen to audio, check answers through listening, engage in individual comprehension task to showcase understanding, and collaborate with a partner to discuss and verify answers, promoting peer learning and reinforcing comprehension.

1. Reading and Task Completion

- Say We are going to read about African sports and games.
- Read an example such as "Donga is a popular stick fighting sport." Invite students to read about the other sports and games around the map in the student book.
- Say Before we listen, guess the country.
- Then, say Work in pairs. Decide where the games are played in each country.
- Monitor while students work. If they are unsure, it is okay. Tell them to guess.

2. Listen to Check your Answers

- Call the group together. Say, Now let's listen and check answers. Play the audio.
- Ask the students to review their answers in pairs. If needed, play the audio again so that students can do a last check.
- In the whole group, review the answers. Point to each activity and ask Which country do they do "Donga"? and so on until all the correct answers are shared.

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

- Point out the questions (a-f). Give students time to answer the questions individually.
- Pair students. Students check their answers with their partner.
- Review the answers with the class.

B. Speak about your culture

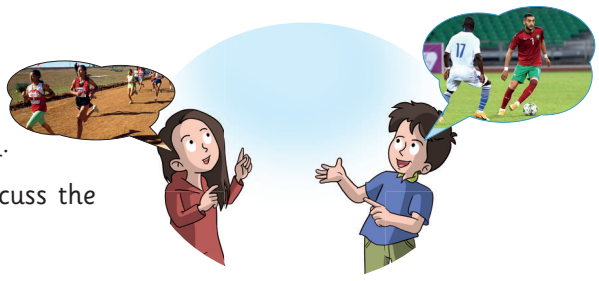
The goal of this activity is to cultivate cultural awareness among students and to help students discuss their own cultures. The speaking task uses sentence frames to help students share their ideas.

- Write the following sentence frames on the board for sharing.

  We/ People play _____ in Morocco.

  _____ is popular in Morocco.

  We/people like the game/sport because _____.



- Tell students they will work in small groups to discuss the questions in Exercise B.
- Put students in groups of 3-4. Encourage students to use the sentence frames for support.
- Monitor students as they discuss their ideas.
- Close the exercise by asking groups to share a few activities they talked about.

Variation:

Students or pairs choose one of the activities/sports (or choose one from another region of the world) and do some light research. They write a mini presentation about the activity and present it to the class.

Fun Review

Running Dictation

The "Running Dictation" game enhances language skills and teamwork. Students collaborate in pairs or groups (3-4), developing listening, speaking, and memory abilities. The activity emphasizes accurate communication, spelling, and capitalization, cultivating language proficiency, teamwork, and cognitive agility in a fun review of Moroccan games and sports. "Running Dictation" is also a communicative task that requires students to listen for and give information.

Key points for a successful "Running Dictation" with students:

- Clarify rules and objectives.
- Select culturally relevant dialogues. The dialogs should not be very long. About 4 sentences (30-40 words) is sufficient.
- Foster diverse pairings and proficiency mixing.
- Ensure a smooth runner rotation.
- Emphasize group communication.
- Set a reasonable time limit. Remember to call "change" periodically during the game to ensure multiple students get a chance to run and report.
- Offer positive feedback and acknowledge efforts.
- Promote effective communication.
- Review dialogues, discussing cultural aspects.
- Introduce variations for future sessions.
- Conclude with a reflective discussion on the meaning of the dialog and communication effectiveness.

Suggested dialogs for the review lesson - choose a sample, and adapt it for your class as needed.

Sample 1:

A: What do you like to do in your free time?

B: I love to go skateboarding. How about you?

A: Same here! I also like to go swimming.

B: Not me! I can't swim well. Do you want to go skateboarding with me?

A: Yes, cool! Let's hang out after school tomorrow.

Sample 2:

A: Hi, how are you?

B: I'm great, thanks. You?

A: I'm great too. I am in a robotics club and we won a competition!

A: Congratulations!

B: Do you like to do robotics?

A: No really. I like to paint and draw.

B: Cool, me too! Do you want to paint with me after school today?

A: Sure - sounds fun!

Lesson 6 I can play the guitar.

Objectives

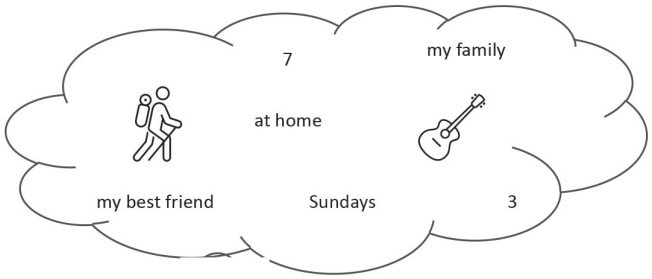
Students will...

- use sport and free time vocabulary to talk about what they can and cannot do.
- listen for and use can and can't in sentences.

Warm up

This warmup activity will help students review and use language from previous units, while also fostering a communicative and positive learning environment.

- Draw a big cloud on the board.
- Inside the cloud, draw simple pictures of one or two activities you like to do, along with times and places you do them, or any other information related to the activities
- Say Ask me questions and gesture to the cloud. When you give an answer from the cloud, tick (✓) it. For example – What time do you go hiking? I go hiking at 7 AM. (tick 7 in the cloud)



Variation Ideas:

1: Make it a game

Divide the class into two teams. Teams take turns asking questions. If you answer with one of the items in the cloud, the team gets a point. At the end, the team with the most points wins.

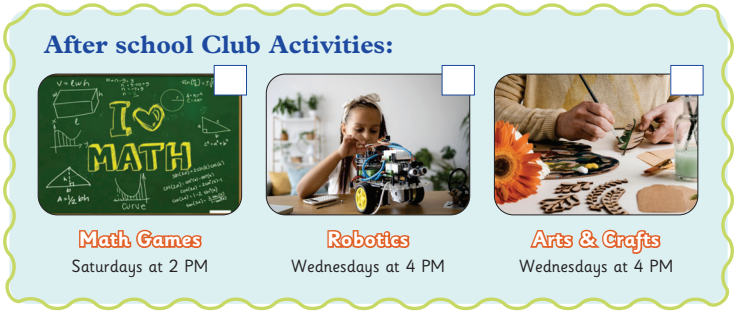
2. Make it a pair work warmup

Put fewer items in your cloud at the start of class (3-4 items only). Model the activity with the whole class. Then have students make a cloud about themselves. Pair students and let them ask each other about their activities.

A. Look and Read

The objective is to build vocabulary related to clubs, engage students in visual recognition, and encourage discussions about the clubs in their school and community. The activity targets language skills, critical thinking, communication, and sentence structure.

- Write After School Clubs on the board. Elicit what a club means. Say A club is a group of people. They do things together.
- Point out the After School Clubs poster in the book. Have students guess the name of each club by looking at the icons and pictures.



- Then say Tick the clubs we have at our school.
- Elicit types of clubs they have at school and in the community. Ask What clubs do we have at school? In our town? Write the following sentence frames on the board to discuss their answers. We have _____ club at our school/town.

B. Read and Decide

This task aims to help students use information from multiple texts to make decisions.

By combining individual analysis, collaborative discussions, and class sharing, this activity develops a range of skills while engaging students in a meaningful and enjoyable learning experience.

- Point out the student forms in the book. Say These students want to join a club. Let's read the forms (Abdul, Raisa, Amira, and Hiro). Which club is best for them? Do the first one (Abdul's) together as a model. Ask What does Abdul like to play? (games) What games can he play? (chess and checkers) What language does he speak? (English) What does he want to learn about? (different cultures)
- Point out the club posters in exercise A and ask What club is good for him? Elicit answers. Accept all answers that have a rationale.
- Give students time to read the rest of the forms and write a club for each person. Monitor their work.
- Say Compare your answers with a partner. Put the following frame on the board: What club is good for Amira? Why is _____ club good for Amira? It is good for Amira because she likes _____.
- With the whole class, elicit clubs for the remaining three people.
- Pair students. Tell them to answer the questions in Part 2. (What activities do you like to do? What clubs would you like to join?) Encourage students to give reasons for their choices.

Presentation

C. Grammar in Context

Grammar in context is an effective approach that teaches English grammar within real-life situations. By emphasizing relevance to communication, it increases engagement, promotes better retention, and develops overall language skills. Learners benefit from cultural understanding and critical thinking, making it adaptable to various proficiency levels.

- Demonstrate the meaning of can/can't. Write can and can't on the board. Do various things in the classroom and use can and can't in sentences to demonstrate the meaning. For example. Pick up a small desk and say I can pick up this desk. Then try to pick up a heavy desk and say, I can't pick up this desk. For each example, point to the word can or can't on the board.

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.

- Point out the forms in Exercise B. Say Find the words can and can't in the forms. Underline can and circle can't.
- Next, point out the language box. Say Read and listen to the sentences in the box. Gesture the meaning of again and say I'm going to play it again. Listen and say the sentences. Then, play the audio again.

- Then ask Can you play the guitar? Elicit a response using Yes, I can or No, I can't.
- In pairs, students can ask and answer questions about things they can or can't do. Give them some time write words or ideas.

Teaching Tip:

1. When teaching grammar, demonstrate the meaning by putting the sentences in context and giving some examples. This helps students understand when the grammar is used and its meaning.
2. Try to incorporate audio or video excerpts featuring authentic language usage, such as movie segments, interviews, or everyday conversations. Analyze the grammatical structures in these clips (where can and can't are observable) and provide examples that illustrate what students can or can't do at school.

Practice

D. Listen

- Say Let's listen to the conversations. Write can or can't. Do the first item together. Play the audio. Stop it after the first item. Ask What word do you hear? (can)
- Play the rest of the audio. Pause after each item to let the students write the word.

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.

- Pair students to check their answers. Say Check your answers with a partner.
- Ask pairs with the same answers to raise their hands. If needed, play the audio again.
- Monitor their pair work review the answers together with the class.
- Ask different students to read the sentences aloud. Write the missing words on the board for students to check.

Teaching Tip:

Sometimes, it can be a bit tricky to distinguish between "**can**" and "**can't**" when listening to spoken language. The word "**can**" sounds like /ken/, with a short "**e**" sound. On the other hand, "**can't**" has a longer /a/ sound, making it sound like /kaant/. So, if you pay attention to the vowel sounds, it becomes easier to differentiate them in conversation.

Expansion Idea:

Provide time for students to practice their pronunciation of can and can't. Write some sentences on the board. Pair students. Students take turns choosing to either say the sentence with can or can't and the partner listens and circles/writes what they hear. Then, they compare their answers to see if the person understood what the speaker intended to say. Some sample sentences:

1. I can / can't swim.
2. My brother can / can't play the guitar.
3. My grandmother can / can't play chess.
4. My friend can / can't play soccer very well.
5. I can / can't draw well.

E. Write

Write 2 things you can do.

- Point out the sentence blanks in the book. Say Write two things you can do well and one thing you can't do well. Then write a question. Model the activity by writing your own sentences on the board. Then, give students time to write their sentences.

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?

- Pair students to read their sentences to each other. Say Read your sentences to a partner.
- Monitor their pair work then ask different students to read their sentences aloud to the whole group students in the group to respond to the questions students read aloud. Invite

F. What activities can you and your classmates do?

The objective of this game is to give students meaningful practice with the use of "can" and "can't" and key vocabulary. By the conclusion of the activity, students should be proficient in inquiring about and discussing various activities, employing the structures "Can you...?" and "Yes, I can." and "No, I can't."

- Prepare coins or erasers for students to use for the game. Have one per group of 3-4 students.
- On the board write the following sentence frames: Can you _____? Yes, I can _____. No, I can't _____.
- Review the rules of the game. Say Let's play a game. Read the rules aloud and model how to play the game by demonstrating the meaning of each rule and pointing to the sentence frames on the board.
- Put students into groups of 3 or 4. Say Play the game. Encourage them to use full sentences when replying.
- Monitor the groups.
- At the end of the game, ask the winners to raise their hands. Congratulate the winners and ask everyone to clap for them.
- If you heard common pronunciation or grammar errors while monitoring, remind students and practice chorally.
- Also tell the class what you noticed they did well and congratulate everyone on their progress.

Lesson 7 Who is your favorite singer?

Objectives

Students will...

- use school activity words to talk about and read what students do at school.
- use present tense verbs to talk and read about what students do at school.

Warm up

Remember! Warm-up activities ensure a smooth transition to the main lesson, cultivating an energetic learning environment. Here are steps to a warm up that reviews can/can't and unit vocabulary:

- Review Can/Can't by playing a game called I can! (similar to Simon Says). Model the game by saying I can... and then saying a vocabulary word from the unit (sports or free time activities). For example, I can paint. Students act out the word if you say I can.... They don't act out the word if you say I can't.... For example, say I can paint. I can ride a bike. For these, the students act out the activities. Then say I can't do karate. Since you didn't say I can..., any student that acts out the activity is out of the game.
- Start the game and eliminate students until the last person remains (or until time allows).

Teaching Tip:

- Games add fun to language learning. They provide a variety when reviewing material, and they also help meet the learning needs of different students. For example, some students learn best when movement is involved in the activity. Many students also learn well with repetition, which games provide.
- It is important to stop a game while students are still having fun. That way, you can use the game again in the future and students will be excited to play!

Presentation

A. Listen and Read

The objective of this activity is to enhance listening and reading skills while focusing on identifying questions within a conversation.



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

- Point out the picture in the book. Ask questions such as What is on their ears? (headphones) What are they listening to? (maybe music, a TV show, etc.)
- Say Let's listen to the conversation between these two students. Listen and read.
- Play the audio. Then, say Let's underline the questions in the conversation. How do we know it's a question? (There's a question mark at the end. The use of Wh-words) Give students time to underline the questions. Then ask How many questions are there? (5) Give students time to find all five questions.

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 questions. Take turns.

- Next, point out the questions in part 2. Say Answer the questions about the conversation. Do the first one together. Say What is Marta doing? (She's listening to music) Write the sentence on the board. Give students time to finish answering the rest of the questions.
- Pair students. Say Check your answers with a partner. Students check their answers with a partner.
- Close the activity by having different students read the questions and the answers aloud.
- Point out the Be an Active Listener box. Say An active listener asks questions. Simulate the difference between an active listener and a non-active listener by asking a student, What do you like to do in your free time? When the student responds, don't look at the person, don't show any interest and don't ask follow-up questions. Then, contrast this by asking another student the same question and respond by looking at the speaker, showing interest and asking follow-up questions.
- Have students practice the active listener expressions (I see. That's cool! How fun!) and the follow-up questions (What kind of _____ do you like, etc.) in the box.

Practice

B. Match

Matching exercises help foster a comprehensive understanding of vocabulary, grammar, and contextual relationships. These exercises serve as effective tools to reinforce and assess students' comprehension skills, requiring them to recall and connect information from various sources.

- Point out the two columns of the exercise. Say The left side has questions. The right side has the answers. Let's match them.
- Do the first one together. Ask What is the answer for Who's your favorite singer? (d)
- Give students time to finish the exercise - individually.
- Then pair students to compare answers and practice reading the conversations. Walk around and monitor their pair work.
- Offer praise when students use good pronunciation/get the correct answers. Also offer error correction as needed.
- Next have students give their own answers to the questions. Model this by having a student ask you the first question and you respond with your own answer.
- Give students time to practice asking and answering the questions.
- Close the activity by asking a few pairs to read the question and give their answers in front of the class.
- Like at the end of all the activities, keep celebrating the students for their achievements on their language-learning journey.

C. Read and Write

The objective of the "Read and Write" activity is to integrate reading and writing skills, fostering language development and comprehension in students. Teachers aim to guide students through the process of deciphering scrambled sentences within conversations, organizing them in the correct sequence, and subsequently reinforcing their understanding through collaborative practice and review. Some steps to follow:

- Point out the conversations. Gesture the meaning and say These sentences in the conversation are scrambled. Let's put them in the right order.

- Do the first item together. Ask Which sentence goes first? (Can you ride a bike?) Write the sentence on the board. Then ask, What sentence comes next? (I can. I like to ride with my friends.)
- Have students complete the rest of the exercise individually. Walk around to monitor their work and answer any questions.
- If time allows, ask students to write the sentences in the correct order on the board to review the answers for each conversation. Alternatively, have students read the conversations aloud.
- Next, pair students. Have students practice the conversations with their partner.

Teaching Tip:
Look up and Say is a fun way to read dialogs while also improving memory skills. Model reading a line of dialog silently, and then looking up at your partner and saying the line with expression. Then gesture for your partner to do the same. Encourage students to use the "Look up and Say" technique when practicing dialogs.

Apply

D. HOT SEAT!

The "HOT SEAT" activity hones communication, critical thinking, and teamwork. It builds public speaking confidence and interactive/unprepared speaking skills. Through dynamic conversations, participants enhance social skills and curiosity, fostering a well-rounded set of competencies in a brief exercise.



Follow these steps:

- Read the instructions while modeling how to do the activity with you in the Hot Seat. Write the question, What do you like to do on Saturday? on the board.
- Elicit that the class ask you the question. Respond to the question. (I like to take a walk on Saturday.) Then, elicit possible follow-up questions. (Where do you walk? Who do you walk with?)
- Before students do the activity in groups, brainstorm possible questions to ask the person in the Hot Seat and write them on the board. (What do you like to do in your free time? Do you like to _____? What do you do with your friends? What sports do you play? What do you with your family? What do you do after school? What do you on the weekends?)

- Then, divide students into groups of three. Tell students to take turns in the Hot Seat and ask follow-up questions. Students can choose one of the initial questions to ask from the board or make up a different one.
- Monitor their group work. Be sure students are asking at least 2 follow-up questions.

VARIATION

Exercise D could be played as a game. Write statements on the board (I like to paint. I like to take walks. Etc.) Then, have pairs or groups come up with as many follow-up questions as they can in a designated amount of time. (2 minutes) Have students say or write their questions on the board. The pair/group with the most grammatically formed questions wins that round of the game. Continue with other initial statements.

Note that this activity focuses on writing and grammatical accuracy, not interactive/unprepared speaking. Carefully consider your students' needs when deciding which activity is most appropriate. If they need both, you can do both (the writing variation first, and the speaking variation second).

Lesson 8 Unit Test, Task & Self Assessment

Objectives

Students will...

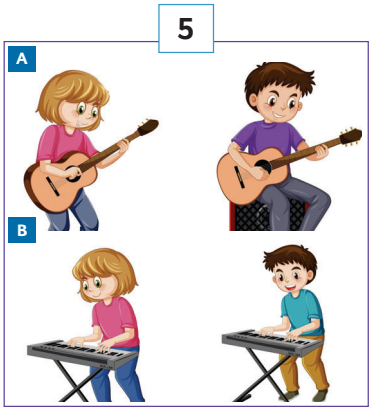
- demonstrate their learning through a short test.
- complete a culminating task to apply and demonstrate what they have learned in the unit.
- complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Unit 5 Test

The unit test consists of three components: Listening, Grammar and Vocabulary and Reading comprehension. Dividing the unit test into three components provides a comprehensive assessment of key language skills. This approach allows for targeted feedback, accommodates different learning needs, mirrors real-world language use, ensures clear assessment criteria, and promotes effective time management. Overall, it offers a balanced evaluation of students' language skills.

Listening:

As has been suggested in the national curriculum, assessing listening skills in the EFL context is crucial as it mirrors real-world language use, preparing students to comprehend diverse accents and communication styles. It not only enhances overall language proficiency but also fosters effective communication and cultural understanding in global contexts.



- Ensure clear and good-quality audio for listening.
- Play the audio a maximum of two times during the test.
- Ensure audio accessibility for all students.
- Implement measures for test security.

Grammar & Vocabulary

Assessing grammar and vocabulary together is crucial as they are inseparable components of effective language use. This approach provides a comprehensive evaluation of a learner's ability to construct grammatically sound sentences using key vocabulary from the unit. When conducting this part of the assessment, teachers may find these ideas helpful:

- Set a time limit for this part of the test.
- Familiarize students with the two assessment tasks: circling correct responses to statements (Task B) and writing questions from a conversation (Task C).
- Clearly instruct students on the criteria for each task, emphasizing the integration of grammar and vocabulary, if time permits.

- Circulate during the assessment, ensuring students understand the tasks. Collect/ or review with students completed assessments on the spot.
- Provide constructive feedback on both correct and incorrect elements, highlighting areas for improvement in grammar and vocabulary integration.
- Celebrate and applaud students' progress and success.

Read

Assessing reading helps teachers identify strengths and weaknesses, and tailor teaching accordingly. It guides early intervention, informs curriculum planning, and goal setting. Additionally, national curricula and student learning materials emphasize fostering the habit and culture of reading both inside and outside the classroom. DEAR (Drop Everything and Read) and extended reading activities in ILAB are examples of initiatives supporting this emphasis.

Read about Nassim and answer the questions.

Given that students have the reading test in their student books, the teacher's role is streamlined:

- Provide a brief overview of the test's format and any specific instructions.
- Remind students of the time limit for the test, and ensure they are aware of the importance of managing their time effectively.
- Emphasize that it is an individual task.
- Address any disruptions or issues that may arise during the test.
- Be available to answer any questions or concerns related to the test content or instructions.
- Instruct students on where to place their completed tests once they finish.

In this scenario, the teacher's role is to facilitate a quiet and focused testing environment, provide any necessary clarifications, and ensure the smooth collection of completed assessments.

Unit 5 Task- Choose one!

The Unit Task should be presented at the start of the unit, during the introduction. In this way, students will be able to work on the task independently throughout the weeks during which you are completing lessons in the unit. In the final lesson of the unit, have students showcase their work and give them feedback on their performance.



- Review the three Unit Task options. For lower-level students, suggest Option 1. For higher level students, suggest Option 3. If appropriate, allow students to work in pairs or small groups.
- Provide necessary materials and time needed to complete each task option. Monitor students' work and help as needed.
- Regularly check in with students on unit-task progress (as you complete the unit).
- Have students showcase their tasks for the class by either posting their product or presenting their work.

Unit 5- Self Assessment

- Review the key (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.)
- Show how to complete the two graphs (Vocabulary and Grammar). For example, say How do you feel about the classroom vocabulary? Are you a 3, 2, or 1?
- Give students time to complete the graph.
- Have students hand in their Self-Assessments. Check them to see if more instruction is needed for the whole class or for just individual students. Provide a time for students to come in for extra help if needed.

Unit 5: What do you like to do in your free time?

AUDIO SCRIPTS

Spotlight

5-L0-What do you like to do in your free time

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

1. Hi I'm Amina. I'm from Marrakech. In my free time I like to play soccer.
2. Hi I'm Lhoussaine. I'm from Rabat. After school, I like to play chess with my friends.
3. I'm Hakim. I'm from Fez. On weekends, I like to play basketball.
4. Hello. I'm Hiba. I'm from Casablanca. I like to do robotics with my friends when we have free time.

Lesson 1: I play basketball.

5-L1-Ex-A1-Listen and Point

(Narrator): Listen and point to the pictures

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

5-L1-Ex-A2-listen and repeat

(Narrator): Now listen again and repeat

See above (note that there are pauses to allow students time to repeat).

5-L1-Ex-E1-look at the picture & listen

(Narrator): Look at the picture. Listen. Then listen and repeat.

A: Do you like to play sports?

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

A: I don't like to play tennis, but I like to play basketball.

B: Do you want to play after school?

A: Sure. Sounds great!

5-L1-Ex-E2-listen and repeat

(Narrator): Now listen again and repeat.

See above (note that there are pauses to allow students time to repeat).

Lesson 2: Yassine and Mariama like to do sports.

5-L2-Ex-A-Read about Yassine and Mariama (optional)

Narrator: Listen while you read.

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.

Lesson 3: Drop everything and read (DEAR).

5-L3-Ex-C_Listen_How the Crow Got Black Feathers

(Narrator): Listen to your teacher reads/tells the story. Look at his or her gestures.

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.
Zzzzzzzzzz! 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

Lesson 4: Do you like to paint?

5-L4-Ex-A1-listen

(Narrator): 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

5-L4-Ex-A2-listen and repeat

(Narrator): Now listen again and repeat

See above (note that there are pauses to allow students time to repeat).

5-L4-Ex-B-listen and circle

(Narrator): Listen. What do the people like to do? Circle the pictures.

1. I'm on the dance team at school. I really like to dance.
2. My brother takes piano and guitar lessons. He loves to play the piano but he doesn't like to play the guitar.
3. On Saturdays, I like to ride my bike. Sometimes I like to take a walk, too.
4. Chika likes to draw but she doesn't like to paint.
5. On Sunday evenings, I like to do crafts and play chess with my grandmother.
6. My brother Mohammad likes to listen to music. I don't like to listen to music very much – I prefer to do robotics.

5-L4-Ex-C-Read (optional)

Narrator: Read and listen to the conversations.

A.

Person 1: What do you like to do in your free time?

Person 2: I like to listen to music and play the guitar.

Person 1: Me too! Let's hang out sometime!

B.

Person 1: Do you like to dance?

Person 2: No, I don't. How about you?

Person 1: I don't either. I like music but I don't like to dance.

Person 3: Same here!

Lesson 5: Culture & Fun Review

5-L5-Ex-A_Listen & Check_African Sports & Games

(Narrator): Listen to check your answers.

People around the continent of Africa enjoy many kinds of sports and games.

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

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

In Malawi, many people like to play Bawo. In the board game Bawo, players use their math skills to capture their opponent's pieces.

Do you want a big challenge? In the Nguni Races in South Africa, people ride cows.

Fighting sports are also very popular around Africa. In Angola, many people like to do Donga. Donga is a popular stick fighting sport. In Nigeria, many people love Dambe. It is a fighting sport, like karate or judo.

Lesson 6: I can play the guitar.

5-L6-Ex-C- Grammar in context

Narrator: Read and listen to the language box.

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.

5-L6-Ex-C- Grammar in context – Repeat

See above (note there are pauses to allow time for students to repeat).

5-L6-Ex-E-listen-Salma-Ayoub

(Narrator): Listen to the conversations. Complete the sentences with can or can't.

1.

(A): Salma, Can you play tennis?
(B): Yes, I can. How about you, Ayoub?
(A): I can too. Let's play on Saturday.

2.

(A): Can your brother ride a bike, Sami?

(B): No, he can't. He's very young.

3.

(A): Hi, Salma. Do you want to join the music club with me?

(B): I can't play a musical instrument.

(A): Me neither. We can learn together.

4.

(A): Hey Youness. Can you play chess?

(B): Yes, I can. I'm in the chess club at my school.

(A): Me too! Let's play sometime.

5.

(A): Hello Sulaiman. Do you want to join the crafts club with me?

(B): I can't draw very well.

(A): That's OK, Aziza! Me neither.

6.

(A): Zohra, can your parents speak English?

(B): My mother can. She's from England.

(A): That's cool!

Lesson 7: Who is your favorite singer?

5-L7-Ex-A listen and read

(Narrator): Listen to and read the conversation. Underline the questions.

Boy: Hi Marta! What are you doing?

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

Boy: What kind of music do you like?

Girl: I like to listen to pop.

Boy: Who's your favorite singer?

Girl: I like Taylor Swift. How about you?

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

Girl: That sounds fun. Who do you go with?

Boy: I go with my brother.

Girl: Cool!

Lesson 8: Unit Test, Task, and Self Assessment

5-L8-Listening-test

(Narrator): Listen and circle the activities people like or do.

1.

A: Are you in a school club?

B: Yes, I am in the hockey club at school? How about you?

A: I am in robotics club.

2.

A: What do you like to do after school?

B: I usually do crafts or go to the library and read. How about you?

A: I am in our school's basketball club. I love it.

3.

A: I am thinking about joining a school club.

B: How about joining the running team?

A: No, I don't like to run. I think I will join the swimming club.

4.

(School announcement): Today, all sports clubs are canceled due to bad weather. The painting and crafts clubs will not meet today either. The drawing club will meet in the Art Room at 4 PM.

5.

Charles: Do you like to play the piano Sara?

Sara: No, not really. I can't play it well. How about you, Charles?

Charles: I love to listen to the piano, but I can't play it. I like to play the guitar.

Sara: Me too! Let's play together sometime.

Unit 6: Yesterday was a nice day.

Unit Overview

Theme: This unit is about dates, seasons, weather and talking about activities in the past.

Learning Objectives: By the end of this unit, students 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 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.



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

Lesson 1: My birthday is in June.

Months and dates

- The months of the year
- Saying dates (review of ordinal numbers)
- Ask about classmates' birthdays

Lesson 2: It's sunny today.

Seasons and weather

- Describing the weather
- Weather in cities around the world
- Phone call role play

Lesson 3: Drop everything and read (DEAR)

Students will:

- Read to enhance their motivation and make reading a priority in their lives.
- Use illustrations/images to predict the storyline and anticipate events in a story.
- Reflect on and share the lessons derived from the story.
- Reflect on similar stories within the Moroccan culture.

Lesson 4: It was hot yesterday.

Talking about the past

- Past of verb "be"
- Past with time expressions

Lesson 5: Culture and Fun Review

Nomads around the World

Review of vocabulary and grammar: Board game

Lesson 6: It was a good weekend!

Talking about past activities

- Past verbs (regular & common irregular)
- Global friends board: My weekend

Lesson 7: Where did you go last summer?

Asking about past activities

- Past tense questions
- Role play: A great vacation

Lesson 8: Unit Tasks

Option 1 Create an infographic about a good vacation place.

Option 2 Create an "All about ____" poster

Option 3 Create a time travel story

Option 4 Interview in English

SPOTLIGHT

The Spotlight activity helps activate students' prior knowledge and introduces the class to the unit topic. It can also serve as a low-stress warm up to get students interested in the topic of the new unit.

- Read the unit title and say, In this unit, we will talk about seasons, weather, and activities in the past.
- Read aloud the names of the four seasons and have students repeat them. Point out the pictures and say, It is [season]. Where are they? What are they doing? Elicit ideas from the class.

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

Omar Samira Alice Farid



- Go over the directions. Say, Four students are talking about their favorite season. Listen to the conversation. Write their names under the season they like.
- Play the audio. To check answers, ask, Who likes (season)? Call on volunteers to answer and say why each person likes the season.
- Ask a few questions to check comprehension: Where is Alice from? (Canada) How many seasons are there in Vermont? (4). What do Omar and his brother do in the spring? (help their parents sell flowers)
- Read through the learning objectives in the box, calling on students to read any example sentences.

Note: Following the Spotlight and review of the unit objectives is a good time to introduce the unit project. See Lesson 8 for the tasks from which students can choose. Take note of which project each student/group of students will do. Throughout the unit, check in with students to ensure they are making progress.

Lesson 1 My birthday is in June.

Objectives

Students will...

- say the months of the year
- express dates with ordinal numbers
- ask and answer questions about events throughout the year

A lively chant in the opening of this lesson helps students become familiar with the months of the year. Brief interactive tasks that follow help students accurately spell/write and say the months of the year. A calendar-based exercise incorporates drawing to help students connect to the topic while also reenforcing use of the language in simple meaningful exchanges with their peers. Students also get practice listening to and saying dates. The lesson concludes with a mingle in which students' ask for and give their birthdates.

Warm up & Presentation

- Preview the vocabulary by showing a calendar (pointing to one in the room). Say, There are twelve months in one year. This month is (current month). Let's learn the names of the months in English.



A. Chant: Months of the year

- Show students the months in the student book. Teaching note: Before having students chant along, have them just listen once through without chanting.
- Play the audio and have students listen and point to each month. Then play the audio again for students to repeat. Walk around and check that students are chanting along.

Expansion Idea:

Practice syllable and word stress with the names of the months. Say each month and clap the number of syllables and have students do the same.

Have them write the names of the months with slashes between the syllables, for example, Jan / u / a / ry

Practice

B. Write the Missing Months

- Go over the directions. Point out the example and the Writing Tip. Say, Write the missing month on the line. Do the second item with the class.
- Have students complete the task individually and then compare answers in pairs.
- Check answers with the class.

C. Speak & Spell

- Invite a student to the front of the room. Model the task with the student. Hold your book and say, I am writing a number and a month, as you model writing in the chart, (for example, 4 April). To the student, say, I will say the number, and you tell me the month. The student says the month and spells it. Model circling ✓ or X in the chart.
- Pair students to complete the exercise. Walk around and monitor. Offer help as needed.
- To wrap up, have students tally and share their scores in the chart.

D. Write and Draw

1. Write or draw one the calendar

- Point out the blank calendar. Briefly review the months by saying each number and eliciting the month from the class.
- Go over the directions. Call on different students to read aloud each lettered item.
- Have students complete the task individually. Walk around, monitor, and offer help as needed.

2. Share your calendar

- Write the following sentence frames on the board:

  My / My mother's birthday is in...

  We start school in ...

  My favorite months are ...

  In January, I like to ...

  In August, I like to eat ...

- Pair students to take turns sharing their calendars using the sentence frames. Walk around to monitor. Offer support as needed.
- To wrap up, call on students to share something about their partner's calendar, for example, "Imani likes to eat melon in August."

Expansion Idea:

To review vocabulary and extend the speaking practice, have students try to name an activity they like to do in different months of the year. For example, I like to swim at the beach in August. I like to eat fruit in May.

E. Listen: Saying Dates

1. Listen to the conversation

- Go over the directions. Tell students they need to listen for two dates.
- Play the audio. Then ask, What dates did you hear?
- Pair students to compare answers, then ask for volunteers to share with the class.
- Elicit the correct language (June eighth, June ninth) and write the dates on the board with the ordinal number forms (June 8th).
- Emphasize attention to the caption labeled "Saying the Dates."

Teaching Tip:

Use the "THINK-PAIR-SHARE" strategy to increase students' speaking time.

When you ask a question after a reading or a listening, have students

1) Think: Students think silently for a moment or write their answer
2) Pair: students talk with a partner about their idea(s)
3) Share: ask a few students to share their ideas with the class

2. Read and lisen to the ordinal numbers

- Go over the instructions. Play the audio and have students follow along and point to the numbers.
- Say, Let's say the numbers together. Use choral repetition to practice the pronunciation of ordinal numbers with the class. Be sure to focus on how to form the /th/ sound at the end (by placing the tongue between the teeth).

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

- Pair students to take turns practicing saying the numbers in the table designed for this. Then call on several students to say the numbers aloud.

F. Listen

1. Listen and circle

- Go over the directions and point out the information in the Writing the Date box. Point out that the dates in the exercise are all written in number form.
- Before playing the audio, have students read through the dates silently and think about how to say each one.
- Play the audio and have students circle the dates they hear. Then pair students to compare answers and practice the conversations.

2. Listen and write days and dates

- Go over the directions. Say, This time, write the dates you hear. Play the audio and have students just listen. Then play the audio again and have them complete the missing dates.
- Go over the Real World Communication box.
- Pair students to compare answers and practice the conversations.
- Walk around to monitor. Pay close attention to students' pronunciation of ordinal numbers and give feedback and corrections as needed.

Expansion Idea:

Have pairs choose a conversation to practice and perform for the class. Performance for an audience is one factor that can boost student motivation.

G. When's your birthday?

- Go over the directions and have students repeat the model language.
- Model the task with a student. Hold your book and ask a student, What's your birthday? When is your birthday? Model writing the students' name and response in the chart.
- Pair students to continue the exercise. Monitor the pair work and offer feedback and corrections as needed.
- Optionally, select 2 or 3 pairs to demonstrate this activity in front of the class.

Expansion Idea:

Enhance vocabulary practice by prompting the class with questions related to their birthday months. Examples include inquiring about birthdays in spring/summer, the first/second day of the month, and finding classmates with birthdays in the same month. Illustrate the format by framing wh-questions (whose, who) on the board and modeling the types of questions they can ask.

Lesson 2 It's sunny today.

Objectives

Students will...

- name the seasons and describe different kinds of weather.
- participate in a phone call role play about the weather.

Warm up

In this warm-up, students line up in the order of their birthdays as rapidly (and quietly) as they can:

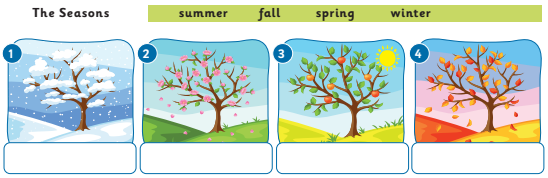
- Tell students that they will review months and ordinal numbers in today's warm up.
- Divide the class into two groups (or more if logistically easier). Tell them they must line up in order of their birthdays.
- Model a line-up with two or three students at the front of the room. Remind students to use months and ordinal numbers (as needed).
- Show each group where they should start (January) and end (December) their line.
- Tell the students they will have only 3 minutes.
- Play the game. At the end of 3 minutes, have each person in line say their birthday (month/day). Ask others to listen to check if the group got their line in the correct order.

Presentation

A. Vocabulary: Seasons & Weather

1. Label the pictures

- Go over the directions. Read aloud the names of the seasons and have students repeat after you.
- Say, Now write the seasons under the pictures. Have students complete the task individually and then compare answers in pairs. Walk around and monitor.



- Go over the pronunciation of the weather words. Say, Repeat these words after me.
- Give students time to write in any words they already know. Have them share and compare answers in pairs or small groups. If they are not sure, it is okay. They will have a chance to listen and check in a moment.

2. Listen and check

- Play the audio and have students confirm/ correct their answers.
- Play the audio again and have students repeat.

Expansion Idea:

Play a game of Weather Charades with the class. Write the weather and seasons vocabulary on cards. Divide the class into two teams. Have each team choose one representative to be the first "actor." Secretly show a card to the two representatives. Then have them act it out (no words, only gestures) for their team. The first team to guess the word correctly wins a point. Teams then select the next actor.

B. Speak

1. Ensure attention to read the language box:

- Direct students to focus on the grammar box. Invite different students to read the sentences one at a time.
- Ask a couple of concept checking questions to help students notice the rule.
  - Say, Right now. Is it rainy or raining? (raining)
  - Say, February - is it raining or raining? (rainy)
  - Point to the window and say Look! It's snowing or snowy?

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

- Direct students' attention to the conversation captions with Wh-questions (e.g., "How is the weather?" or "What's the weather?").
- In closed pairs, invite them to ask and answer questions.
- Circulate the class, monitor their interactions, and provide feedback or support as necessary.
- Conclude the activity by selecting a few pairs to perform their conversations for the entire class, solidifying understanding and engagement.

C. Listen and Circle

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

- Go over the directions and have students predict the vocabulary for each item (A-F). Give an example, Say Look at the pictures in number one. What weather words do they show? Elicit.
- Play the audio and have students circle their answers.
- Have students compare answers in pairs, then go over the answers with the class. Ask, What's the weather in number one? Remind students to answer in complete sentences. Continue to complete checking all of the answers.

Teaching Tip:

Short conversations like those on the audio provide great opportunities for oral fluency practice. Replay the audio, pausing between lines for students to repeat. Encourage them to try to mimic the pace, rhythm and intonation of the speakers. Then divide the class and have each group take the role of one speaker in the conversation. Practice several times until students can repeat the conversations smoothly and fluently.

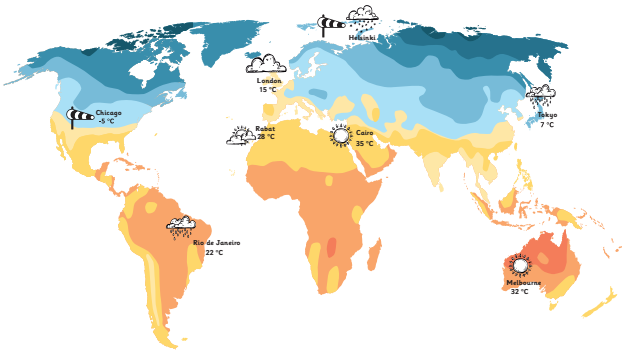
2. Talk in pairs about the weather

- Go over the directions and the questions about weather.
- Tell students "How's the weather?" and "What's the weather like?" have the same meaning.
- Pair students for the discussion. Walk around to monitor. Make a note of any challenges with vocabulary or pronunciation to address with the class following the pair work.
- Conclude the activity by asking 2 to 3 pairs to perform their conversations for the entire class, reinforcing understanding and engagement.

D. Look and Write

1. The World weather map:

- Have students look at the world weather map. Ask, What kinds of weather does the map show around the world? Elicit responses from several students.
- Go over the locations and pronunciation of the city names. Say each city aloud and have students repeat it while they point to it on the map.



- Direct attention to the completion task and have a student to read the example given.
- Have students then complete the exercise individually. Walk around to monitor, offering feedback and help as needed.
- Call on individual students to share their answers.
- Celebrate success by applauding students who have done the exercise correctly.

2. Drawing the weather in another city

- Go over the directions. Have the class brainstorm other cities in the world and list their ideas on the board. Choose a few cities and ask, What do you think the weather is like in [city] today?
- Point out the box and say, Choose a city and draw today's weather.
- Monitor and offer help and feedback as needed.
- Have students share their weather reports in small groups. Write some sentence frames on the board to support oral expression:
  - It's _____ and _____ in [city] today.
  - In [city], today's weather is _____ and _____.

Expansion Idea:

If computers with internet are available, allow students to find out the current weather report for their chosen cities.

E. Role Play: Phone Call

1. Students play roles



- Tell students we will practice more with a role play.
- Have students look at the pictures. Say, Two friends are talking on the phone. Ask, Where is Picture A? (Paris) Picture B? (Helsinki) Where is the person? (in a cafe/park) What are they doing? (drinking coffee/ taking a walk/talking on the phone)
- Say, Imagine you and your partner are the people in the pictures. What do you think they are saying? Have students share a few ideas.
- Go over the role play instructions and prompts. Put students into pairs "give pairs time" to prepare and practice the role play. For extra support, give them time to write their role play script.
- Walk around the class offer support and feedback as needed.
- Call on volunteer pairs to perform their role plays for the class.

Teaching Tip:

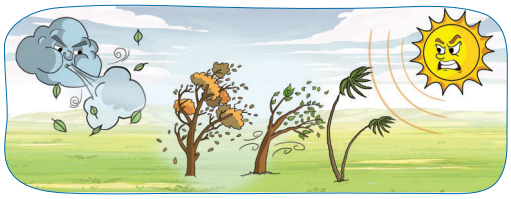
The bulleted role play prompts are opportunities to review vocabulary and grammar from previous units. Go through each prompt and have students brainstorm a few phrases they can use for each part of the role play, for example. (Greet each other: Hello. Hi.)

2. Personalizing the role play

- Have students stay in their pairs, or have them change partners.
- Go over the directions. Say, This time you can choose any city.
- Have students select their cities and elicit the locations from a few pairs. Then give them time to prepare and practice their role plays.
- Call on volunteer pairs to perform their role plays for the class.

Lesson 3 Drop everything and read (DEAR).

A. Look and Circle

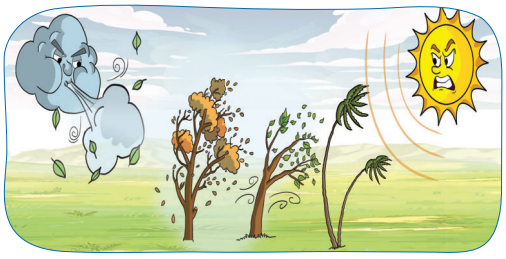


- Present the students with a picture from today's story and guide them to examine the illustration closely. Write the following words on the board: enemies, friends, happy, angry.
- Ask students to choose from the words on the board those that they feel best describe the relationship between the sun and the wind.
- Remind them there are no right or wrong answers.
- Focus on accurate pronunciation for each word and encourage the students to repeat them collectively.

B. Speak

- Begin by reading the directions for the Speak task.
- Ask students to answer the questions in pairs.
- As students work, monitor their progress.
- In the whole group, invite a few students to share their answers to the questions.

C. Guess the Story



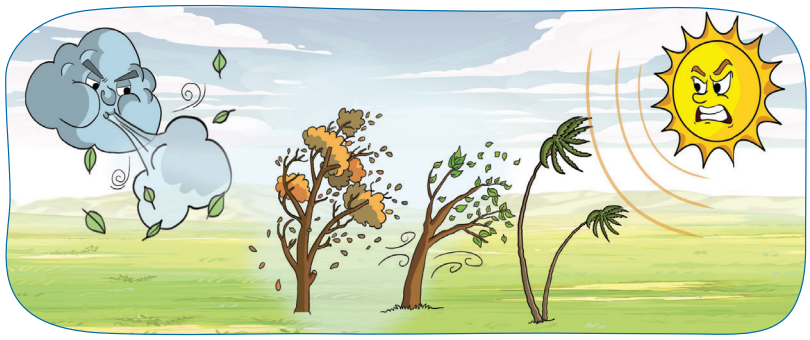
The purpose of this activity is to cultivate story-guessing skills using visual cues, and to bolster critical thinking and collaborative abilities.

Guidelines for the teacher:

- Form pairs of students Say Use the picture and guess the story.
- Remind students all ideas are okay. Allow about two minutes for pairs to share their ideas.
- Smoothly transition from this visual prediction activity to the reading of the actual story, building anticipation and curiosity among the students.

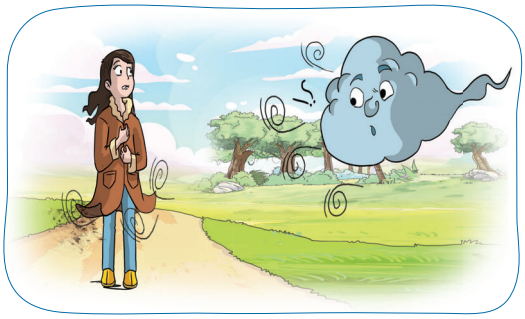
D. Listen to a Story

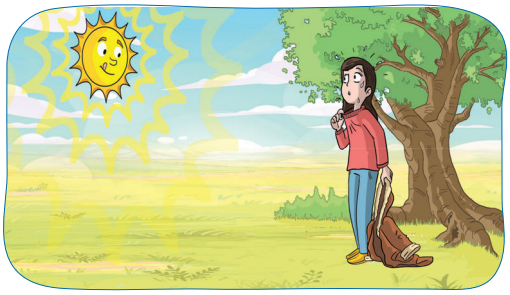
In storytelling, teachers should skillfully blend words, expressions, and movements, incorporating various tones, gestures, character voices, visuals, prompts, pauses, and emotional exploration to create an engaging and enjoyable reading lesson.



Some steps to follow by teachers:

- Say, Listen and watch me while I tell the story. My voice, my gestures and my movements give clues to the meaning of the story.
- Infuse the story with enthusiasm through varying vocal tones and expressive gestures.
- Differentiate voices for characters to make the narrative immersive and enjoyable.
- Pause at significant points to direct attention to pictures and encourage predictions about the story.
- Ask students about characters' feelings and pose meaning-making questions for interactive reading.
- Ask thought-provoking questions, model the cognitive process and to keep students focused.
- End theread aloud by eliciting students' comprehension of the story and their appreciation of its conclusion.





E. Read and Listen

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

In the "Read and Listen" activity, the teacher should guide students to read along with the text while concurrently listening to the teacher (or an audio recording). Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms, and helps students become more aware of how the English language is chunked.

F. Read the story silently

Students engage individually by silently reading the story. Depending on your approach, you can offer a guiding focus question or allow them to independently absorb the content of the story.

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

In small groups, students can practice and refine their storytelling skills. Encourage them to infuse their retellings with drama, expressive voices, and gestures. This collaborative activity fosters creative engagement and builds students' English-word decoding skills.

H. Think about the Story. Complete the Tasks.

Following their experience with using the DEAR lesson throughout the units, the teacher might consider an alternative activity than the one commonly used in the student book. If you believe your students are ready for a change, consider the Reading Wizards or Drops of Details alternatives! Otherwise, refer to unit 5 for the steps to the usual activities.

Reading Wizards

Put students in groups of four or five. Tell students they will do an activity to explore the story. In each group, give each student one of the cards below. Alternatively, especially if time is limited, give each group

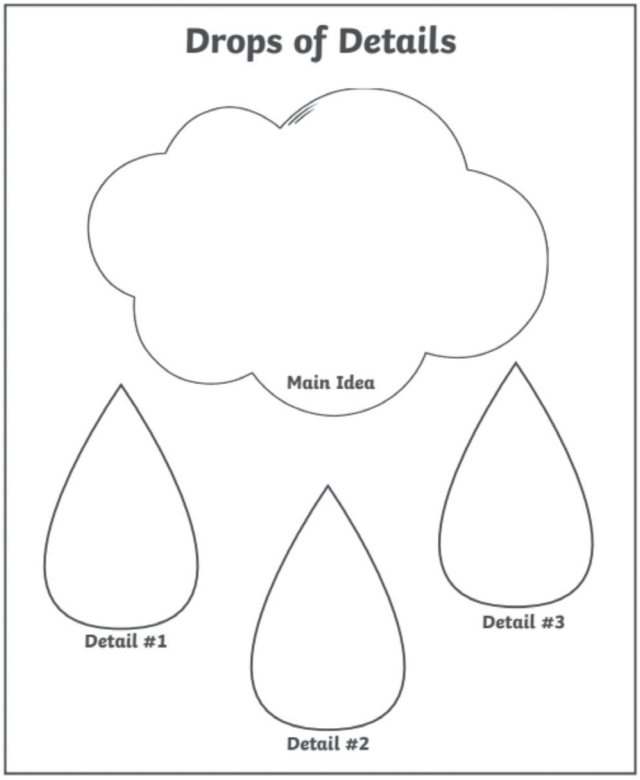
a different card. Give students about 10 minutes to create their Reading Wizard Report. Invite groups to present their Reading Wizard Reports to the class.

Word Wizard  • Write two or three words from the story. • Write or draw the meaning.	**Connection Wizard**  • How does the story connect to you or your group? • Write one sentence about it or draw a picture.	**Character Wizard**  • Pick a character (person) from the story that you like. • Why do you like the character? Write two-three key words or a sentence.
Art Wizard  • Pick a scene that you liked in the story. • Draw a picture of the scene.	**Future Wizard**  • What do you think will happen after the story? • Draw a picture or write a sentence about what will happen.	**Teacher Wizard**  • You're the teacher! • Write one or two questions about the story (and also write the answer) for your classmates to answer.

Drops of Details

Put students in pairs or groups of three. Tell students they will do an activity to retell the story. Give each pair/small group one Drops of Details handout. Tell students to draw pictures (or write key words/sentences) to tell the main idea and most important details in the story. Give students about 10 minutes to complete the task. Then have them share their Drops of Details stories with other pairs/groups or with the whole class.

Note: If you do not have a photocopier, that is ok. Draw the Drops of Details sketch on the board and let students copy it onto a piece of paper during the activity.



Lesson 4 It was hot yesterday.

Objectives

Students will...

- use the past of verb "be" to talk about their past feelings and whereabouts
- use past time expressions

Warm up

In addition to the light activities recommended for the warm-up described earlier throughout the units such as games, songs, etc., consider these engaging steps:

- Draw a simple calendar grid for this month on the board (or display with projector). Ask, What is today's date? Write "today" on today's date. Use the calendar to explain the meanings of present (now) and past (before), and the phrases, this week(end), last week(end), and next week(end). Call on a student to come up, point out and label "this week," and "this weekend" on the calendar.
- Teach the phrases "last weekend" and "next weekend" and write them in the appropriate places on the calendar.

Presentation

A. Listen

Listen and answer the questions (1 and 2)

- Use the pictures (exercise 2) to preview the listening. Say, What are Adil and Rajaa talking about? Elicit answers.
- Go over the directions and read the questions and answer choices aloud.
- Play the audio and have students circle their answers.
- Pair students to compare answers.
- Have pairs read the conversation aloud. Then ask them to double check their answers.
- Confirm answers with the whole group.



Teaching Tip:

When eliciting answers from students, ask them to explain how they got the answers. For example, ask, How do we know that they are talking about last weekend? (They are talking about before/ in the past), Which words tell us that Rajaa's weekend was terrible? (sick, I'm so sorry., awful)

B. Grammar in Context

1. Read the conversation in Exercise 1 (Adil and Rajaa) again and underline forms of the verb "be".

- Go over the directions. Clarify the meaning of "forms of the verb 'be.'" On the board, write I am / You are, then elicit and write the additional forms of "be" (He/She is / We are / They are). Circle the forms of "be" and say, These are the forms of "be" in the present. We use these forms to talk about things

that happen today or everyday. Adil and Rajaa are talking about last weekend, so they use the past forms of be. Say Look at the conversation and underline all the forms of the verb "be".

- Have students complete the task individually. Walk around and monitor. Offer help and suggestions as needed.
- Have students compare answers in pairs. Then elicit the answers and write them on the board. Ask, How many past forms of be are there? (2) What are they? (was / were)

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 he / she / it	at home	last night?
Were	you / we / they		
Answers			
Yes,	I he / she / it	**was.**	
	you / we / they	**were.**	
No,	I he / she / it	**was not. / wasn't.**	
	you / we / they	**were not / weren't.**	

- Use the first two lines of the conversation to contrast the use of the present and past forms of be. Say, Adil asks "How are you?" He wants to know about now. Rajaa asks "How was your weekend?" She wants to know about the past.
- Call on students to read aloud the past sentences from Adil and Rajaa's conversation.

2. Read the grammar box.

- Go over the grammar box. Call on students to read the example sentences aloud.
- Highlight that yes/no questions are formed by putting the form of be in the beginning of the sentence, as well as the placement of "not" in the negative sentences.

3. Circle the correct word to complete each sentence.

- Go over the directions. Do the first item with the class.
- Have students complete the task individually and then compare answers in pairs.
- To check answers with the class, call on students to write the full sentences on the board. Or if time is short, have students read the sentences aloud.

C. Practice

The main goal of this task is to enhance students' understanding of verb tenses, particularly the present and past forms of the verb "be." By presenting partial sentences with time indicators like "last week," students are required to choose the appropriate verb form to complete the sentences accurately. Say at this stage, when the time indicator is absent, use present simple:

- Go over the directions and give students time to read the partial sentences.
- Give students the option to complete the task individually or in pairs. Walk around and offer feedback and support as needed.
- Go over the answers with the class by calling on students to read the complete sentence aloud.

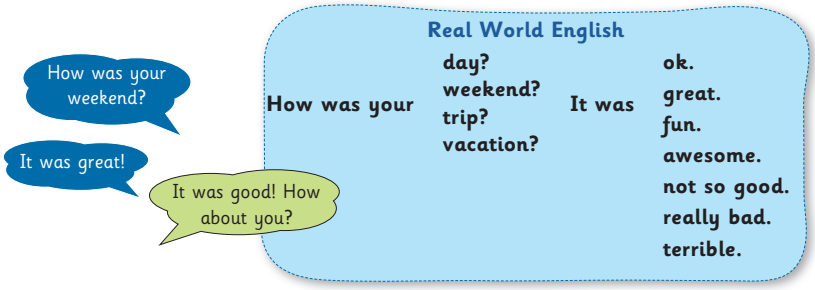
Teaching Tip:

Giving students options and choices, for example, choosing to work alone or with a partner can boost engagement and give students a sense of independence and responsibility for their own learning.

D. Speak

Overall, the task aims to develop students' speaking and listening abilities, foster interactive learning, and create a dynamic and inclusive classroom environment.

- Go over the directions.
- Read the examples in the Real World English box and have students repeat them.
- Model the task. Call on two pairs of students to stand. Have both pairs read aloud the model conversation. When they finish, instruct them to switch partners and read it again. Explain that the whole class will stand and do this with five partners. Encourage them to ask about different past events (weekend, day, trip, art class, morning, Math test, etc.)



- Have students stand and find their first partner and begin the conversation.
- Walk around to monitor, making sure both partners ask and answer and that students are changing partners. Clap, ring a bell, or use some other attention getter to have students change partners and repeat.
- To wrap up, ask for volunteers to share something about a classmate they talked to.

Expansion Idea:
Write a list of listener responses students can use to respond to their partner's information, for example "Wow. That sounds great/fun/amazing." "That's too bad." "I'm sorry." "Really?"

E. Use

1. Work with a partner to complete the missing information.

- Pair students for the exercise and assign (or have pairs decide) "Student A" and "Student B" roles. Say, Student A, look at page 15. Student B, look at page 16.
- Go over the directions. Read aloud and have students repeat the past time expressions above the pictures.
- Point out the model language at the top of the page.
- Model the task with a student. Say, I am Student A. You are Student B. Ask me what James did last year. Support the student as needed and model writing the missing information in the book and then switching roles so both partners get the information.
- Review useful help language and write it on the board to support the task, for example, "How do you spell that?" "Could you repeat that?"
- Walk around to monitor the pair work. Offer support and feedback as needed.
- To wrap up, ask for volunteers to tell you where James was at various times.

2. Mingle with your classmates and ask about where they were in the past.

- Go over the directions and give students time to read the time expressions. Encourage them to make a few notes to help them remember where they were during those times.
- Call on two students to stand and model asking/answering the question and writing their partner's location and name in the chart.
- Have students stand and find their first partner.
- Walk around to monitor, making sure both partners ask and answer and that students are changing partners.
- To wrap up, ask for volunteers to share something about a classmate they talked to.

Lesson 5 Culture & Fun Review

Objectives

Students will...

- discuss nomads and nomadic cultures around the world.
- review vocabulary and grammar from the lesson.

Culture: Nomads around the World

Warm up

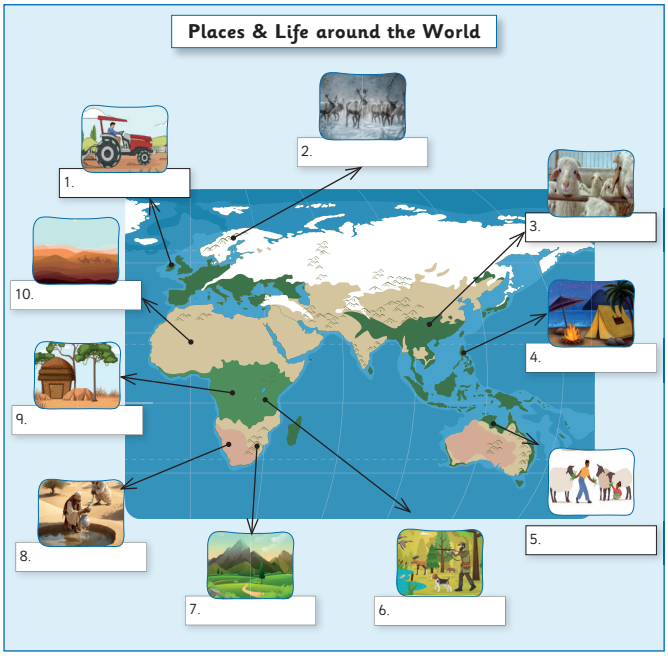
This warm-up not only activates prior knowledge (i.e. knowledge of the world) but also stimulates curiosity and encourages students to think critically.

- Write nomads on the board. Explain that a nomad is a person who moves from place to place. Ask students to share anything they know or have heard about nomads or nomadic cultures. Have students scan the pictures on pages 51-52. Ask, What do you see? What can you guess about nomads and their lives?

A. Preview Vocabulary

1. Pair Work to label the pictures

- Go over the directions. Read the vocabulary words aloud and have students repeat.
- Point out the pictures and do the first item with the class. Ask, What does picture number 1 show? (farmer). I write farmer under the picture.
- Pair students to complete the task. Reassure them that it's okay if they do not know the meaning of all of the words. They can leave some blank and will have a chance to check answers and get the correct information.
- Walk around to monitor as pairs work.



Teaching Tip:

Vocabulary exercises are a great way to encourage peer-to-peer learning. Different students may be familiar with different vocabulary words and can share what they know with each other. Encourage students to try asking a classmate for help when they don't know a word.

2. Check your answers

- Say, Now listen and check your answers.
- Play the audio. Have students check their answers and make any necessary or corrections.
- Practice the meanings by asking questions (Where is it very hot and dry? / Who grows vegetables?), and naming objects in the pictures (mountain, hut, tent, etc.).

B. Read

1. Before reading

- Ask students to look at the pictures and say what they see.
- Model asking, What do you see in these pictures?
- Pair students to discuss. Write sentence frames on the board for support: I see ____. / In this picture, there is/are _____.
- Elicit students' ideas. Remind them that it's okay to guess; there are no right or wrong answers.

2. Read and complete the chart.

The primary objective of this activity is to develop students' reading comprehension skills and their ability to extract information from a text to complete a chart.

Nomad Group	Location (countries or regions)	Housing	Animals they raise	Season they move	Reason they move
Maasai					
Sami					
Tuareg					

- Go over the directions and have students follow along as you read aloud the introductory paragraph, "Nomads around the World."

  Note: The audio of this story is available, if you prefer to use a recording.
- Call on students to read the headings in the chart.
- Do the first row of the chart with the class. Have students read the passage about the Maasai silently first. Then read it aloud and have them listen and follow along.
- Ask, What countries do we write for the Maasai's location? Elicit the answers (Kenya and Tanzania) and have students find and underline the information in the text. Model writing the answers in the chart.
- Pair students to complete the remaining items in the top row of the chart. Walk around and offer support with finding the information in the text.
- Go over the answers with the class, encouraging students to find and underline the answers in the text.
- Have pairs complete the remaining two rows of the chart. Then combine pairs to form groups of four to check the answers together.

Expansion Idea:

Use the reading passages to help students improve their reading fluency with the following strategies:

- Read aloud chorally (whole class reads together).
- Teacher reads aloud while students "whisper read"
- Partner reading (pairs take turns reading aloud)

C. Discuss

The primary objective of this task is to facilitate English-level appropriate discussion on nomadic life. This involves having students read questions aloud and share their thoughts in pairs or groups. The aim is to develop essential skills such as oral communication, critical thinking, and collaboration, with the support of sentence frames.The teacher's role is to monitor and guide discussions for active participation.

- Go over the instructions and call on different students to read the questions aloud.
- Write sentence frames on the board for support: I like nomadic life because... / I think nomadic life is difficult because... / I would like to travel with _____ because...
- Have students share their ideas in pairs or groups. Monitor and support as needed.
- Lead a class discussion to elicit students' ideas.

Fun Review

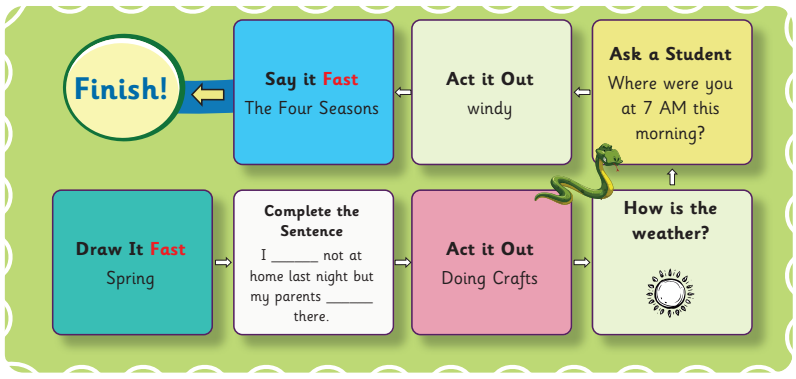
A. Game: Months and Dates

This activity aims to reinforce understanding of months and dates through a game format. Students will read questions aloud, enhancing their verbal communication skills, and engage in a playful method to solidify their knowledge of the calendar. This game also promotes active participation and collaborative learning in pairs or groups, cultivating both social and cognitive competencies.

- Go over the directions. Call on students to read the questions aloud.
- Model how to play the game. Hold a pencil over the game board. Close your eyes and drop the pencil point down until it touches the game board. Open your eyes. Say, I landed on number 4. Question number 4 says, What's the 6th month of the year? It's June!
- Put students into pairs or groups to play the game. Monitor while students play, offering support as needed.
- Keep monitoring until students answer all the questions.
- Celebrate the success of all students, fostering a positive and inclusive learning environment.

B. Game: Grammar & Vocabulary

- Go over the directions. Clarify vocabulary such as, heads (front of a coin), tails (backside of coin), ladders, snakes, act out, etc.
- Put students into groups of three or four to play the game.



- Monitor while students play. Offer support and encouragement as needed.
- Celebrate the success of all students, fostering a positive and inclusive learning environment.

Teaching Tip:

Use a variety of techniques when grouping students for games or activities to ensure that students have a chance to work with different classmates, for example, have students

- count off (by 3s, 4s, etc.) around the class
- find partners with the matching item (numbered/colored card, puzzle pieces)
- find two other people who are wearing the same color shirt

etc.

Lesson 6 It was a good weekend!

Objectives

Students will...

- talk about past activities.
- use the past tense of regular and common irregular verbs.

Warm up

- Read the lesson title, It was a good weekend. Underline the word good. Ask, What are other words we can use to describe our weekend? Refer students back to the Real World English box on page 15 if they need ideas (ok, great, fun, awesome).
- Ask, How can we ask someone about their weekend (How was your weekend?)
- Have students mingle and ask three partners about how their weekend was.

Presentation

A. Listen

The objective is to improve listening skills by having students preview and follow along with a conversation about last weekend between Alia and Raj. Comprehension is assessed through follow-up questions, and collaborative speaking skills are reinforced as students practice the conversation in pairs, with the teacher monitoring and offering pronunciation support as needed.

1. Listen and read

- Use the pictures to preview the listening. Say, Alia and Raj are talking about last weekend.
- Go over the directions. Play the audio and have students follow along.
- Ask follow up questions to check comprehension:
  - How was Raj's weekend? Who was he with? What did he do?
  - How was Alia's weekend? Who was she with? What did she do?

2. Now read the conversation with a partner

- Pair students to practice the conversation.
- Walk around and monitor. Offer support with pronunciation as needed.

Expansion Idea:

Practice rising intonation in Yes/No questions. Have students find and underline the three Yes/No questions ("Did you...") in the conversation. Say each question, exaggerating the rising tone at the end and have students repeat. Then have students think of and write other examples of yes/no questions in the past. Have them "teach" their questions to a partner with the correct intonation.

B. Grammar in Context

1. Read the language box

- Say, We use the past tense to talk about the past. For example, Last weekend, I went to the beach.
- Read aloud the phrases in the box and have students repeat.
- Do a substitution drill with other verbs to review vocabulary and practice the form. On the board, write:

He / play cards.

They / (not) clean their room

We / go to school.

You / hike the mountain.

I / (not) go to the party.

Then call on students to tell you the past forms, incuding negative forms

Simple Past with Regular and Irregular Verbs

Regular			Irregular		
Statements					
I He/She/It You We They	play**ed.**		I He/She/It You We They	**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 he / she / it you / we / they	**play?**	Did	I he / she / it you / we / they	**go?**
Answers					
Yes,	I he / she / it you / we / they	**did.** **played.**	Yes,	I he / she / it you / we / they	**went.**
No,	I he / she / it you / we / they	**did not.** **didn't.** **did not play.** **didn't play.**	No,	I he / she / it you / we / they	**did not.** **didn't.** **did not go.** **didn't go.**

Practice

2. In exercise A, underline past tense of "be", circle regular past tense, and draw a star above the irregular past tense:

- Direct attention to the "Common Irregular Verbs" box on the right.
- Go over the directions. Say, Regular past tense verbs end in -d or -ed. Irregular verbs have different forms. Read aloud the examples of irregular verbs in the box and have students repeat.
- For each lettered instruction (a, b, c), do the first item with the class. Then allow students to complete the task individually or with a partner.
- Walk around and monitor. Offer feedback and support as needed.
- Pair students to compare answers. Then go over the answers with the class.

3. Blanks filling with past tense verb form:

- Go over the directions. Point out that students should change the verbs in parentheses.
- Do the first few items with the class as a model. Then have students complete the exercise individually.
- Walk around and monitor. Offer feedback and support as needed.
- To check answers, call on different students to read the completed sentences aloud.

Expansion Idea:

For additional reading fluency practice, pair students and have them take turns reading the texts aloud to each other.

Use

C. Speak

- Go over the directions and call on two students to read the model conversation aloud.
- Give students time to think of and write five things they did last week. Walk around to monitor, offering vocabulary and grammar support.
- Pair students to practice the conversations. Walk around to monitor. Offer feedback and support as needed.

D. Write

The aim of this activity is to refine creative writing skills. Students are prompted to imagine and articulate an engaging weekend, independently filling out a chart with past tense details. Emphasizing a strategic approach, students are directed to plan before writing. They integrate the Common Irregular Verbs for accuracy and transform their notes into coherent sentences. The teacher plays a supportive role by guiding, monitoring, and encouraging multiple drafts before the completion of the writing, complemented by illustrations.

1. Awesome weekend to tell global friends

- Go over the directions. Highlight that this is a chance for students to use their imaginations and be creative with their writing. Say, Think about the best, most interesting and exciting weekend you can imagine!
- Call on students to read the headings in the chart. Elicit some imaginative examples for each blank column and write them on the board. For example,
  - Where I went: to Paris, to another planet, to a party at (famous person's) house, etc.
  - What I did: painted a park, met an alien, ate cake
  - How I felt: great, excited, amazing, awesome, etc.

Leave these examples on the board to use as a model for Step 2.

- Have students complete their charts individually. Remind them to reference the Common Irregular Verbs box on the previous page to check their past tense forms.
- Walk around to monitor. Offer feedback and support as needed.

2. Write about your weekend

- Go over the directions. Have the class choose one of the examples (from Step 1) on the board and help you use the notes in the chart to form complete sentences. Say, I want to write about my awesome weekend in Paris on the Global Friends Board. What do I write first? Elicit and write sentences on the board. The text below is an example:

  My weekend in Paris was amazing. On Friday night, I ate in a famous restaurant. On Saturday afternoon, I went to a park. I painted the Eiffel Tower, etc.
- Have students begin drafting their writing. Walk around to monitor. Support with vocabulary and grammar as needed.
- Allow time for students to write more than one draft (see Teaching Tip below). Once they have a final draft, have students draw their illustrations.

Expansion Idea:

Teach transition words (Then, Next, After that, Finally) to help students improve their narrative writing.

Teaching Tip:

Model good writing habits by having students write a first draft, and then go back and make edits, corrections, and improvements. Write a brief editing checklist on the board to help them review and improve their own writing, for example:

- Check spelling
- Upper case letter at the beginning of each sentence
- Upper case letter for names of places and people
- Correct punctuation at the end of each sentence

3. Read what you wrote to class

- Before having students read in front of the whole class, put them into groups of three or four and have them take turns reading their writing aloud.
- Review how to form past tense questions and encourage students to ask imaginative questions about each other's weekends.
- To wrap up, ask for a few volunteers to read aloud their writing for the class.

Lesson 7 Where did you go last summer?

Objectives

Students will...

- ask and answer questions in the past tense.
- talk about past vacations.

Warm up

Play an alphabet ball-pass game with names of places to get students into the topic of vacations. Read the lesson title aloud, Where did you go last summer? Have students stand in a circle and pass a ball (or other object). The first student says, "I went to (city/country starting with the letter A)., and then passes the ball to their left. The next player names a place beginning with B, and so on.

A. Listen

1. Before listening

- Go over the directions. Say, Marni is asking Reda about his vacation.
- Use the pictures to preview the listening. Ask, Where do you think Reda went on his vacation? Elicit responses from the class and ask students to explain their answers. Ask, Why do you think he went to (place)?



- To preview the grammar, have students look at the words in Marni's speech. Ask, What questions do you think she asks? Elicit questions and write them on the board with the correct form.

2. Listen and answer the questions

- Go over the directions and read the questions aloud. Elicit some predictions from the class for the second and third questions.
- Play the audio and have students follow along. Repeat the questions and have students find and underline the answers in the conversation.
- Have students compare answers in pairs. Then go over the answers with the class.
- Ask follow up questions to check comprehension:
  - Who did Reda go with?
  - What did Reda like about his vacation?
  - Where did he stay?
  - What cities did he visit?

3. Read the conversation with a partner. Be dramatic.

- Go over the directions. Demonstrate reading a few lines dramatically.
- Call on a few outgoing students to read a few lines of the conversation with extra expression.
- Pair students to practice the conversation. Walk around to monitor. Offer support with reading with expression.

Expansion Idea:

Contrast rising intonation in Yes/No questions with falling intonation in Wh- questions. Have students find and underline examples of Yes/No questions ("Did you...") and Wh- questions in the conversation. Say the questions, modeling the rising or falling tone at the end and have students listen. Ask, Do you notice a difference in my voice at the end of the question? Repeat the questions and use hand motions to gesture and highlight rising and falling. Have students repeat the questions to practice the intonation.

B. Real World Communication

1. Underline the questions in Exercise A.

- Go over the directions. Point out the Active Communication Strategy box. Say, It's important to ask questions to keep a conversation going.
- Have students underline the questions in the conversation. Ask, Is Marni good at active communication? (yes) Why? (She asks a lot of questions to keep the conversation going).
- Demonstrate a few non-examples with student volunteers.
  - Have a student stand. Ask, Did you have a good weekend? After the student responds, stay silent and model not responding with any follow-up questions.
  - Have another student stand. Ask, How was your vacation? After the student responds, model talking about your own vacation instead of asking questions. Say, I had a great vacation. I went to ...
- Ask the class, How do you feel when someone doesn't ask any questions? Do you feel good? Do you feel like they are interested in you?
- Say, Asking questions is an important conversation skill. It shows others that we care and we are interested in them.

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**!

2. Chart completion

- Go over the directions. Read the wh- question words above the chart and have students repeat them.
- Point out the middle column in the chart. Say, Each wh- question word asks for a different kind of information. Do the first example with the class. Ask, Which word do we use to ask about a person? (Who) Model writing Who in the chart. Remind students that they should write the word in both the first and the last column.
- Have students complete the chart individually and then compare answers in pairs.
- Go over the answers with the class. Write support language on the board: **Who** asks about a person. For example, Who did you go with? Call on different students to give the answers.

Expansion Idea:

For additional practice with asking and answering Wh- questions, pair students and have them read the questions and answers in the right column of the chart.

C. Unscramble the Sentences

1.

- Go over the directions and point out the completed example in item 1.
- Have students complete the task individually and then compare answers in pairs.
- Go over the answers with the class. Call on student volunteers to come up and write the questions on the board. Have the class review and suggest corrections as needed.

2.

- Go over the directions. Point out the Answers to Question box. Read the questions and have students repeat them.
- Give students time to complete the task individually and then check answers in pairs.
- To go over the answers, call on pairs of students to stand and read the questions and answers.

Expansion Idea:

For additional practice, do a "lights off-lights on" mingle. Have students stand and hold their books, open to page 25. Turn the classroom lights off and have students walk around and silently mingle. When you turn the lights on, students find the nearest partner. They take turns asking and responding to one of the questions from Activity C on page 25. When the lights go back off, they continue mingling silently. Continue for four or 5 rounds, making sure students choose a different question each time.

D. Role Play- A Great Vacation

1. Plan Your Dream Vacation: Completing the Chart

- Go over the directions. Give students time to complete the chart.
- Walk around to monitor. Support with vocabulary as needed. Remind students to write only key words.

2. Effective Communication: Mastering Role Play Components

- Go over the directions and read aloud the list of role play components for each partner.
- Read aloud the phrases in the Active Communication Strategy box and have students repeat. Say, Remember, asking questions and showing interest are important conversation skills.
- Pair students and assign (or have pairs choose) Student A and Student B roles.
- Before students begin the role play, allow time for them to write brief notes on possible questions to ask and ways they can show interest during the conversation. Do not have them write the conversation first, so that they get practice with real (unprepared) interactive speaking.
- Have pairs begin their role play. Walk around to monitor, offering feedback and support as needed.

3. Expressive Role Plays: Boosting Confidence

- Preview the self-assessment in Step 5 and remind students to make eye contact, ask questions and show interest. Say, Now change roles. Try to read with expression and feeling.
- Have students practice three or four times. Encourage students to be actors and have fun with dramatic reading, gestures, etc.

4. Pairs in Action: Presenting Role Plays

- To wrap up, call on several pairs to perform their role play for the class.

Teaching Tip:

Performing a role play for an audience (their classmates) can increase students' motivation and help them do their best. If the class is too large, or there is not time to have every pair perform, divide the class into groups of 6 or 8 and have pairs take turns performing for their group.

5. Self-Assess and Share: Reflecting on Role Play Performance

- Go over the self-assement and give students time to circle their responses.
- Have pairs take turns sharing their self-assessments.
- To wrap up, ask for volunteers to share their self-assessments. Ask, What did you do well? What might you do differently next time?

Lesson 8 Unit Test, Task & Self Assessment

Objectives

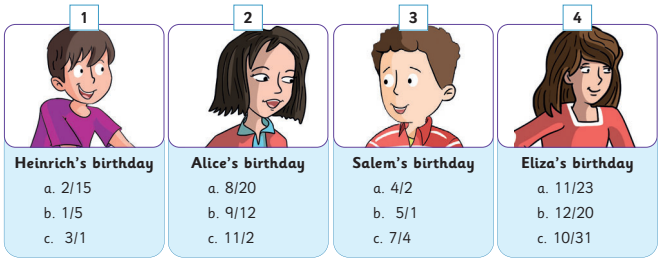
Students will...

- share their culminating tasks to apply and demonstrate what they have learned in the unit.
- complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Unit 6 Test

Listening:

- Teacher prepares students for listening assessment.
- Students listen and circle what they hear.



Grammar & Vocabulary

The objective is to equip students with effective test-taking strategies by presenting specific tasks in a vocabulary and grammar test. Students are expected to demonstrate their understanding by writing about the seasons (months too), identifying accurate weather words, completing a conversation using the simple past tense of 'be,' and concluding with reading and filling in the blanks in a passage.

Unit 6 Task- Choose one!

The Unit 6 Task offers four engaging options for students to choose from. These options are designed to captivate both students and teachers alike. In the introduction to the lesson, to initiate the task:

- Review the four Unit Task options. If appropriate, allow students to work in pairs or small groups.
- Provide necessary materials and time needed to complete each task option.
- Tell the students which date they will present their tasks to the class.
- During the task presentation day: Have students showcase their tasks for the class by either posting their product or presenting their work.
- Provide students feedback on their work - what vocabulary and grammar did they use well? What do they need to work on? What was special or unique about their message/way of presenting their work?

Unit 6. Self-Assessment

The Unit 6 Self-Assessment task guides students in reflecting on their language proficiency using a key of 3 (Great), 2 (So-So), and 1 (Help!). The activity involves completing two graphs for Vocabulary and Grammar, with students independently assessing their understanding. Collected self-assessments enable the teacher to identify areas for additional instruction, whether for the entire class or individual students. The task supports personalized learning by providing a mechanism for targeted feedback and the opportunity for extra help as needed.

- Review the key (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.)
- Show how to complete the two graphs (Vocabulary and Grammar). For example, say How do you feel about the classroom vocabulary? Are you a 3, 2, or 1?
- Give students time to complete the graph.
- Have students hand in their Self-Assessments. Check them to see if more instruction is needed for the whole class or for just individual students. Provide a time for students to come in for extra help if needed.

Unit 6: Yesterday was a nice day.

AUDIO SCRIPTS

Spotlight

6-L0-Yesterday was a nice day

(Narrator): Listen and write the names of people under the seasons they like.

1) I'm Alice. I live in Canada. I love the cold weather. My friends and I have a lot of fun outside in the snow. We play hockey, we go skiing, and we build snowmen. Winter is my favorite season.
2) I'm Farid. I'm from Afghanistan, but my family lives in the USA now. We live in Vermont. There are 4 different seasons here. My favorite is fall. The weather is cool, and the leaves change many colors. I play soccer every day.
3) I'm Omar. I'm from the Netherlands. My family has a flower business. We sell all kinds of tulips. My brother and I help our parents get the flowers ready for the market. Spring is a really busy time, but it's my favorite season.
4) My name is Samira. I'm from Tinghir in Morocco. It's very hot here in summer, but it's my favorite season. My grandparents live in Essaouira. I love to visit them and go swimming. This summer I want to try surfing!

Lesson 1: My birthday is in June.

6-L1-Ex-A-Months of the year_Chant

Narrator: Listen and chant along.

January, February, March

April, May, June, July

August, September, October, November

Don't forget December!

6-L1-Ex-A2-Months of the year chant_Repeat

See above. Note there are pauses in the audio to allow time for students to repeat.

6-L1-Ex-E1-Saying Dates

(Narrator): 1 / Listen to the conversation. How do the speakers say the dates?

Hannah: What day is today?

Said: It's Friday.

Hannah: What's the date?

Said: Hmmm, yesterday was June 2nd, the day of our test. So today is June 3rd.

Hannah: Oh, tomorrow is June 4th. It's my mom's birthday.

Said: Happy birthday to your mom! My mom's birthday is next month, on July 10th.

6-L1-Ex-E2-Ordinal Numbers

(Narrator): 2 / Read and listen to the ordinal numbers.

first, second, third, fourth, fifth

sixth, seventh, eighth, ninth, tenth

eleventh, twelfth, thirteenth, fourteenth, fifteenth

sixteenth, seventeenth, eighteenth, nineteenth, twentieth

twenty-first

6-L1-Ex-F1-Listen and Circle the Correct Date

(Narrator): 1/ Listen and circle the correct date. Then practice the conversations.

1) Teacher: What's the date today?

Student: It's October 1st.

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

Mariam : June 24th.

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

Faissal: When is it?

Allegra: On September 23rd.

6-L1-Ex-F2-Listen and Write the dates you hear

(Narrator): 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 March 16th.

Ghali: When's that?

Abdellatif: Next week, on Thursday.

2) Touda: What day is tomorrow?

Jeff: Monday, May 10th.

3) Malek: I can't wait until April 3rd!

John : Why?

Malek: That's my birthday!

4) Jason: When's your soccer game?

Mouad: Next week on Tuesday.

Jason: What's the date of the game?

Mouad: July 17th.

Lesson 2: It's sunny today.

6-L2-Ex_A2a-Seasons-weather_Listen

Narrator: 2/ Now listen to check your answers.

The seasons:

1) Winter, 2) Spring, 3) Summer, 4) Fall

The weather:

1) Hot, 2) warm, 3) cold, 4) cool

5) Sunny, 6) cloudy, 7) windy, 8) foggy

9) Rainy/raining, 10) snowy/snowing

6-L2-Ex_A2b-Seasons and weather_Repeat

See above. Note audio includes pauses to allow students time to repeat.

6-L2-Ex-C-Listen & Circle

(Narrator): Listen. How's the weather? Circle the pictures.

A.

A: How's the weather today?

B: Not bad. It's cloudy, but it's warm.

B.

A. How's the weather in spring?

B: It's usually warm and windy.

C.

A: Look, it's snowing!

B: Oh! I love winter. It's my favorite season.

D.

A: Let's go to the beach.

B: I don't know... It's cool today.

E.

A. Look out the window.

B. Wow... I can't see. It's really foggy.

F.

A: Is it sunny today?

B: No, it's cold and raining.

A: Great. I'll stay inside and read my book.

Lesson 3: It's sunny today.

6-L3-Read & Listen_The Wind and the Sun

(Narrator): 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.

Lesson 4: It was hot yesterday.

6-L4-Ex-A-Listen-Rajaa-Adil Conversation

(Narrator): Listen and answer the questions.

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 there also. We were all sick!

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

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

Lesson 5: Culture & Fun Review

Culture: Nomads around the World

6-L5-Ex-A-Vocabulary

(Narrator) Now listen and check your answers.

1. farmer
2. reindeer
3. sheep
4. tent
5. raise animals
6. hunter
7. mountains
8. find water
9. hut
10. desert

6-L5-Ex-C-Nomads around the world (Optional)

Narrator: Listen and read "Nomads around the World."

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.

Lesson 6: It was a good weekend!

6-L6-Ex-A-listen-Raj-Alia conversation

(Narrator): 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!

6-L6-Ex-B-Exercise B – Listen & Check (optional)

Narrator: Listen to check your answers.

Raj and his friends went to the beach last weekend. They were there all day. They played volleyball and they had a picnic. The weather was cool and cloudy. Raj went swimming but his friends did not swim.

Alia stayed home. Her grandparents were there. They had a birthday party for her mom. Alia gave her mom flowers. They ate cake and watched videos. Everyone was happy.

Lesson 7: Where did you go last summer?

6-L7-Ex-A-Listen-Reda-Marni Convo

(Narrator): Now listen and answer the questions.

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: Hmmm... 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!

Lesson 8: Unit Test, Task & Self Assessment

6-L8-Listening-test

(Narrator): Listen and circle what you hear.

1.

A: When's your birthday Heinrich?

B: It's on February 15th. I can't wait!

2.

A: Alice's birthday is next week. Let's get her a present!

B: Ok. What's the date?

A: August 20th. Do you want to go shopping with me to find her a gift?

3.

A: When is your brother Salem's birthday?

B: It's on the second of April.

A: Let's have a party for him.

B: Sounds great!

4.

A: My birthday is tomorrow. I can't wait!

B: Happy birthday!

A: Thank you. When's your birthday Eliza?

B: It's on the twentieth of December.

Supporting Students with Phonics

Providing Students with Additional Reading Support & Planning an English Spotlight 1 Phonics Lesson

The phonics lessons in Spotlight 1 are designed to support students who need additional foundational practice with reading in English. At the start of the school year, dedicating time for phonics instruction will help students gain an awareness of English sounds and spelling patterns and build skills for text decoding and word recognition. Combined with the integrated-skills lessons in each unit, the additional layer of phonics instruction will provide students with the skills they need to become confident, fluent readers.

Why Teach Phonics?

Reading is a complex process that involves a combination of many different skills. To read and comprehend a text, students first need to recognize and understand the individual words. And to understand the words, students need to be able to recognize the individual letters, letter sounds, and spelling patterns of English. The "Reading Rope" model, developed by Dr. Hollis Scarborough in 2001 illustrates the skills required for fluent, skilled reading.

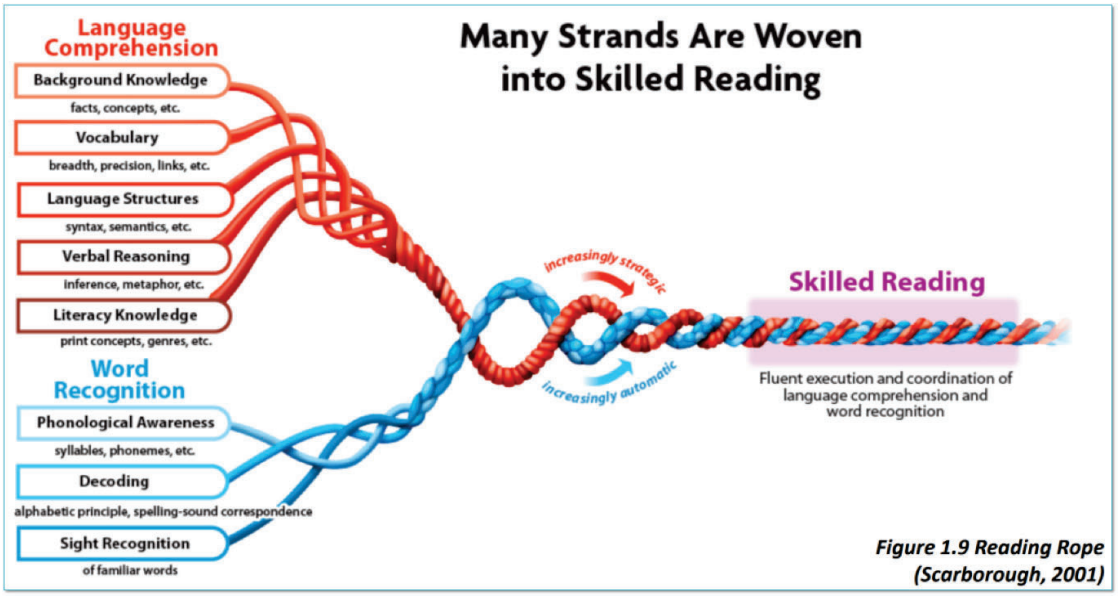


Figure 1.9 Reading Rope (Scarborough, 2001)

Based in research on the science of reading, phonics involves recognizing and practicing the sounds of spoken English (phonemes) and matching them with individual letters or groups of letters (graphemes). For example, the sound /k/ can be spelled as k, c, ck or ch. This basic knowledge and practice of English sounds, letters, and spelling patterns is what allows developing readers to "crack the code" of written text. Students first learn to decode simple, single-syllable words by blending individual letter sounds. Then they move on to multisyllabic words, short sentences, paragraphs, and longer texts.

What kinds of techniques and practices support phonics instruction?

The following classroom routines and practices to support students' learning.

Phonemic Awareness

- Practice the sounds yourself first. Pay attention to your mouth positioning as you say each phoneme, so you can readily demonstrate and assist students.
- Point out your own mouth positioning and explain as you repeatedly model the sound, so students can see and hear what they need to do. For example,

  When we say the /th/ sound, our tongue comes out between our teeth. Watch my mouth, /th/, /th/, /th/. Now you try.

- When possible, use small mirrors so students can see and self-assess their own mouth positioning.
- Point out the articulation icons /n/ in the chart in Activity A in each lesson to provide a reference for students.

Before beginning each lesson, use phonemic awareness drills to review previously learned sounds, for example:

Sound addition: Say "top" (students repeat) Now say "top" but add /s/ at the beginning. (students say "stop") Sound deletion: Say "stop" (students repeat) Now say "stop" but don't say /s/ (students say "top').

Sound substitution: Say "top" (students repeat) Now say "top" but say /p/ instead of /t/ (students say "pop") Blending, Segmenting, Counting sounds, Onset-rime drills:

Listen: "pan" What's the first sound you hear? (Students day /p/)

Repeat the sounds after me: /p/ /a/ n/ – Now blend it: "pan"

How many sounds are there in "pan" (Students say 3). What are they? (Students say /p/, /a/, /n/.)

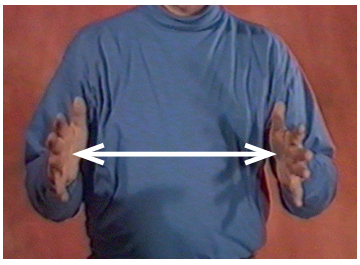
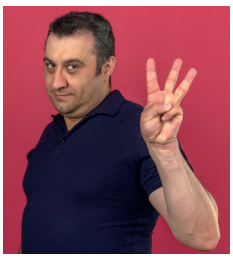
Visual Support

Providing visual support can help students during lessons. Examples include:

- **Illustrated Alphabet** Post the alphabet letters with pictures of words that begin with each sound (Aa
- **Sound Wall** A poster/bulletin board with the sound articulation icons, and sample words with pictures.
- **Word Wall** A poster/bulletin board with key words for each sound.
- **High Frequency Wall** A poster/bulletin board with high-frequency words (the, like, etc.) listed.

Modeling & Gestures

Use gestures to indicate what you want students to do when teaching the lesson. You can create your own gestures or use the following.

Listen to the sound / word 	Say/Repeat the sound. 	Stretch / Hold the sound. 
There are three sounds. The first sound is... (point to first finger) 	Watch my mouth when I say the sound. 	Shorten the sound. 

How is a phonics lesson structured?

The following chart provides a suggested Spotlight phonics lesson progression.

Lesson Steps	Description	Materials & Exercises	Sample Instructional Routines and Techniques	Approx. Time
State Learning Objective	State lesson focus and expectations	Lesson title Lesson 1 A, M, S, T, P Lesson 2 I, F, N, D	Today, we are going to review the sound /a/, /m/, /s/, /t/ /p/. We are also going to learn and practice new sounds /i/ and /b/.	**1-2 min.**
Review previous concepts **Phonological Awareness Warm-up**	Listening/ manipulating sounds fluency drills, rereading text, assessing retention of concepts	Previous Spotlight Phonics Lesson and teacher-provided slides, flashcard or sound/word posters: 	(Show / point to letter M) M spells /m/. (students repeat) M, /m/, mat. (students repeat) Listen and raise your hand when you hear a word that starts with the /m/ sound bat... cat... sat...mat (students raise hands) [Repeat with other sounds]	**2-3 min.**
Introduce New Concept	Direct teaching of letter-sound patterns	Spotlight Phonics Lesson Activity A: Sound chart	Today we will learn some new letters and sounds. The first letter is M. M spells /m/. Look at the picture. What does your mouth look like when you say the /m/ sound? Now listen and repeat the sounds and words.	**5-8 min.**
Guided Practice	Teacher-led practice blending words, reading pattern-based words, repeating phrases and sentences, dictation	Spotlight Phonics Lesson Activities A-E.	Let's practice reading the words with the /m/ sound again. Repeat after me. /m/ (students repeat) /an/ (students repeat) Now, blend it: man. Let's listen to the words. Circle the letter sound you hear. Let's read words with the "silent e." Repeat after me. Man – mane. Pan – pane. Now listen and circle the word you hear.	**8-10 min.**

Open Practice	Pair or group practice with word sorts, word chains (man, pan, Dan), word families, cloze tasks; timed reading of learned words	Spotlight Phonics Lesson Activities A-E. and teacher-provided slides, flashcards, worksheets, etc.	Look at the pictures. Sort the words that begin with /m/ and the word that being with /s/. (Write "man") What do I change to write the word "pan?" Now change it to "pat," 'mat," "map" …	**5-8 min.**
Read decodable Text	Read decodable text with sound patterns that have been taught	Spotlight Phonics Lesson Activity F, Teacher-provided decodable texts or readers	Look at the text. Listen to me read / Listen to the recording and follow along. Now read silently and circle the words with the /m/ sound. Listen and repeat the phrases and sentences. Let's read the text aloud together. Take turns reading with a partner.	**8-10 min.**
Encoding Practice	Dictation, choose the correct letter, write missing letters, write words, word chains, sentences	Teacher-led practice, Homework	Listen to the sound and write the letter. Listen to the word and write the beginning sound. Write the missing beginning letter in the word. Write the missing middle letter. Write the missing ending letter. Write the word under the picture. Listen and write the word/ sentence.	**Schedule-dependent (can be homework)**

Supporting Students with the Independent Learning Activity Book (ILAB)

Addressing the distinctive challenges faced by Moroccan middle schools, such as the constraint of limited English teaching time (only 2 hours per week) and the scarcity of supplementary materials and books in schools, as indicated by the Bridge Needs Assessment 2023, the English Spotlight 1 Independent Learning Activity Book (ILAB) emerges as a crucial resource. Designed to foster autonomous and home-based learning, ILAB not only acknowledges but also accommodates the diverse learning rhythms and styles of students. The core premise, rooted in recognizing and addressing students' individual differences to establish an inclusive learning environment, emphasizes that home-based autonomous learning as a key component in addressing individual learning needs.

Spotlight on ILAB

- 2 ILAB lessons for the Welcome Unit
- 7 ILAB lessons for Units 1-6
- Each ILAB lesson aligns with English Spotlight student book content and themes
- Offers a variety of written tasks and puzzles to keep students engaged, motivated, and learning!
- Extra readings in lessons 3 and 5 help students build language and skills

This section of the Teacher's Guide delves into strategies teachers can use to effectively oversee ILAB usage and, ultimately, ensure its optimal impact on students' independent learning journeys. Read on for tips educators can adopt to encourage participation, track student progress, and enhance ILAB's impact on student learning.

Establish and communicate routines: Set up a routine for assigning ILAB activities, for tracking progress, and for celebrating completion and growth. For example, every other week, look at students' ILAB books for completion. Monthly, reward and/or acknowledge students are on track. Every other month, have a contest related to the ILAB readings. Inform students and encourage them to participate!

Give Regular reminders: After each lesson, remind students to complete the corresponding ILAB lesson.

Regular Checks: Establish a routine for students to share their ILAB progress.

- For quick checks, pick a time every other week to look at students ILAB. While students work quietly on a writing task, or completed closed-group activities, teachers can circulate and track individual student progress. You can also have students show you their ILAB books as they enter or leave the classroom. Regularly monitoring completion will keep students on track.
- Put a class progress tracker on the wall (or carry it with you and show students). As students finish ILAB lessons, color in spaces on the tracker (or draw pictures, add stickers, etc.). Each month, pause to celebrate what the class as a whole and individual students have accomplished.

Progress Journals: Encourage students to maintain an ILAB-related progress journal. This activity fosters self-reflection and helps students to become more responsible for their learning. Allow brief sharing moments within regular classes to promote participation, reflection on progress, and a sense of shared learning experiences.

Reading Challenges: Engaging reading challenges within ILAB motivate students to complete tasks within specific time frames. On a particular day each month or so, you can put students in teams to play a game. Have teams compete to answer questions about the stories in ILAB. The team with the most points become the month's reading champions! This approach not only encourages everyone to read everything but also provides a wonderful opportunity to celebrate students' successes!

Task Completion Rewards: Motivate students with simple rewards for staying on track with ILAB. You can make simple certificates or posters to acknowledge student progress. This approach fosters a positive learning environment while also meeting the need of many students to be recognized for their efforts.

ILAB Extension Projects: Assigning extension projects related to ILAB content fosters creativity through writing assignments, drawing, presentations, or discussions based on ILAB stories. Be careful though - students also have unit tasks to complete so avoid overloading your class with additional assignments.

Peer Collaboration: Encourage students to form study pairs/groups for discussing ILAB activities, sharing insights, and collectively addressing challenges.

Interactive Platforms: Create WhatsApp groups where students can discuss ILAB content, ask questions, and share tips, fostering a collaborative learning environment.

With these tips, and your own brilliant ideas, you will be able to encourage participation, help students track their progress, and see your students' English soar.

We wish you and your students success with ILAB,
The English Spotlight 1 ILAB Team