

*Year 6 Primary*

*2021/2022*

# Review

## Session 1

### Activity 1:

#### Speaking

The teacher introduces himself/herself to the learners using the following information: *greeting, name, age, town, likes*. Then, students take turns to introduce themselves.

e.g. *Hi / Good morning! My name is .....*

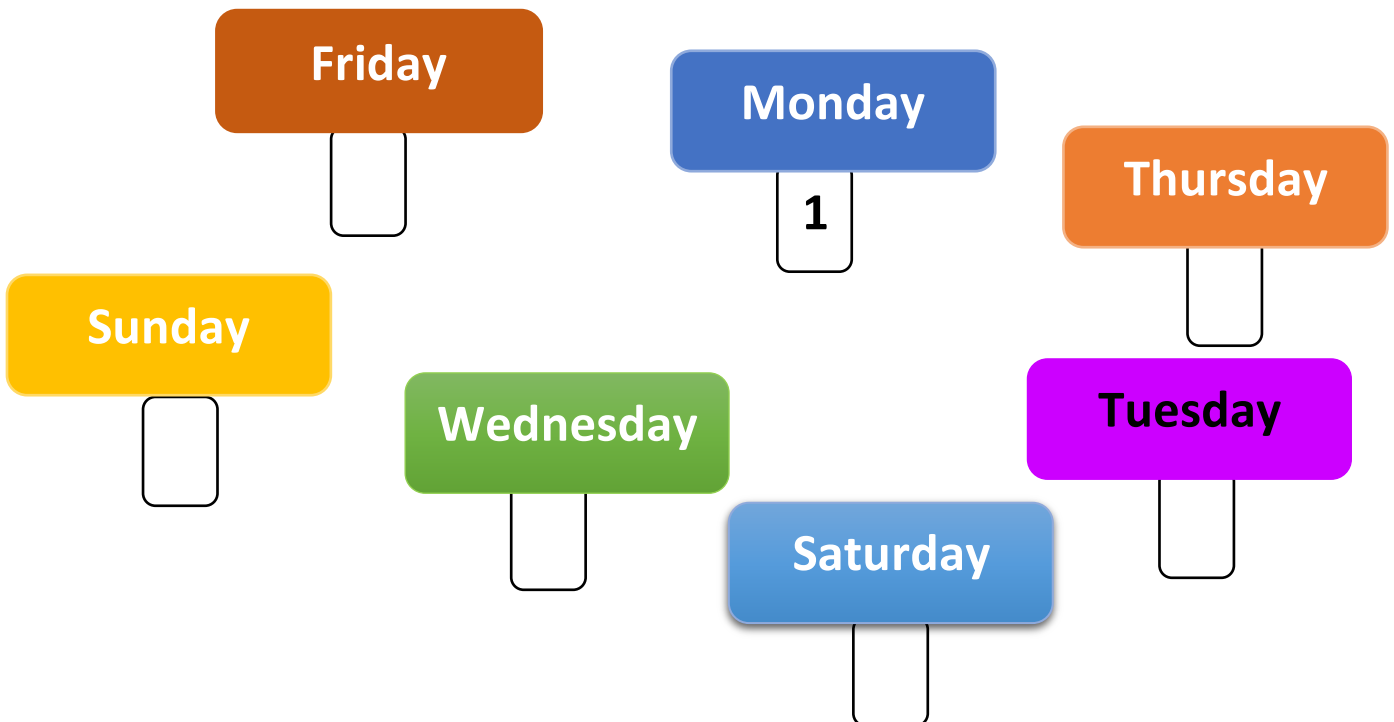
*I am + age*

*I am from .....*

*I like / I don't like .....*

### Activity 2:

Read the days and number them.



### *Activity 3:*

The teacher asks the learners to work in pairs. They use the following expressions to ask each other about the school objects.

(Schoolbag / Book / Pen / Pencil / Scissors / Glue / Cover / Rubber / Sharpener / Ruler / Crayons / Slate / Marker)

Learner A: *What's this? / What are these?*

Learner B: *This is... / these are...*

Then, they swap roles.

### *Activity 4:*

**Complete with . / ?**

- *Who is your best friend*
- *This is my school bag*
- *My aunt is a doctor*
- *Where are you from*
- *When is your birthday*

## Session 2

### Activity 1:

The teacher splits the class into two groups. A learner from group 1 reads the words on the word card and the learner in group 2 who has the appropriate flashcard holds it over his/her head and joins his / her partner.

The words: *chair/ desk/ window/ teacher/ pupil/ door/ blackboard/ playground*

### Activity 2:

The teacher asks the learners to stand in a circle. S/he asks them to introduce the learner standing next to them using the following:

This is my classmate. *His / her name is .....*

### Activity 3:

**Read the numbers. Match.**

ten

twenty

thirty

forty

fifty

sixty

seventy

60

30

10

50

70

20

40



### *Activity 4:*

The teacher elicits the colours from the students' clothes. Then, s/he invites them to play the following game:

Stand up if you're wearing + colour

## Session 3

### Activity 1:

Read and complete with: *I'm / my / me*:

- ..... name is Mary.
- ..... twelve years old.
- My brothers play with .....
- ..... very happy.
- I love ..... dad.

### Activity 2:

Read and match.

A- Where's my ruler?	1) It's blond .	A +.....
B- How many cousins have you got?	2) I'm Italian.	B +.....
C- Who's your best friend?	3) I've got 5.	C +.....
D- Where are you from?	4) It's on the desk.	D +.....
E- What colour is your hair?	5) It's Sally.	C + .....

### Activity 3:

The teacher puts flashcards of playground rides on the board. Then, he/she asks the learners to work in pairs. They use the following expressions to ask each other about the playground rides.

Learner A: *Do you like swinging?*

Learner B: *Yes, I do /No, I don't.*

Then, they swap roles.

### Activity 4:

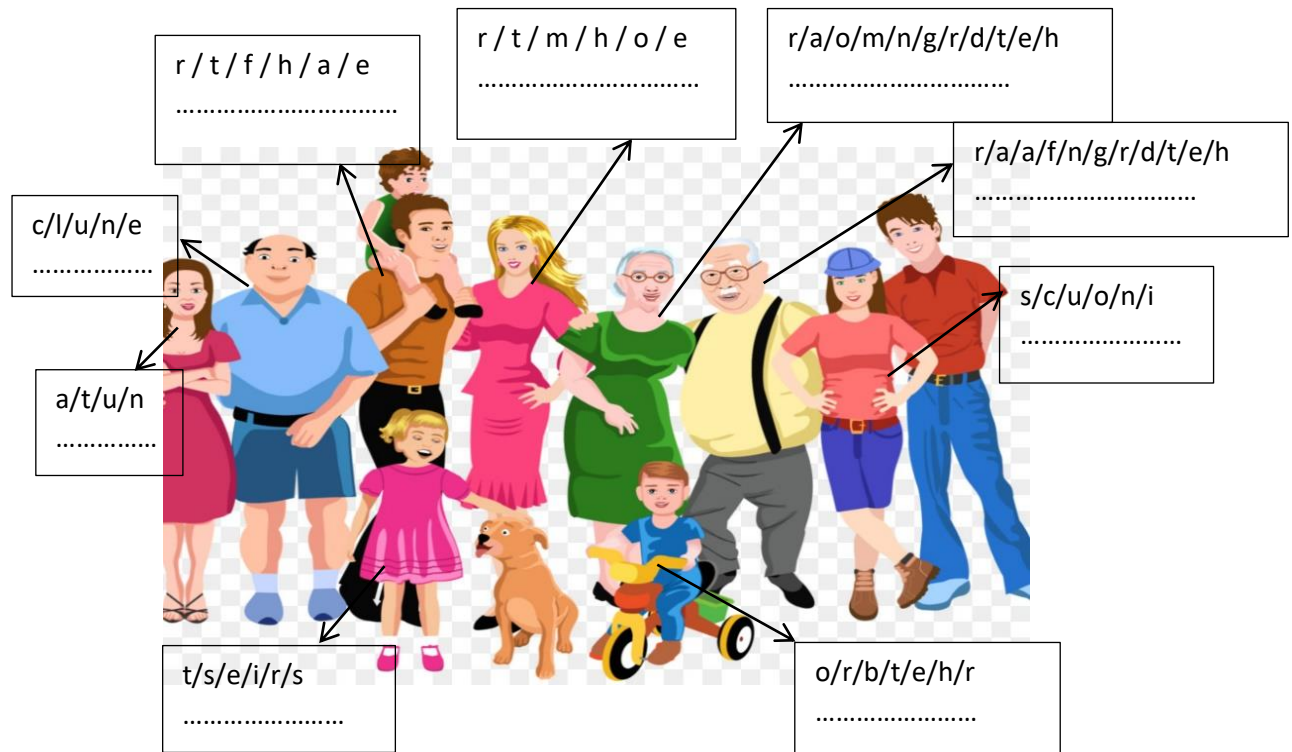
**Cross the different word**

country – name – age – whistle- family  
seesaw – neighbor- hopscotch – slide – swing  
pizza – sandwich – cake – chips – cat  
flower - socks – jacket – skirt – dress

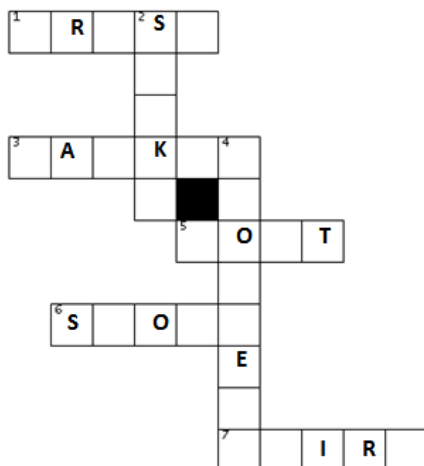
## Session 4

### Activity 1:

Look at the family picture and reorder the letters.



### Activity 2:





*Activity 3:*

**Read the words.**

book – cousin – pen – blue – pencil – brother – skirt – trousers – black – T-shirt –  
 father – pink – aunt – blackboard – teacher – green – mother

**Complete the table with the words.**

School	Clothes	Family	Colours

*Activity 4:*

**Reorder the words to make sentences**

- to / you / nice/ meet.
- .....
- old / you / are / how?
- ..... ?
- Kate / not / happy / is.
- .....
- are/ my/ these/ children.
- .....
- don't / I / pizza/ like.
- .....

## Extra activities

### Activity 1:

The teacher asks the learners to listen to his instructions and do the action.  
e.g. The teacher says: "jump!" and the learners jump.

jump/ run/ swim/ walk/ dance/ sing/ sleep/ sit down / stand up/ fly
---

### Activity 3:

#### Mime and guess

The teacher elicits the pets' names. Then, s/he provides the flashcards. S/he asks the learners to work in pairs. Learner A chooses a pet. S/he mimes the animal's action or makes the animal's sound. His /her partner guesses the animal.

### Activity 4:

Find the pets. Circle the words.

c	j	k	l	m	r	b	v
a	y	m	i	a	a	a	a
t	h	a	f	t	b	t	c
u	g	f	a	r	b	t	h
a	d	o	g	i	i	l	o
b	i	r	d	d	t	y	g
a	l	u	m	n	i	u	j
t	o	r	t	o	i	s	e

## Activity 5:

### Match sentences with pictures

The teacher is writing on the board.



Kate is eating a sandwich.



Leo and Max are playing in the park.



Grandpa is reading a book.



My cousin Jenny is wearing a beautiful dress.



My parents are dancing.



# *Unit 9*

## *Introducing myself*

# Lesson 1

## Activity 1



Look. Listen. Say.

Hello , John .  
How are you ?

Hi , Nada .  
I'm fine , thanks .



Where are you from , John ?

I'm from London .



What's new ?

Where are you from ?  
I'm from + place





## Activity 2

Enact the conversation with your partner.

## Activity 3



*Nada is Tunisian.*



*John is English.*



*Mario is Italian.*



*Harry Potter is English.*



*Zidane is French.*



*Wisssem Hmem is Tunisian.*

**What's new ?**

Country	Nationality
Tunisia	Tunisian
England	English
France	French
Italy	Italian



## Activity 4

Read and circle **Yes** or **No**.

*Harry Potter is French.*                      *Yes*    *No*

*Nada is Tunisian.*                              *Yes*    *No*

*Zidane is English.*                             *Yes*    *No*

## Lesson 2

### Activity 1



Listen and say .

Where are you from ?

I'm from Sousse. And you ?

I'm from Gafsa.

Where are you from ?

I'm from Tunis.

### Activity 2



Write in order.

your      What's      ?      name

'm      Nizar      I      .

?      Where      from      are      you

from      'm      Tunisia      I      .

### Activity 3

Choose and circle.

( What's / what's ) your name ( . / ? )

( my / My ) name's Peter ( . / ? )

( Where / where ) are you from ( . / ? )

I'm ( english / English ) ( . / ? )

### Activity 4

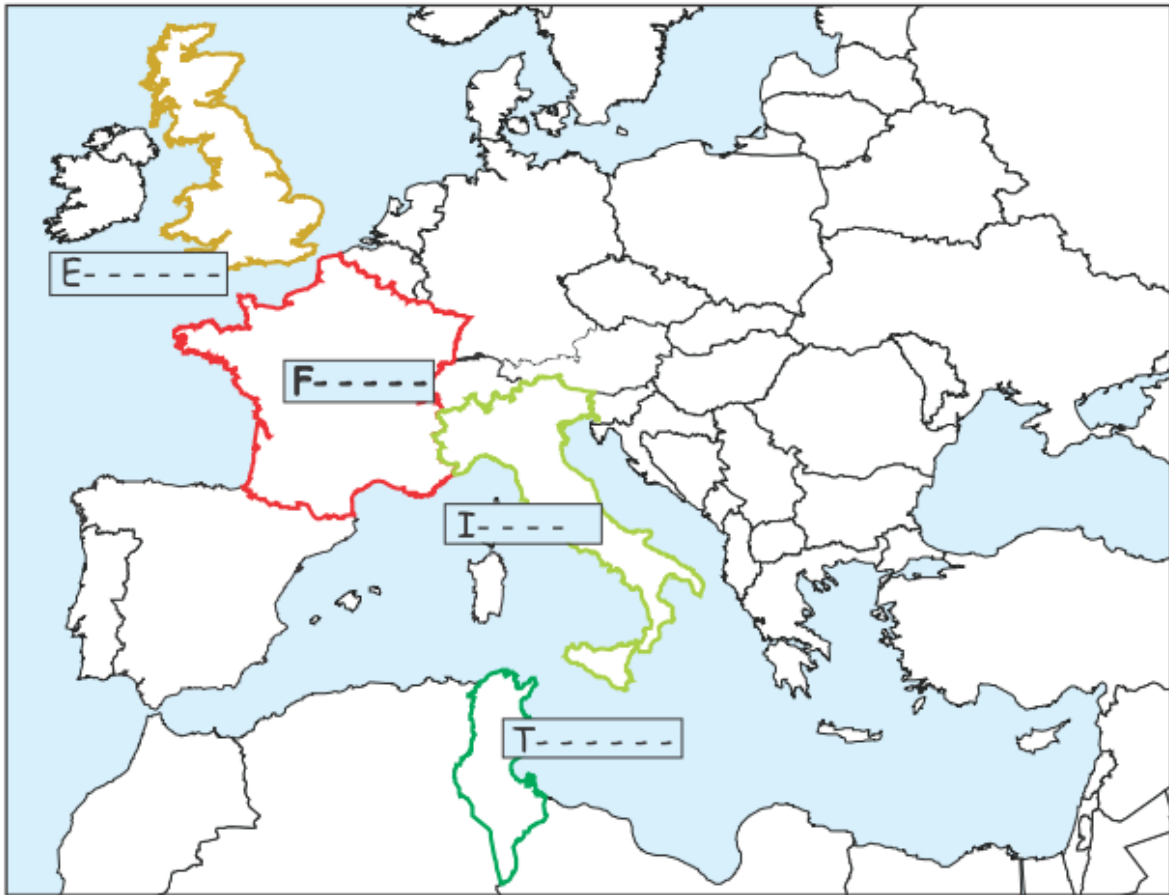
Complete with the right answer.

1. What's your name?	
2. How old are you?	
3. Where are you from?	
4. Hello	
5. What's your nationality?	
6. How are you?	

## Activity 5



Look. Listen. Write the name of the country.



Now circle the name of the country.

↓ (F)	→ (T)	U	N	(I) ↓	S	I	A
R	W	F	Z	T	S	P	B
A	R	H	A	A	E	J	O
N	M	K	C	L	R	G	L
C	T	V	O	Y	D	V	Y
E N G L A N D							C

## Activity 6

Complete the table

Country	Nationality

# Lesson 3

## Activity 1



Read. Answer.



**Sally** : Hello Peter . How are you ?

**Peter** : I'm fine, thanks .

**Sally** : How old are you , Peter ?

**Peter** : I'm 11 .

*This is Andrew . He's 11 , too .*

**Peter** : How old are you , Sally ?

**Sally** : I'm 12 .

Circle **YES** or **NO**.

Peter is nine.      YES    NO

Sally is ten.      YES    NO

Andrew is eleven.      YES    NO



**What's new ?**

How old are you ?  
I'm 12.

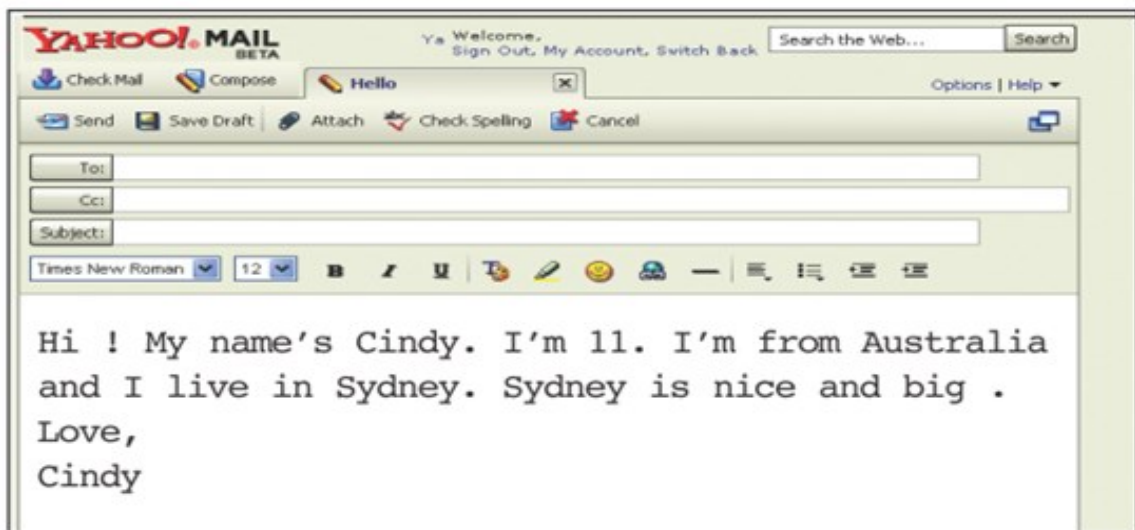
## Activity 2

**Speaking:** With your partner enact a role play (greeting, name, age, country, likes, dislikes...).

## Activity 3



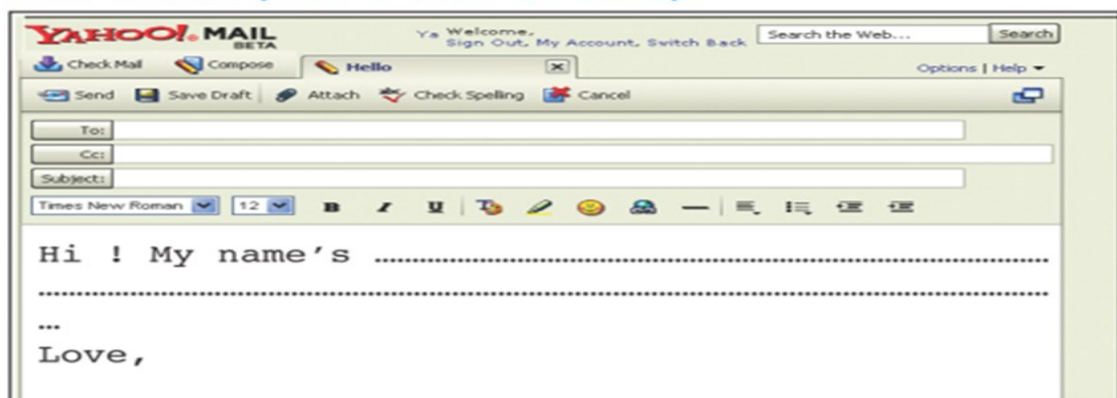
Read this e-mail.



## Activity 4



Write your e-mail to Cindy.



## Homefun

What's the question ?

How ..... ?





*Unit 99*

*Family*

## Lesson 1

### Activity 1

Look. Answer



- Who are they?
- What are their names?

Answers:

**This is Mohamed.** He's the father.

**This is the father,** **his** name is Mohamed.



What's new ?

**THIS IS + NAME**

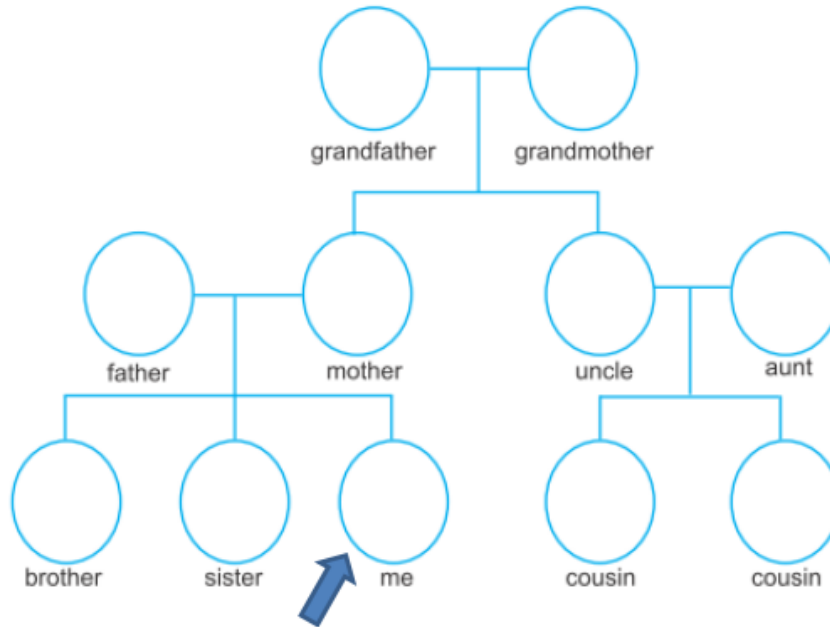
**His name is .....**

**Her name is .....**

## Activity 2

- Complete the family tree.
- Tell your partner about your family.

The teacher asks a number of learners to tell the class about their family.



## Activity 3



Read.

*Hi , I'm John. This is my father. His name's Jack. This is my mother. Her name's Mary. This is my sister. Her name's Kate. And this is my brother. His name's Tony.*



Now write about your family.

Hi , I'm ..... . This is my ..... His.....  
.....  
.....  
.....

Write ? or .

What's your name

I'm Akram

How old are you

I'm ten

## Lesson 2

### Activity 1

Word search: Find 9 family members. Write the words on your notebook.

c	b	n	a	u	n	t	a	m	m	r
l	o	g	a	r	d	e	n	o	e	o
x	t	s	c	f	a	l	s	t	e	o
y	r	j	i	o	b	x	w	h	t	m
t	e	p	h	n	r	g	e	e	p	s
p	e	s	u	r	o	k	r	r	h	f
u	n	c	l	e	t	v	u	s	o	n
y	e	s	n	o	h	s	c	a	t	e
f	b	l	e	l	e	e	r	m	k	o
r	u	b	b	e	r	n	f	o	d	v
g	r	a	n	d	f	a	t	h	e	r
o	k	d	a	u	g	h	t	e	r	j
g	r	a	n	d	m	a	p	e	n	s

### Activity 2

#### Speaking:

Learners walk around the classroom and ask one another:

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

Is this your...?

Are these your...?

# Activity 3



Listen. Say.

Who's this ? What's this ?



Jane

Who's this ?  
It's Jane.  
What's this ?  
It's her plane.



A plane



A bike

Who's this ?  
It's Mike.  
What's this ?  
It's his bike.



Mike

This is a **girl**.  
Her name is Amira.



This is a **boy**.  
His name is Amir.

## Activities



Read and answer.

Jill : Good morning ! How are you ?

Tim : I'm fine , thank you. And you ?

Jill : Fine , thanks. How is Mary ?

Tim : She's fine.

Jill : How is Bob ?

Tim : He's fine.


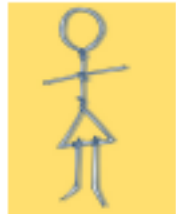
Circle **Yes** or **No**.

- Jill is a boy.*                      **Yes**                      **No**  
*Tim is a boy.*                      **Yes**                      **No**  
*Mary is a girl.*                      **Yes**                      **No**  
*Bob is a boy.*                      **Yes**                      **No**

Complete with **What** or **Who**.

- .....*is this ?*                                      *This is my brother.*  
.....*is his name ?*                                      *Bob.*  
.....*is this ?*                                      *This is my sister.*  
.....*is her name ?*                                      *Jane.*

Complete with :

sister   father   brother   mother	
<b>He</b> 	<b>She</b> 
father .....	..... .....

## Lesson 3

### Activity 1

Nice to meet you game: Place the family flashcard on the board.

Learner A points to a flashcard and asks:

Learner A: Who's that?

Learner B: This is my uncle. Who's that?

Learner A: This is my sister.

### Activity 2

**Read. Answer.**

My lovely family

Hello! My name is Lisa. I am ten years old and I am American. This is my lovely family. It is big and we are very happy.

My mother's name is Laura and my father's is Tom. My mother has got blond hair and she is very kind. My father is tall and he is a funny person.

My parents have got three children. There's my brother Tim, my baby brother Oliver and me. Tim is a sweet boy who loves playing with me all the time. He is four years old. My younger brother, Oliver, is a seven-month baby. He likes watching TV.

My father has got a sister. Her name is Emma and she is my aunt. My mother has got two brothers. Their names are James and William and they are my uncles.

I have got my grandparents and my cousins Henry, Mike and John.

We have got a pet called Lucky, he is my favourite cat!

I love my family and my pet.

### Answer the questions

1. How old is Lisa?

-----

2. Is she from the USA?

-----

3. How many brothers has she got?

-----

4. What's her mother's name?

-----

5. What's her father's name?

-----

6. How old is Tim?

-----

8. How many cousins has Lisa got?

-----

9. What are their names?

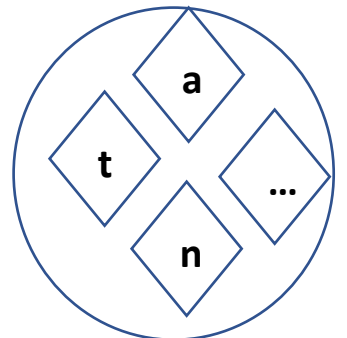
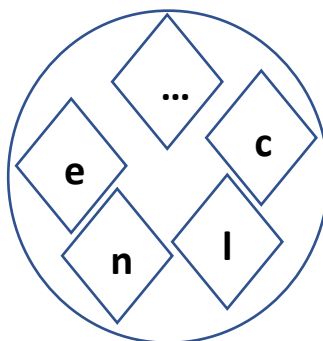
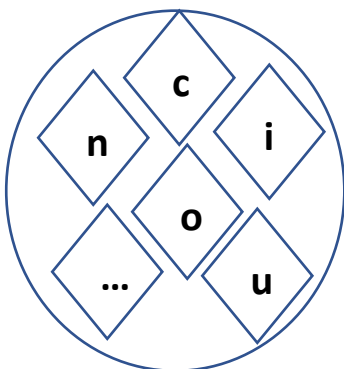
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### Complete the table

Male	Female
Father	
	sister
Uncle	
	grandmother
Son	
	cousin

### Activity 3

Reorder and complete with the missing letter to get family members. Write them on your notebook.





# *Unit 999*

## *Describing People*

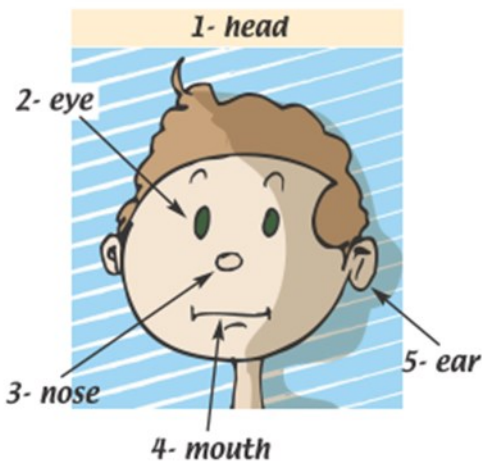
# Lesson 1

## Activity 1

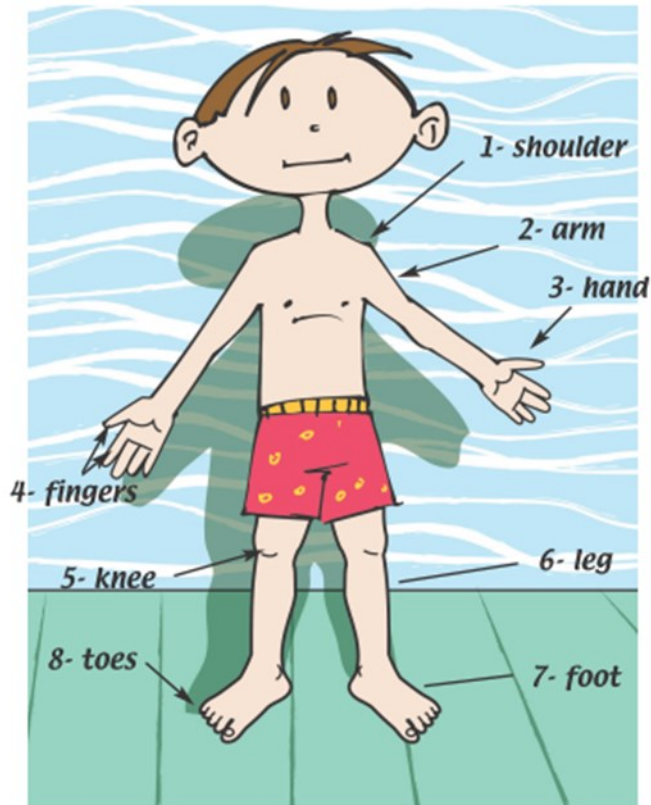


Listen . say .

### A Face



### A Body



### What's new ?

An arm	two arms
An ear	two ears
A leg	two legs
A foot	two feet



arm



leg



foot



legs



feet

# Lesson 2

## Activity 1

### Song



Listen . Sing.

#### Head and Shoulders



Head and shoulders ,

Knees and toes , knees and toes ,

Head and shoulders ,

Knees and toes , knees and toes ,

Eyes and ears and mouth and nose ,

Head and shoulders ,

Knees and toes , knees and toes.



### Activities



Listen . Do.

Touch your hair.



Touch your shoulder.

Touch your mouth.

Touch your hand.

Touch your arm .

Touch your ear.



Touch your leg.

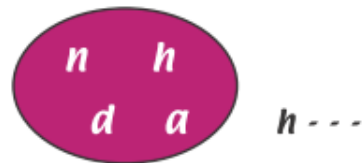
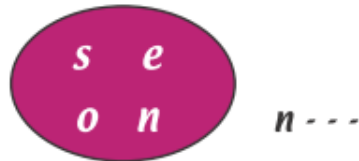
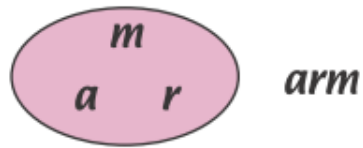
Touch your eye.

Touch your head.

## Activity 2

### What's the word ?

Example :



Complete with **a** or **an**.

<b>an</b> arm	..... finger	<b>a</b> foot
..... hand	.....ear	.....eye



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

an + {  
a  
e  
i  
o  
u

5 vowels in the alphabet



Listen. Sing.

*The vowels of the alphabet*  
*I know them all by name, oh !*  
*a - e - i - o - u*  
*a - e - i - o - u*  
*a - e - i - o - u*  
*I know them all by name, oh !*

Similar (=) or Different (≠)

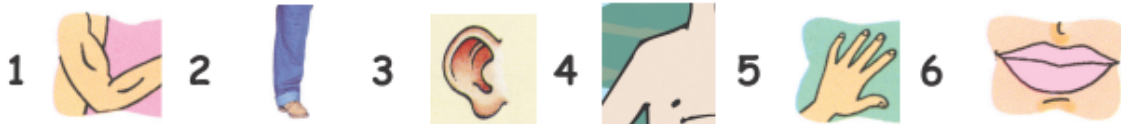
Say and circle S or D.

<u>e</u> ye	-	<u>I</u>	S	D
<u>k</u> nee	-	<u>r</u> ead	S	D
<u>l</u> eg	-	<u>t</u> en	S	D
<u>f</u> inger	-	<u>f</u> ine	S	D
<u>t</u> oe	-	<u>c</u> lose	S	D

Homefun

Complete.

			6			3		
1	.	R	.		2	.	E	.
		5	.			.		
4	S	.	.	U	.	.	.	.
	.		.			.		
	N		.			.		
	.		.			.		



# Lesson 3

## Activity 1

### Match.



*My hair is black.*  
*My eyes are brown.*  
*My nose is small.*  
*My eyes are blue.*  
*My hair is brown.*  
*My nose is big.*



## Activity 2

### Speaking :

- Look at the pictures.
- Who are they?
- What are they wearing?
- What colour are their clothes?



### *Activity 3*

**Writing:**

Write a paragraph to describe the people in the picture: their age, their clothes...)  
(The teacher provides the picture).

# Lesson 4

## Activity 1

### **Snow ball.**

For each turn, ask a learner a question about one of her/ his friends. Base these questions on the following prompts:

- Name
- Spelling of the name
- Age
- Favourite colour
- Favourite sport
- Description
- Activities they share/ they don't share (Consolidate the linkers: *and /but*)

Learners should answer using short sentences rather than single words. (The teacher can make it as a competition; s/he keeps the scores on the board).

## Activity 2

### **Friendship Chain.**

Each learner is given a slip of construction paper. On their paper, they write what they think is the most important quality in a friend. Those slips then get taped together to form a chain, which can be hung on one of the walls of the classroom and referred to throughout the year.

## Activity 3

### **The Compliment Game.**

This game can be done in different ways. Kids can sit in a circle and toss a ball to each other, or they can just name the next person to take his/her turn. The point is for each learner to get a chance to compliment another student in their class.

This teaches learners how to pay compliments, and how nice it is to receive them. It also helps a group of learners get to know each other and become closer.



## *Activity 4*

**Circle the different word.**

nice / shirt / write

T-shirt / skirt / kind

like / drawing / reading / telling

## Progress Check 1

### Text

Hello, I'm Nelly. I'm American. I have got blond hair and blue eyes. This is my family. Mum is short and slim. Her hair is brown and long. Her eyes are black. She is a doctor. She's very kind. After I finish school, I want to be a doctor like her. Dad and my sister are tall. They have got dark hair; their eyes are brown. Both of them like reading. My father is a teacher. He always helps us with the housework when mum is at work. My little brother is twelve. He is blond and his eyes are blue like me. He's a very friendly boy. He likes playing football.

### Reading Comprehension

#### 1. Tick (✓) the right title.

- a. My parents.
- b. My neighbours.
- c. My family.

#### 2. Circle True or False.

- a. Nelly's mother is a teacher.                      **TRUE**                      **FALSE**
- b. Nelly is 12 years old.                                      **TRUE**                      **FALSE**
- c. Nelly's brother likes football.                      **TRUE**                      **FALSE**

#### 3. Complete the table with words from the text

Family member	Colour of hair	Colour of eyes	Moral description
brother	.....	blue	friendly
mother	brown	.....	.....
father	dark	brown	helpful

### Language

#### 1. Complete with the right word. (There is an extra word!)

has /long / tall / her

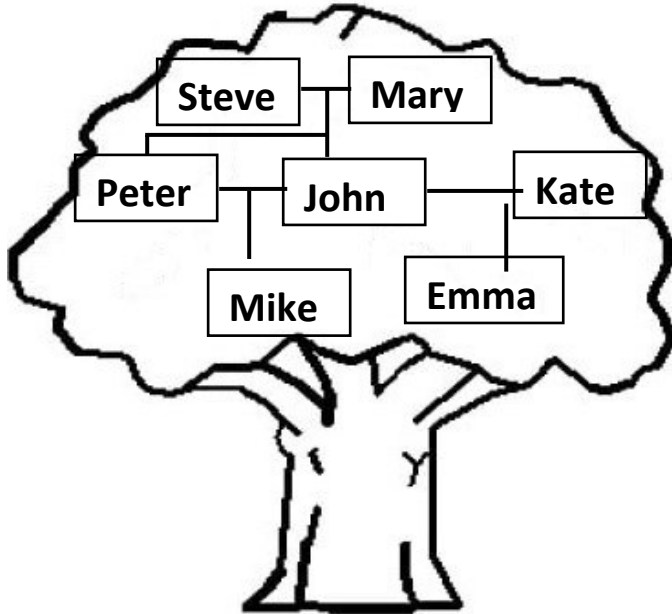


My friend Ketty has a beautiful doll. It ..... a round face and  
 a small nose. It has got big, blue eyes and ..... hair.

a doll

Ketty always plays with ..... doll in the park.

**2. Look at the family tree. Complete the sentences.**



- a- Emma is Kate's .....
- b- Steve and Mary are Emma's.....
- c- John is Peter's .....
- d- Emma is Mike's.....
- e- Kate is John's .....
- f- Kate is john's .....

**3. Match sentence parts to get correct sentences. (There is an extra sentence part!)**

A	B	Answers
a. His family lives	1. Italian.	a+.....
b. Marco is	2. pizza.	b+.....
c. He likes	3. in the school.	c+.....
	4. in Naples.	

## Writing

### 1. Reorder the words to get correct sentences.

- big/ clown/ got/ ~~The~~ / has/ feet.
- The .....
- has/ grandma/ ~~My~~ / hair/ got / white.
- My .....
- Africa / in / is / ~~Tunisia~~.
- Tunisia .....
- England/ ~~Elisabeth~~ / from / Mark/ and / are.
- Elisabeth .....

### 2. Write an e-mail to your new English friend. Tell him/ her about yourself: name/ country/ family.

YAHOO! MAIL BETA

Welcome, Sign Out, My Account, Switch Back

Search the Web... Search

Check Mail Compose Hello

Options | Help

Send Save Draft Attach Check Spelling Cancel

To: \_\_\_\_\_

Cc: \_\_\_\_\_

Subject: \_\_\_\_\_

Times New Roman 12

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*Unit IV*  
*My School*

# Lesson 1

## Activity 1

Listen. Repeat. Write.

(Year 4, Unit II, Lesson 1, Activity 2)

## Activity 2



A girl with a pink backpack is standing in front of a red background with white patterns. She is holding a green book and a pink notebook. There are two pens and a pencil in a blue pencil case on the table in front of her.

What have you got, Reem?

I've got a bag.

Two books and a notebook.

What have you got in your bag?

What have you got in your pencil case?

I've got two pens and a pencil.



What's new ?

What have you got ?

I've got .....

## Activity 3

### Song



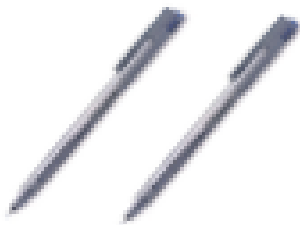
Listen. Sing.



*I've got 2 books , 2 books ,  
2 books and a pencil.*



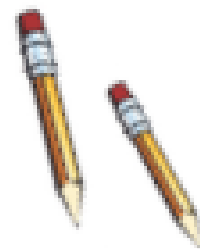
*I've got 2 bags , 2 bags ,  
2 bags and a pencil.*



*I've got 2 pens , 2 pens ,  
2 pens and a pencil.*



*I've got 2 books , 2 bags and a pencil.  
I've got 2 books , 2 pens and a pencil.*



# Activity 4



Read and complete.

I've got 2 ..... , 2 ..... , 2 .....and a pencil.

What have you got in your bag ?  
Open your bag. Look and write.

I've got ..... , ..... , .....  
and a .....

What's this ?

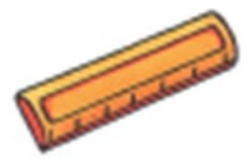
Complete the words.



This is a b - - - .



This an e - - - - .



This is a r - - - - .



This is a p - - - - case.



This is a s - - - - bag.



This is a n - - - - - .



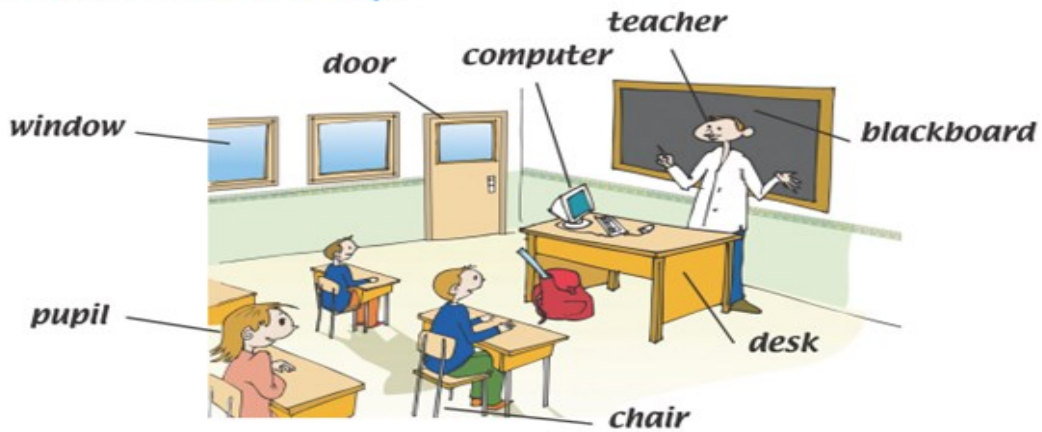


# Lesson 2

## Activity 1



Look. Listen. Say.



Where's the computer ?

It's **on** the desk.

Where's the bag ?

It's **under** the desk.

Where's the ruler ?

It's **in** the bag.

What's new ?

Where's the ruler ?

It's **in** .....



It's **on** .....



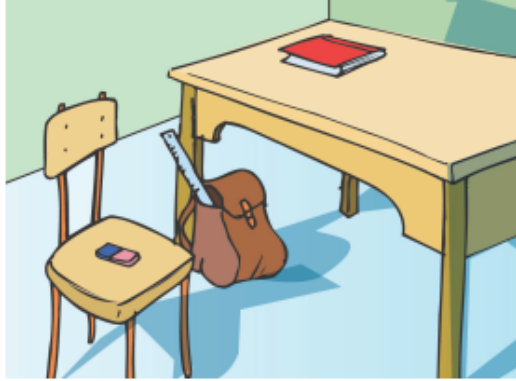
It's **under** .....



## Activity 2



Look and write 4 sentences.



*Example : The book is **on** the table.*

.....

.....

.....

.....

# Activity 3

Look. Count. Say.

- ...1... playground
- ..... teachers
- ..... classrooms
- ..... doors
- ..... windows



How many classrooms are there ?

There are **three** classrooms.

How many playgrounds are there ?

There is **one** playground.

More numbers	
13	thir
14	four
15	fif
16	six
17	seven
18	eigh
19	nine
	teen

What's new ?  
How many doors are there ?  
There is **one** door.  
There are **two** doors.



# Lesson 3

## *Writing*

- School tour
- Speaking: Learners describe the school parts
- Writing: Learners write an e-mail to their English friend, tell him/her about their school, describe it.
- Correction.

*Unit V*

*Clothes*

# Lesson 1

## Activity 1



Look. Listen. Say.



white



red



green



yellow



purple



pink



orange



What colour is the bag ?

It's red.



What colour is the pen ?

It's green.



What's new ?

What colour is ..... ?

It's + colour.

## Activity 2

### Song



Listen. Sing.

## RAINBOW



Rainbow purple, rainbow blue

Rainbow green and yellow, too,



Rainbow orange, rainbow red

Rainbow smiling overhead.



Come and count the colours with me.

How many colours can you see ?

Rainbow purple, rainbow blue

Rainbow green

and yellow, too,

Rainbow orange,



rainbow red

Rainbow smiling overhead.





### Activity 3

Colour the rainbow.



Answer the question.

How many colours are there in the rainbow ?

There are .....

What colour is it ?

Look and circle.



yellow

black

pink

blue

green

white

brown

red

## Lesson 2

### Activity 1



Look. Listen. Say.

This is a pullover.



This is a dress.



This is a shirt.



This is a cap.



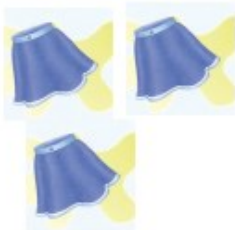
These are trousers.



These are sneakers.



These are skirts.



This is a jacket.



This is a skirt.



This is a T-shirt.



This is a coat.



These are socks.

These are shoes.



These are my clothes.  
They are new and beautiful.

What's new ?

This is a + singular

These are + plural

This is **a** coat .

These **are** coats .



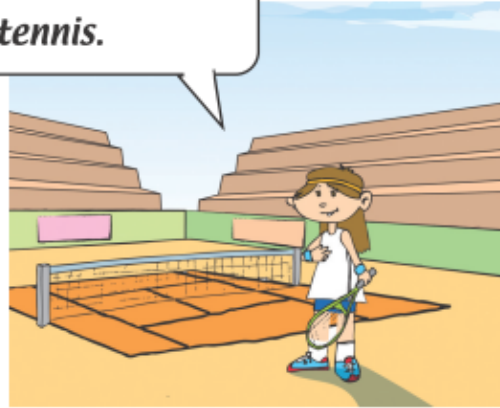
## Activity 2



Listen. Say.

*I'm wearing a white T-shirt  
and a blue skirt because  
I'm playing tennis.*

*What are you wearing , Pat ?*



*I'm wearing a yellow T-shirt  
and black shorts because  
I'm playing football.*

*And you Daniel ?*

*What are you wearing ?*



**What's new ?**



**What *are* you wearing ?**

**I' m wearing .....**

### Activity 3

What are you wearing? P 89+ game: Guess who (a learner chooses one of his/her classmates, describe him/her, the other learners guess their described friend).

### Activity 4

**Complete with : This is ... or These are .....**

*Example : This is a shirt.*

*These are shirts*

.....*a coat.*

..... *coats.*

.....*trousers.*

.....*socks.*

.....*a cap.*

.....*a dress.*

.....*shoes.*

.....*sneakers.*

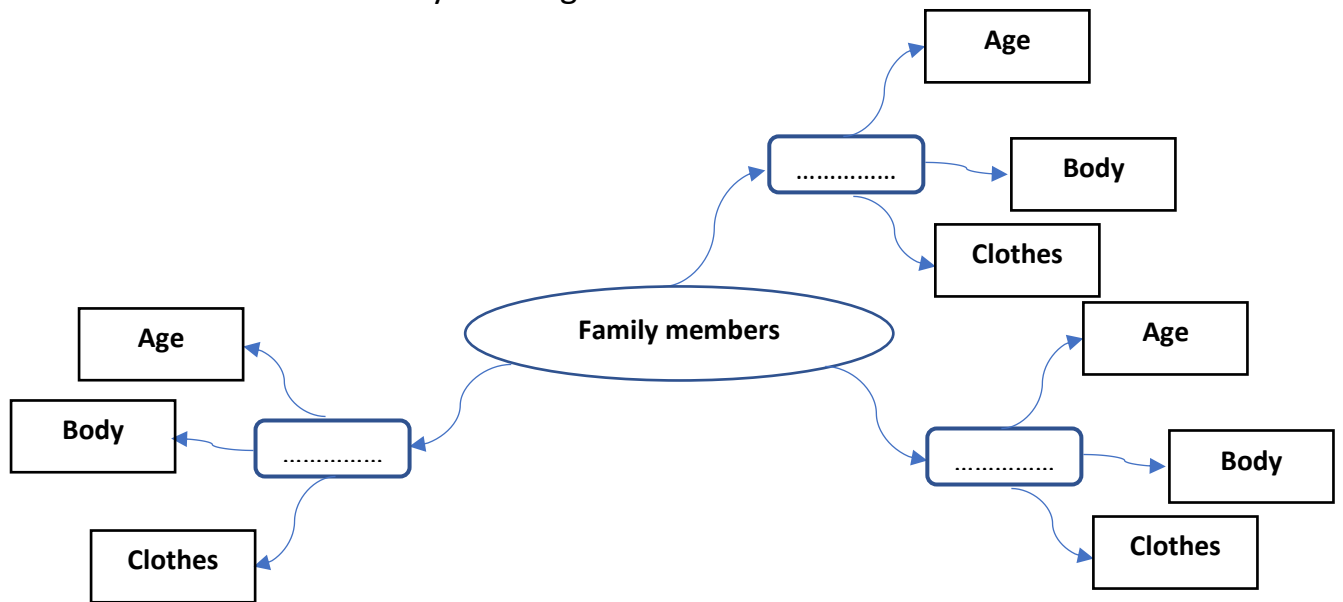
.....*a dress.*

.....*a pullover.*

## Lesson 3

### Writing

- **Speaking** : Brainstorming : commenting on a picture of a family composed of three members (father, mother & a child)
- Sample questions:
  - o Who are they?
  - o How old are they?
  - o What are they wearing?



- **Write** a paragraph to describe the family members.

## Lesson 4

### Activity 1

Mary is wearing a new coat. She's going to school now.

Kate is wearing a jacket and a skirt. She's going to the music club.



### Activity 2

**Read. Answer.**

- Who is wearing a coat?
- Where's Kate going?
- What is Kate wearing?
- Is Mary going to school?

### Activity 3

#### Homefun

Look at the table and write 5 sentences.

<i>Name</i>	<i>clothes</i>
<i>Ahmed</i>	<i>red shirt / black trousers</i>
<i>Mariam</i>	<i>pink T-shirt / blue jeans</i>
<i>Naima</i>	<i>blue dress / black pullover</i>
<i>Mourad</i>	<i>brown jacket / white trousers</i>
<i>Lotfi</i>	<i>green shirt / black trousers</i>

**Example :** *Ahmed is wearing a red shirt and black trousers.*

.....

.....

.....

.....

.....

### Activity 5

**Speaking:** Chain Game: The teacher describes what he/she is wearing and asks a learner to describe what he/she's wearing who asks the learner sitting next to him/her the same question.

Example: The teacher: I'm wearing a white shirt, black trousers and white trainers. What are you wearing Aly?

# *Unit V9*

## *Time*

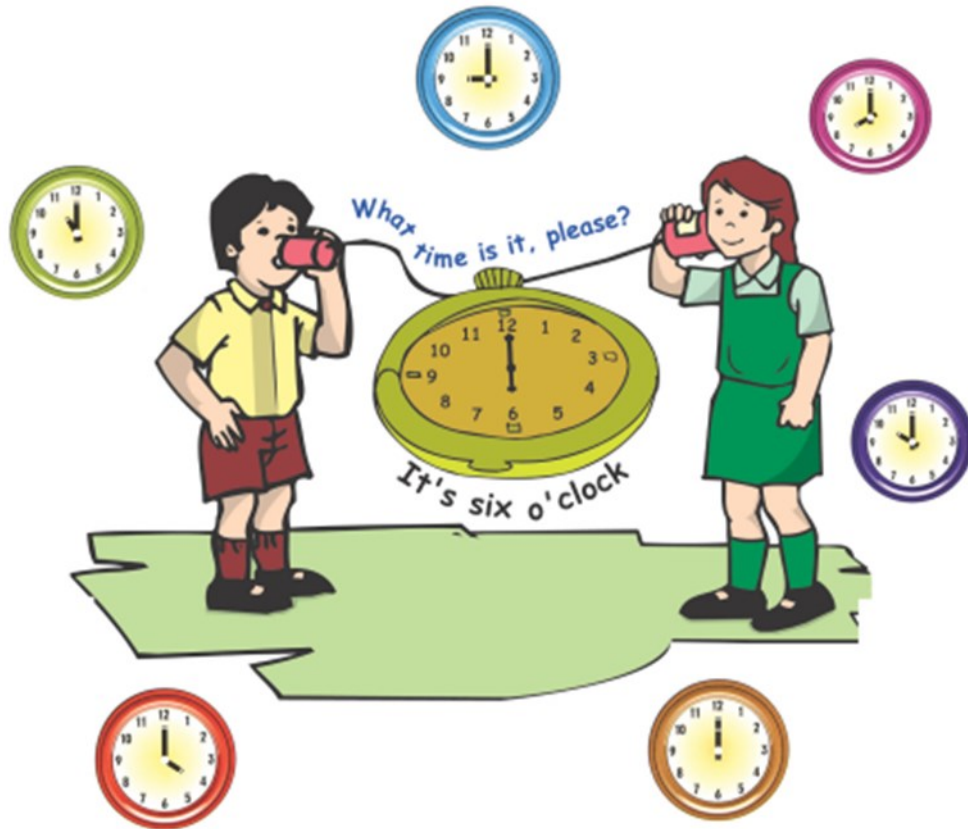


# Lesson 1

## Activity 1



Look. Listen. Say.



What's new ?



What time is it, *please* ?  
It's 6 o'clock.

## Activity 2

*I ask*

*You answer*

What time is it , please ?

It's one o'clock.



*one o'clock*



*two o'clock*



*three o'clock*



*four o'clock*



*five o'clock*



*six o'clock*

**Complete:**

What ..... is it, please ?

It's eight .....

# Activity 3

## Time cards

**I ask**

Is it 5 o'clock ?



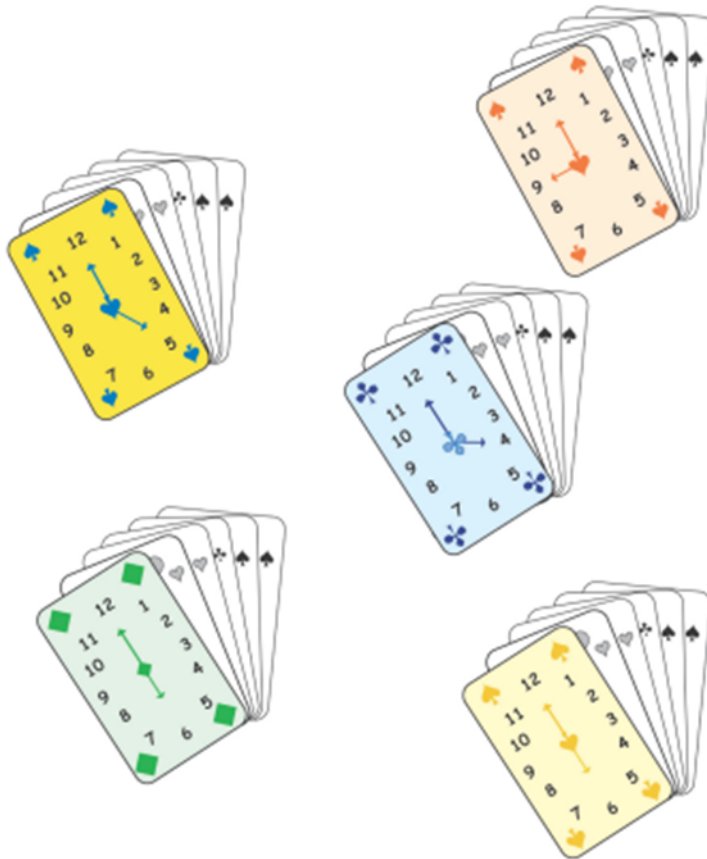
**You answer**

Yes, it is.

OR

No, it is not.

No, it isn't.



**What's new ?**

What time is it?

It's 6 o'clock.

Is it 6 o'clock?

Yes, it is.    No, it isn't.

# Activity 4

Match.



It's four o'clock.

It's two o'clock.

It's five o'clock.

It's six o'clock.

It's one o'clock.

It's three o'clock.



Similar (=) or Different (≠) ? Say and circle S or D.

Example : one - clock      S      D

seven - twelve      S      D

five - time      S      D

two - four      S      D

eight - five      S      D

six - nine      S      D

# Activity 5

## Homefun

Read and draw.

**Example :** *It's three o'clock.*



*It's eleven o'clock.*



*It's seven o'clock.*



*It's one o'clock.*



*It's twelve o'clock.*



*It's five o'clock.*



*It's ten o'clock.*

## Lesson 2

### Activity 1



Listen. Say.



21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine

What's new ?



20	twenty	→	one	
30	thirty	+	two	
40	forty		three	= twenty-three
50	fifty	→	four	
60	sixty	+	five	
			six	= fifty-six
			seven	
			eight	
			nine	



## Activity 2



Add and write.

+	1	2	3	4	5	6	7	8	9
20				twenty-four					
30							thirty-seven		
40					forty-five				
50									
60									



Write the number.

**Example :** **45**  
Forty-five

**51**

**62**

**48**

.....

.....

.....

**36**

**50**

**30**

**15**

.....

.....

.....

.....

# Activity 3



Listen. Say.



six o'clock



nine thirty



ten fifteen



three ten



two forty-five



five fifty

I ask

What time is it, please ?

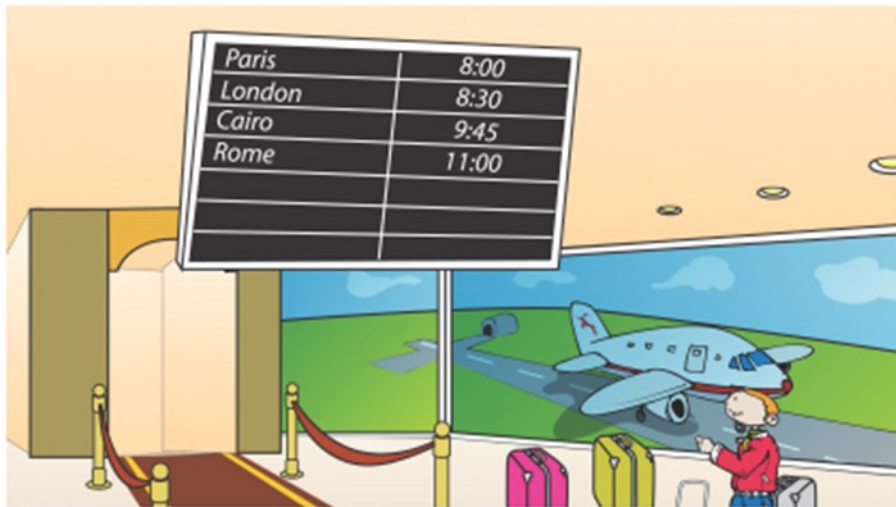


You answer

It's.....



Look. Read and circle Yes or No.





## Activity 4

- |   |     |    |
|---|-----|----|
| <i>The plane from Cairo is at eight forty-five.</i> | Yes | No |
| <i>The plane from Rome is at eight o'clock.</i>     | Yes | No |
| <i>The plane from Paris is at nine fifty.</i>       | Yes | No |
| <i>The plane from London is at eight-thirty.</i>    | Yes | No |

### Game



### Homefun

Complete and draw.



it's ..... forty-five .



it's three fifty-five .



it's seven .....



it's three ten .



it's ..... o'clock .



it's nine o'clock .

**Complete with : This is ... or These are .....**

*Example : This is a shirt.*

*These are shirts*

.....*a coat.*

..... *coats.*

.....*trousers.*

.....*socks.*

.....*a cap.*

.....*a dress.*

.....*shoes.*

.....*sneakers.*

.....*a dress.*

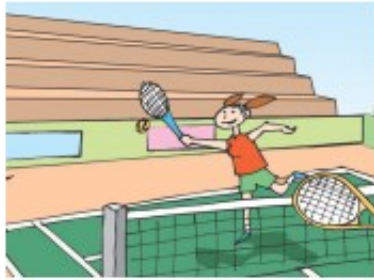
.....*a pullover.*

# Lesson 3

## Activity 1



Look. Listen. Say.



*She is playing tennis.*



*They are watching TV.*



*I am reading a book.*



*She is sleeping.*



What's new ?

*She is playing.*

*They are watching TV.*

*I am reading.*

**Speaking:** the teacher asks about what some students are doing:

- What's Mohamed doing?
- What's Leyla doing?

## Activity 2

In the livingroom. At the weekend.

a- Look at the pictures and make sentences.

Grandpa/reading a book	Brothers/singing	Cousins/cleaning the room
	Grandma/listening to music	
Sister/playing guitar	I / dancing	Aunt and uncle/watching TV

b- **Pair work:** In pairs, learners ask each other about what the people in the pictures are doing

Learner A: *What's grandpa doing?*

Learner B: *He's reading a book.*

Learner B: *What are your cousins doing?*

**Note:** Teachers are requested to provide the pictures.

## Activity 3

### Song

**Listen to the song. Then, sing it.**

What are you doing?

I'm helping my grandma

That's good! That's great!

What are you doing?

I'm playing with my best friend

That's good! That's great!

What are you doing?

I'm drawing my favourite teacher

That's good! That's great!

What are you doing?

I'm cleaning my neighbourhood

That's good! That's great!

What are you doing?

I'm jumping in the park

That's good! That's great!

What are you doing?

I'm walking in the town

That's good! That's great!

### *Activity 4*

#### **Miming Game to review the present progressive.**

The teacher either shows pictures of people doing actions or whispers the action verb to the learner who volunteers to mime. The teacher asks:

«*What is he/she doing?*»

The learner guesses and tries to provide the correct answer.

The other learner says if his / her classmate's answer is correct or not.

# *Unit V99*

## *Days, months & seasons*

# Lesson 1

## Activity 1

1. Year 4, Unit 2, lesson 3 activity 1 (audio/ song: the days of the week)

## Activity 2

2. Shout out the days.

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

## Activity 3



Read and say.

	8 - 9	9 - 10	10 - 11	11 - 12
Monday	Arabic	Maths	English	French
Tuesday	French	Arabic		
Wednesday	French	Arabic	Art	Sport
Thursday	Science	Art	Geography	Arabic
Friday	English	Sport	History	Arabic
Saturday	Arabic	Maths	Music	Sport

*On Monday, I study Arabic , maths , English and French.*

*On Thursday , I study Science , art , geography and Arabic.*

A cartoon illustration of a girl with black hair in a ponytail, wearing a purple tank top and purple leggings, running towards the right. She is holding a yellow flag on a pole.

What's new ?

- Monday
- ON + Tuesday
- Wednesday
- Thursday

## Activity 4



Complete with (,) and (.)

*On Tuesday I study Arabic Science French and I play music and computer games*

## Activity 5



Complete your timetable.

	8 - 9	9 - 10	10 - 11	11 - 12
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

## Activity 6

**I ask**

**You answer**

What do you study on Wednesday ?

On Wednesday, I.....





## Activity 7



Choose one day and write:

*Example : On Tuesday , I study.....*

.....

## Lesson 2

### Activity 1

The teacher hangs a poster of the months of the year. Learners listen to the audio and repeat while the teacher points to the months:

(Audio is from Year 4, Unit IV, Lesson 1, Activity 3)

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

### Activity 2

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

Example :

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

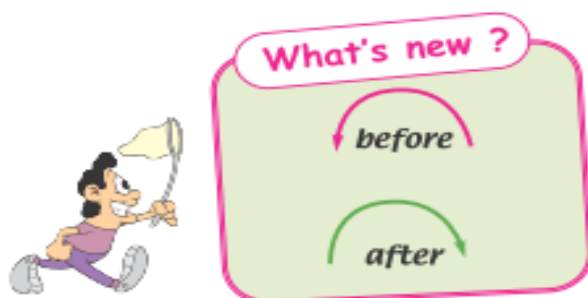
### Activity 3

Practice with days and months



*November is **before** December .*


*December is **after** November .*




## Activity 4

**I ask**


**You answer**




How many days are there in January ?



There are 31 days.



How many days are there in (month) ?

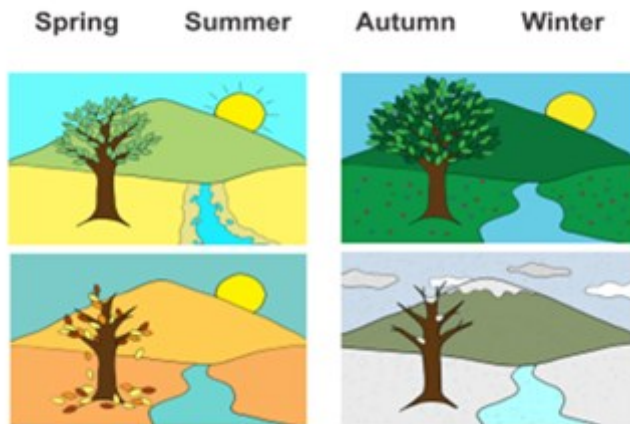


There are .....

# Lesson 3

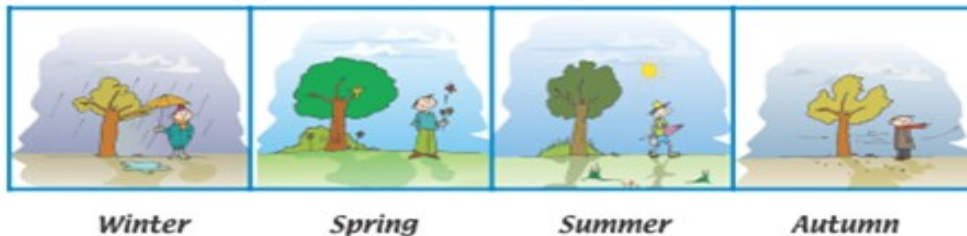
## Activity 1

The teacher hangs a poster of seasons and learners listen to the audio and repeat while the teacher points to the seasons.



Audio from Year 4, Unit IV, Lesson 1, Activity 5

## Activity 2



### Game



### Activity 3

Write the seasons.

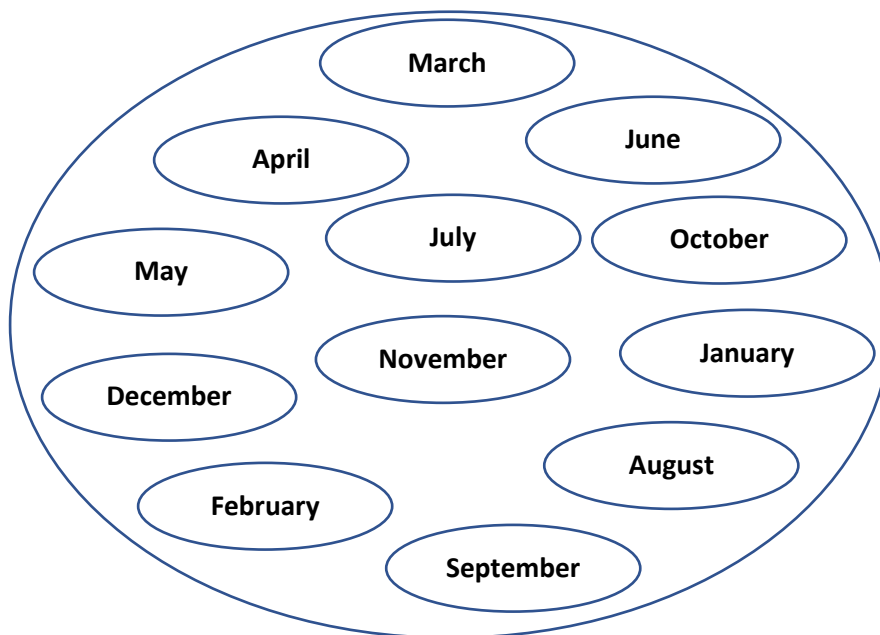
W..... / S..... / S..... / A.....

### Activity 4

**Group work:** the teacher asks the learners to split into groups of 4: one learner is the season and the other three are the months of the season. They stand up and present themselves to further practice the names of the months and the seasons.

### Activity 5

Put the months in order. Write them on your notebook.



### Activity 6

Complete with before or after

February is .....March

June is .....May...

## Lesson 4

### Activity 1

Learners listen to the song. Then they sing it.

My birthday is today!  
Let's dance and play  
Let's blow up balloons  
Let's wear birthday hats  
My birthday is today!

My birthday is today!  
Let's dance and play  
Let's bring the birthday cake  
Let's blow out the candles  
and sing  
happy birthday to you!\*2  
happy birthday\*2  
happy birthday to you!

Audio from Year 5 teacher guide, Unit IV, Lesson 1.

### Activity 2

Learners complete the shopping list with birthday items from the song.

### Activity 3

**Speaking:** A phone conversation (inviting a friend to one's birthday party)

The teacher scaffolds the learners: how to invite (*please come to .../ I invite you to.../ would you like to come to...*) and how to respond to an invitation (*Thank you / I'd love to/ It's nice to invite me / Thank you for your kind invitation.*)

Dave: Hello Sara.

Sara: Hello Dave.

Dave: I have called to invite you to my birthday party.

Sara: *Oh, thanks. When is it?*

Dave: *It's on the fourth of this month. You will come, won't you?*

Sara: *Of course, I will. Where are you celebrating it?*

Dave: *At my home, as usual.*

Sara: *What time should I come?*

Dave: *At 5 in the evening. Please, bring your brother along.*

Sara: *I will. Thank you for the invitation, Dave.*

Dave: *You are welcome. Bye Sara. See you on my birthday.*

Sara: *Bye. I'll be there.*

## *Activity 4*

**You are Sara. Write an e-mail to invite Dave to your birthday.**

### **Tips for writing an invitation**

1. Start your email with **dear** or **hi**
2. Say the **reason** for writing the e-mail.
3. Write the **date, time** and the **place**.
4. End the e-mail with **"yours", "best", many thanks"...**
5. Write your **name** under the closing terms.
6. Use the simple present.





## Progress Check 2

### Text

Peter is an English boy. Every day, at 7 o'clock he gets ready for school. He puts his books, notebooks, ruler, pencils in his schoolbag and goes to school. Peter likes his school very much. It has got ten classrooms and a big courtyard. In his classroom, there are six computers, fourteen desks and seventeen chairs. His favourite subject is English. Little Peter has got three friends: Tom, Andy and Kate. They all go to the music club in the afternoon to play the guitar. Kate is nice and friendly. Today is her birthday. She is wearing a beautiful red dress, white socks and new shoes. All her friends wish her a happy birthday.

### Reading Comprehension

#### 1. Tick (✓) the right option: the text is about...

- Peter's pet
- Peter's family
- Peter's school and friends

#### 2. Circle TRUE or FALSE

Peter gets up at 7 o'clock.	TRUE	FALSE
Peter goes to school two days a week.	TRUE	FALSE
Peter likes studying English.	TRUE	FALSE

#### 3. Complete the paragraph with words from the text.

Today is Kate's birthday. All her friends are in the ..... . Every one is happy for Kate. They are all ..... nice clothes. They ..... her a happy birthday.

### Language

#### 1. Circle the correct option

Spring is my favourite season. The weather is nice and lovely. I enjoy going ( **to / in / at** ) the park. In the park, there ( **am / is / are** ) many green trees and beautiful flowers. Children like ( **playing / plays / play** ) many games in this season.

#### 2. Complete the questions with the right word. (There is an extra word!)

**How many / Where / When / What**

- .....time is it?
- .....is the teacher?
- .....pupils are there?
- .....is she wearing?

**3. Write the opposite of the underlined words.**

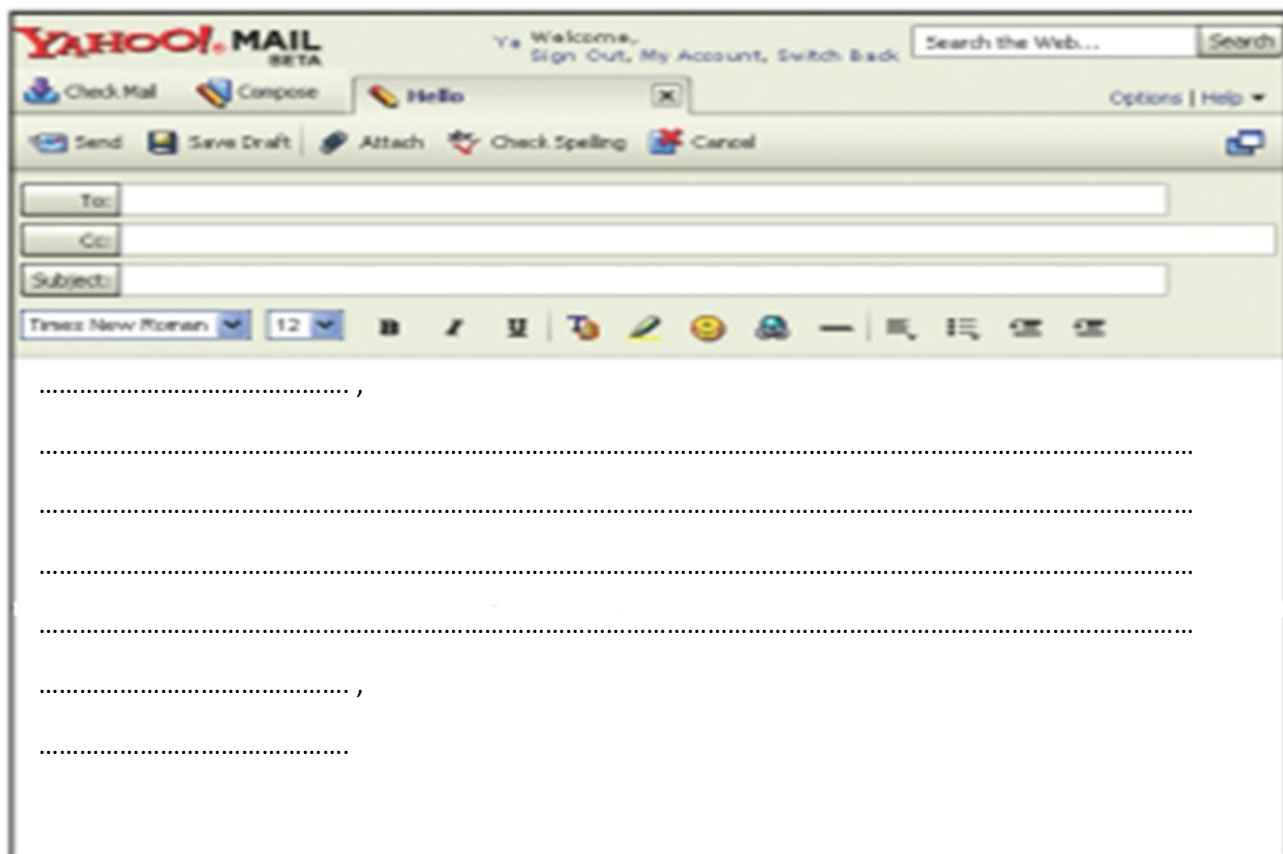
- Alex brushes his teeth after ≠ ..... having breakfast.
- Dora puts her schoolbag on ≠ ..... the desk.

**Writing**

**1. Reorder the sentences to make a paragraph.**

- In the evening, they go to Andy's house to have dinner.
- 1 - Tina loves playing music.
- Every Saturday morning, she takes her violin and goes to the music club.
- In the afternoon, she meets her friend Andy at the playground.
- At night, Tina goes back home.
- They play hopscotch and hide and seek.

**2. Write an e-mail to your friend to tell him/her about the seasons in your country. The number of seasons/ your favourite season and why you like it/ the clothes you wear in that season.**



*Unit V999*

*House*

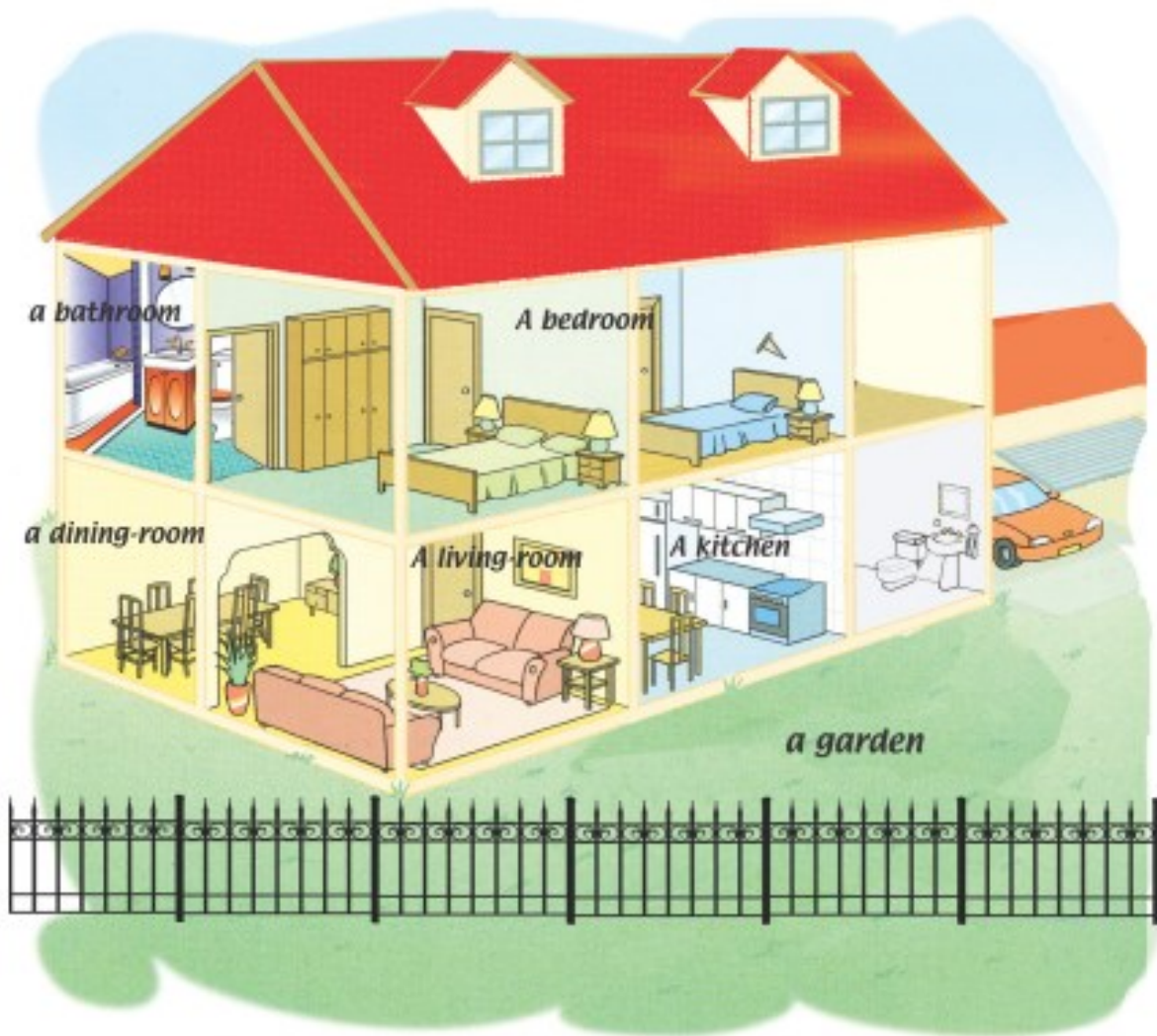
# Lesson 1

## Activity 1



Look. Listen. Say.

A house



## Activity 2



Listen. Say. Read.

**Pam :** Where's Mum , Sue ?

**Sue :** She's in the living-room .

**Pam :** Where's Dad ?

**Sue :** He's in the garden .

**Pam :** Where's Tom ?

**Sue :** He's in his bedroom .



Pam and Sue are sisters.



What's new ?

Where ... ? *place*

## Activity 3



Listen and write.



2 - .....

1 - .....



3 - .....



4 - .....

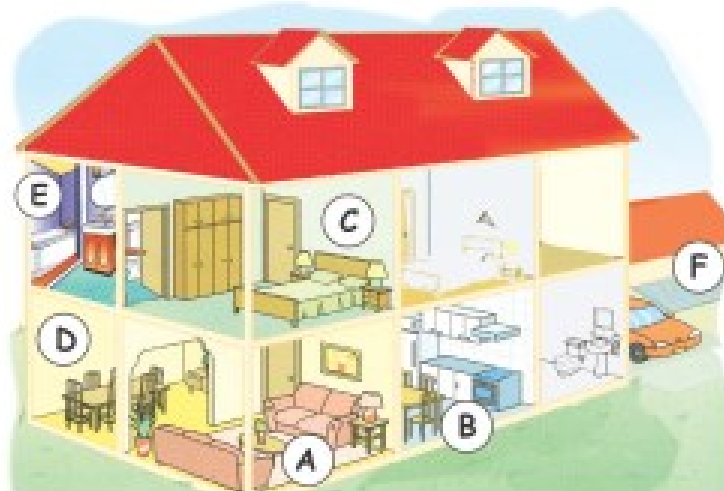


5 - .....

# Activity 4



Write the names of the rooms .



*i v l*  
*g i n*

**A** .....

*o r*  
*m o*

**B** .....

*c i n*  
*t h k*  
*e*

*e r o*  
*m o d*  
*b*

**C** .....

*n i n*  
*g i d*

**D** .....

*o r*  
*m o*

*a o t*  
*m r b*  
*h o*

**E** .....

*a e g*  
*r g a*

**F** .....

## Lesson 2

### Activity 1



Look. Listen. Say.



a sofa



a carpet



a fridge



a bed



a TV set



a table



a cooker

**I ask**

What's there in the kitchen ?

**You answer**

There's a fridge .

What's there in the bedroom ?

There's a bed .

**What's new ?**

What's there in ....?

There's a .....

There are .....s





## Activity 2

### Rhyme



Listen. Say.

#### My House

*My house is big , big , big !  
There are ten rooms in my house .  
My house is very big !*



*In my house there are ten rooms .  
There are ten rooms in my house .  
It's a big , big house !*

#### In the living-room

*There's a sofa in the living-room .  
In the living-room , there's a sofa .  
There's a sofa and there's a carpet , too .  
A big , big carpet on the floor .*



#### In my bedroom



*In my bedroom , there's a bed .  
There's a small , small bed .  
A small , small bed in my bedroom .  
In my bedroom , there's a small , small bed .*

### Activity 3

Complete with words from the rhyme .

There are .....rooms in my house .

There's a .....and a .....in the living-room .





There's a .....in the bedroom .

My house is very ..... .

My bed is very ..... .






### Activity 4

Complete the words.

			
c - - - er	c - - - - t	f - - - - -	b - -

### Activity 5

Where's it ? Complete .

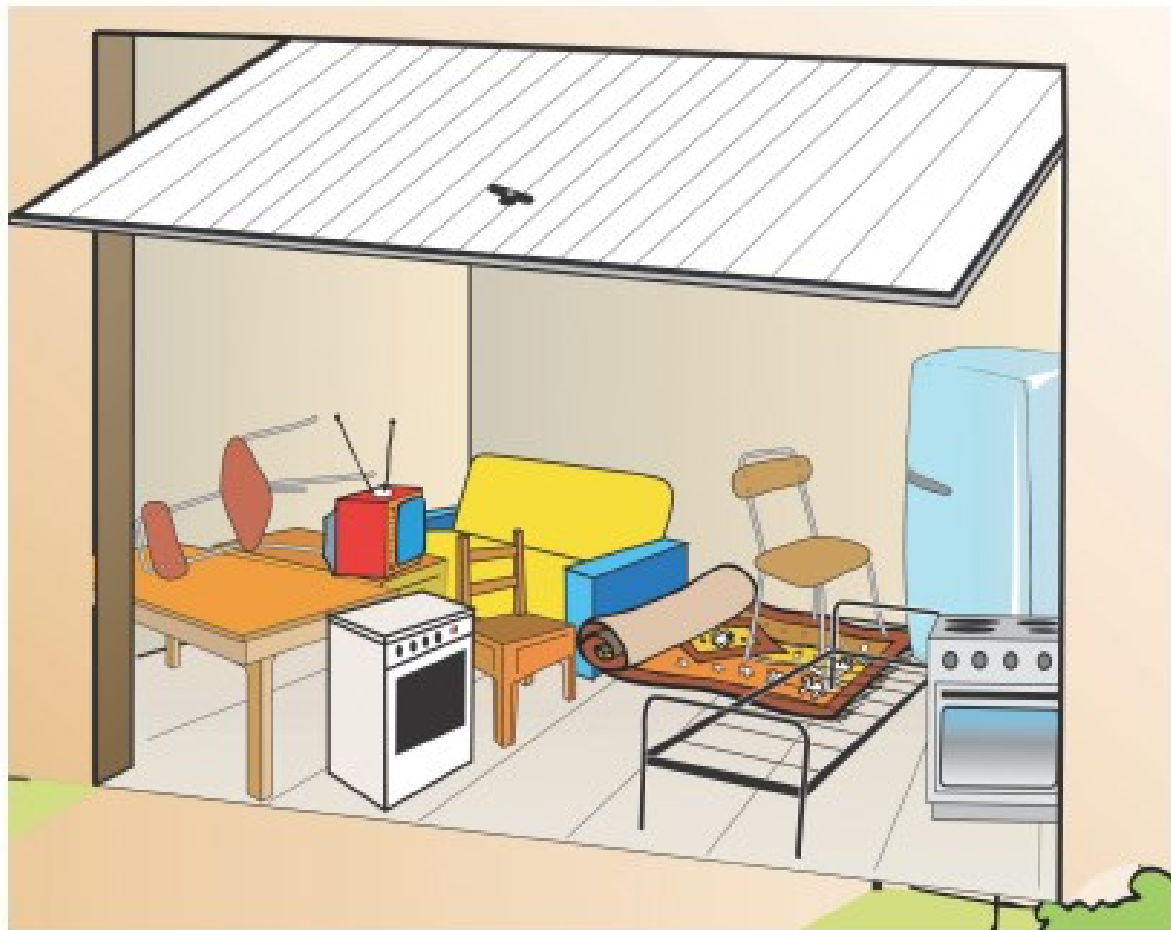
					
	TV	cooker	sofa	table	bed
Room	Living-room	.....	.....	.....	.....

# Homefun

*What is there in the garage ?*



*Example : There is a carpet.*



*There is a .....*

*There are .....*

# Lesson 3

## Activity 1



Look. Listen. Say.



**What's new ?**

Where's he ?  
He's in the living-room .  
What's he doing ?  
He's reading a book ..

## Activity 2



**Read and answer.**

*Is the father sleeping ?*

.....

*Is the mother reading a newspaper ?*

.....

*Who's writing e-mails ?*

.....

## Activity 3

**I ask**

**You answer**

**Example :**



	<i>Where is he/she ?</i>	<i>What's he/she doing ?</i>
<i>Saif</i>	<i>living-room</i>	<i>playing computer games .</i>
<i>Anas</i>	<i>bathroom</i>	<i>brushing his teeth .</i>
<i>Salma</i>	<i>dining-room</i>	<i>drinking her milk .</i>
<i>Sinda</i>	<i>bedroom</i>	<i>reading a story .</i>

## *Activity 4*

### **Writing:**

The teacher provides a picture of family members in different rooms doing different activities. S/he asks the learners to write a paragraph about what the family members are doing.

Where's your family? What are they doing?

N.B The teacher can use the picture in year 5 book.

# *Unit IX*

## *Daily Routines*

## Lesson 1

### Activity 1

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

The teacher shows flashcards of the morning routines while the students are listening.



### Activity 2

#### Game : "Flashcard touch"

The teacher hangs the flash cards back on the board, at a height that everyone can reach. He/She should model the game first – ask a



student and say "Touch: wash my face". The student should go to the board and touch the correct card. Then, a learner says "Touch: comb my hair". When everyone has got the idea, learners are put in pairs and get each pair to stand in different parts of the classroom. In pairs, each learner says a verb phrase, their partner runs to the board and touches the right card.

### Activity 3



Look .Read. Say .



**Text**

*Every day , I get up early . I wash my face , I comb my hair and wear my clothes. After I have breakfast , I brush my teeth then I take my bag and go to school .*



early ≠ late

early = 6 o'clock  
late = 10 o'clock



one tooth



teeth

Count

How many teeth have you got ?

What's new ?



Every day , I get up **early** .  
=  
on Monday, on Tuesday,  
on Wednesday, on Thursday,  
on Friday, on Saturday  
but on Sunday, I get up **late** .

# Activity 4

## Game

Miming daily activities.

*I mime*

*You say*



## Lesson 2

### Activity 1

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

### Activity 2



1. morning



I have breakfast **in** the morning .  
I have lunch **at** midday. (12 o'clock)

2. afternoon



**In** the afternoon, I play sport  
and listen to music .

3. evening



I have dinner **in** the evening .

4. night



I sleep **at** night .



What's new ?

	the morning
<b>In</b> +	the afternoon
	the evening
<b>At</b>	night
<b>At</b>	midday

Breakfast



Lunch



Dinner



## Activity 3



Put the words in the correct order :

1. *afternoon / I / sport / play / in / the*

I .....



2. *wash / face / every day / I / my*

I .....



3. *have / breakfast / every morning / I*

I .....



4. *dinner / have / evening / the / in / I*

I .....



5. *at / lunch / midday / have / I*

I .....



## Lesson 3

### Activity 1

#### Game: Play charade.

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

### Activity 2

#### What do you do every day ?

Tick ✓ , Yes or No .

	Yes	No
<i>I get up at six o'clock every morning .</i>		
<i>I have breakfast at 9 every Sunday .</i>		
<i>I wash my face every day .</i>		
<i>I brush my teeth before breakfast .</i>		
<i>I play sport every Wednesday afternoon .</i>		
<i>I go to school at eight o'clock on Monday .</i>		

### Activity 3

Look at the table and complete the sentences :

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Go to school	X	X	X	X	X	X	
Play basketball					X		
Go to the cinema						X	

I play basketball on .....

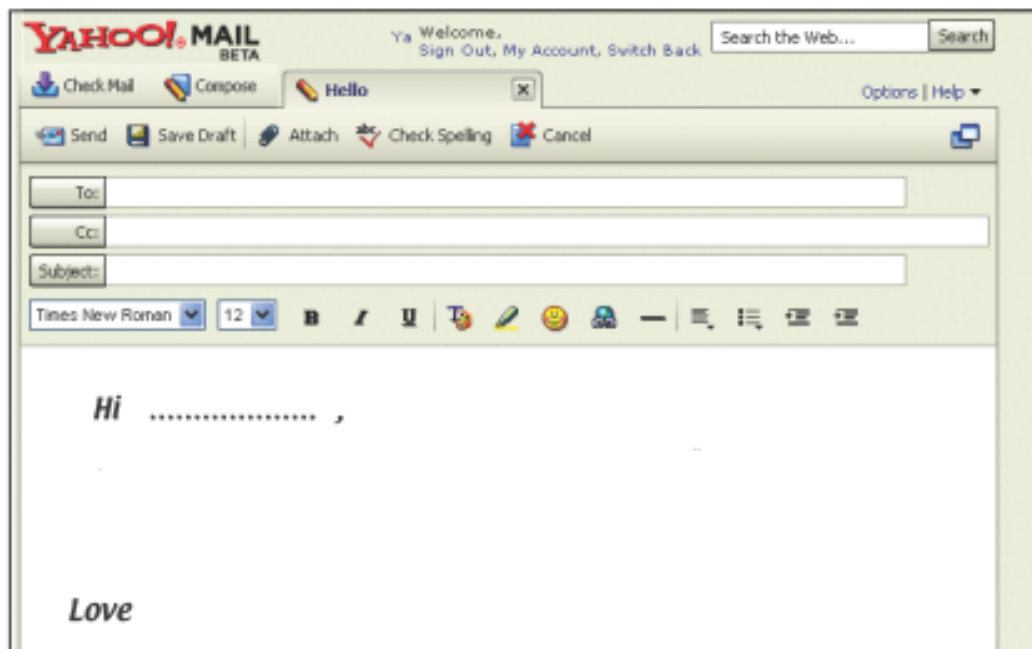
I go to the cinema on .....

I go to school ..... except on Sunday .

### Activity 4



Write an e-mail to your friend about what you do on Sunday.

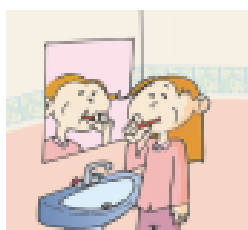


## Lesson 4

### Activity 1

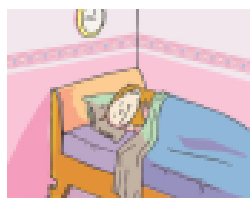
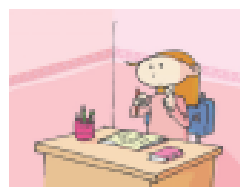
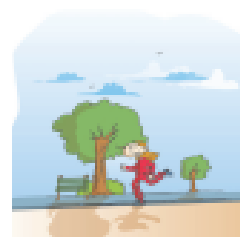


Look. Read.



#### Text

Sandra Smith gets up early in the morning. She washes her face and brushes her teeth. She has breakfast then she goes to school. She has lunch at midday. In the afternoon, she plays sport. In the evening, she does her homework and goes to bed early, at 9 o'clock.



#### What's new ?

Sandra **goes** to school every morning .

Sandra **watches** TV on Sunday .

He/She /It **+Verb + S :**

He **get + s**

He **play + s**

She **watch + es**

She **go + es**



## Activity 2

Read the text and write YES or NO .

*Sandra gets up at 9 .* .....

*She has lunch at 3 .* .....

*She plays sport in the morning .* .....

*She goes to bed late.* .....

## Activity 3

Complete the sentences with:

has - gets up - goes - plays

1 - Peter ..... at 7 .

2 - Kate ..... breakfast at eight .

3 - Jenny .....handball .

4 - Mike .....to school every morning .

## Activity 4

Similar (=) or Different (≠) ?

Say and write S or D .

*goes* - *reads*

*has* - *eats*

*plays* - *gets*

*brushes* - *washes*

*does* - *watches*



## Activity 5



Write about your brother or your sister.  
Imitate the text.

My sister / brother gets up .....

She/ he ..... then she/ he .....

## Activity 6

Put the words in the correct order .

plays / Pam / in the afternoon

Pam .....

to school / John / goes / every day

John .....

brushes / after dinner / his teeth / Jack

Jack .....

## Homefun

Write your plan for Saturday :

Saturday	Time	Activities
	8 o'clock	.....
.....	.....	
.....	swimming	

*Unit X*

*My Favourite Sports and  
Pets*

## *Lesson 1*

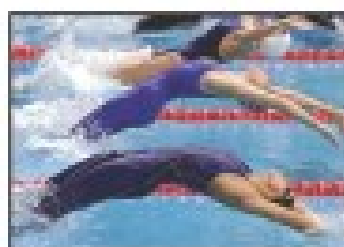
### *Activity 1*



**Look. Listen. Say.**



*Football*



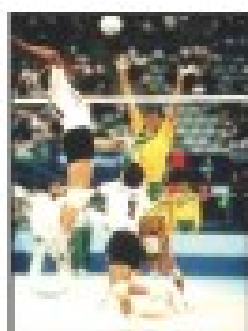
*Swimming*



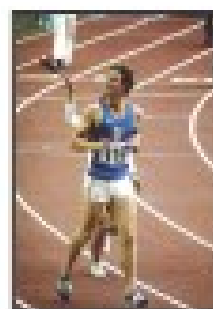
*Table tennis*



*Handball*



*Volley-ball*



*Running*

## Activity 2

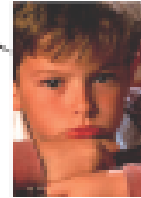


### Listen. Say



What's your favourite sport, Mark ?

My favourite sport ?  
Mm ....It's football .

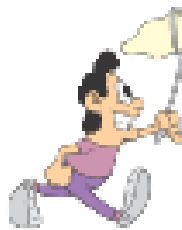


And you , Alice . Is football your favourite sport, too ?

No, it isn't . I like table tennis .



favourite



What's new ?

My favourite ♥♥ sport is football.

I like football .

### Song



### Listen. Sing

One , two , I like you .  
One , two , I like you .  
One , two , three .  
You like me and I like you .  
I do !

### Activity 3

**I ask** **You answer**




Example :

### Activity 4

#### Game



**Read . Guess .**

I like , but my brother Hatem likes . At school ,  
my friends are very 😊 when they play .

## Activity 5



Complete the sentences.

I like t..... .

Hatem likes v..... .

My friends like f..... .

## Activity 6



Complete with :

colour - cartoon star - season - number

What's your favourite .....? → purple

What's your favourite .....? → thirteen

What's your favourite .....? → Super Mario

What's your favourite .....? → summer

## Homefun Project



Ask your family and write.

Example : What's your favourite sport, Dad ?

My father likes .....

My mother likes .....

My brother likes ..... My brothers like .....

My sister likes ..... My sisters like .....

## Lesson 2

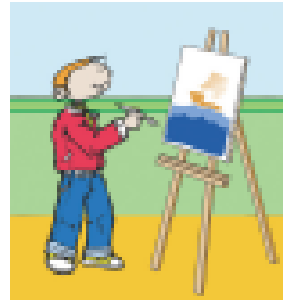
### Activity 1



Listen . say .



I'm Mark . I like reading stories .



I'm Bruce . I like painting.



Harry likes cartoons.



Angela likes computer games.



Jack likes music.



Do you like cartoons, Harry ?

Yes, I do.



Do you like painting ?

No, I don't .



What's new ?

Do **you** like .....



Yes, I do .

No, I don't .



## Activity 2

Complete the words and match.

**Example :** 1 - Jack likes music .

1 - Jack likes	ca - - - - - .
2 - Bruce likes	c - - - - - games .
3 - Harry likes	r - - - - - stories .
4 - Mark likes	music .
5 - Angela likes	p - - - - - .

## Activity 3

**I ask**



Do you like ..... ?

**You answer**

Yes, I do. 😊

**OR**

No, I don't. ☹️



## Activity 4



Read.

*I like reading books . I always read a story before I go to bed. I like computer games, but I don't like painting. It isn't my favourite activity .*



Ask Mario about his hobbies.

You	Mario
<i>Do you like reading ?</i>	<i>Yes, I do .</i>
<i>Do you like ..... ?</i>	<i>No, I .....</i>
<i>Do you like ..... ?</i>	<i>..... , ..... .....</i>

## Lesson 3

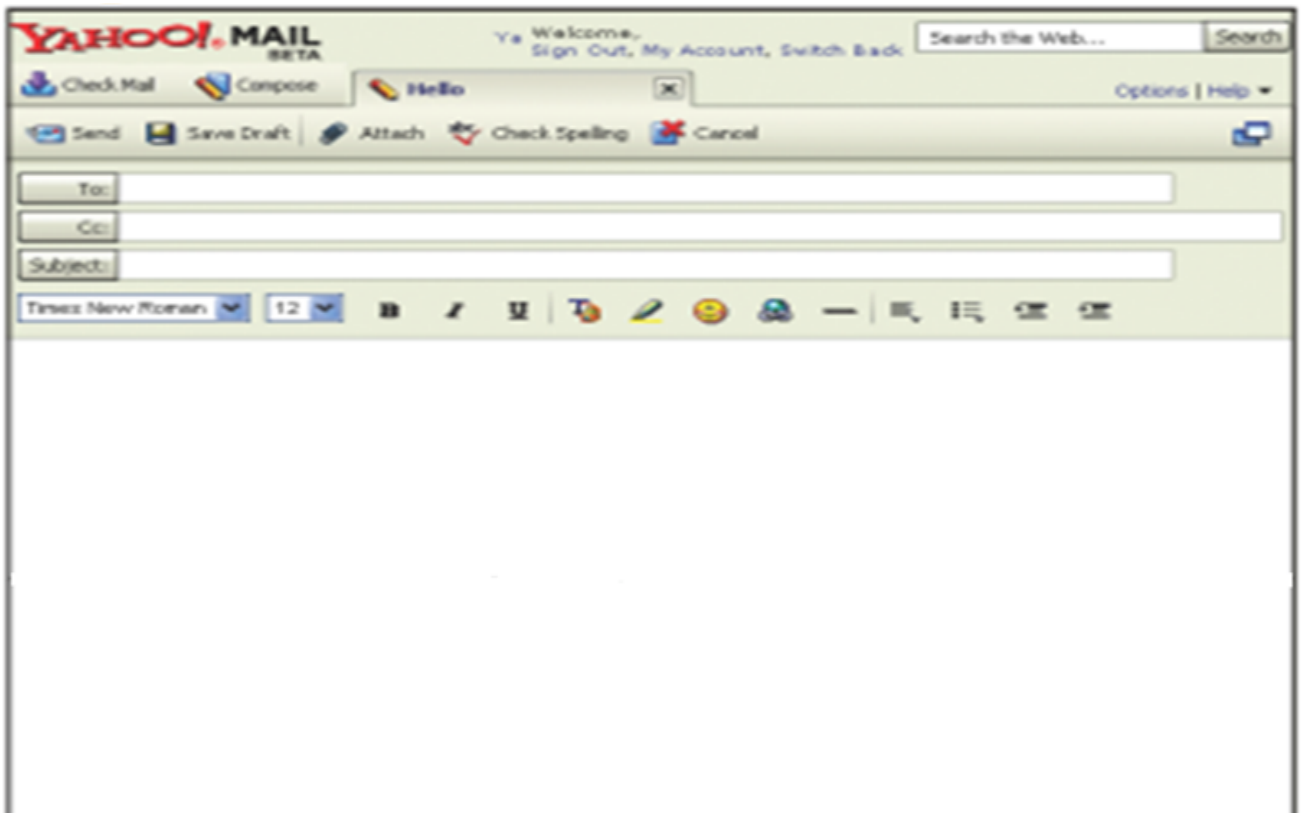
### Activity 1

Speaking (brainstorming): the teacher asks the following questions. Different students give different answers.

- Do you like music ?
- Do you like painting ?
- Do you like cartoon films ?
- Do you like reading stories ?
- Do you like computer games ?

**Writing: write an e-mail to your new friend:**

- Introduce yourself,
- Tell him/her about your hobbies,
- Your favourite sport/s,
- When you do them (day and time)



# Lesson 4

## Activity 1



Listen. Say.



*a cat*



*a dog*



*a tiger*



*a rabbit*



*a monkey*



*a cow*



*a fish*



*a bird*



*a lion*



*a sheep*



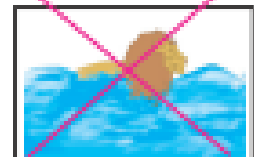
*a bear*



*a giraffe*

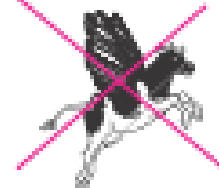
*A bird can sing .*

*A lion can't swim .*



*A tiger can run .*

*A cow can't fly .*



*A rabbit can jump .*

*A fish can't walk .*



**What's new ?**

*I can fly .*

*I can't swim*

## Activity 2

### Song

### Punchinello



Look! it's Punchinello the clown .

What can you do Punchinello  
funny fellow ?

What can you do, Punchinello  
funny you ?

We can do it , too ; Punchinello  
funny fellow .

We can do it , too ; Punchinello  
funny you .

You choose one of us ; Punchinello funny fellow .

You choose one of us ; Punchinello funny you .

## Activities

I ask

You answer

Can a bird fly ?

Can a lion swim ?

Can a ..... ?

Yes, It can.

No, it can't .

Yes, ..... .

or

No, ..... .

### Activity 3

What's my name ?

Match and find 7 animals .

Example : Li + on → Lion

Li	ar
She	sh
Mon	bbit
Du	on
Ra	ep
Be	key
Fi	ck

### Activity 4



Read.

Hi , I'm Anas . I can draw and colour , but I can't read or write . I can run and jump , but I can't play football . I can eat and drink , but I can't prepare lunch . How old am I ?

Answer the questions.

Can Anas run ?

Yes , he can .

Can Anas write ?

No , he can't .

Can Anas play football ?

No , ..... .

Can Anas draw ?

..... , ..... .

Can Anas jump ?

..... , ..... .

Can Anas eat ?

..... , ..... .

Guess and Circle.

How old is Anas ?

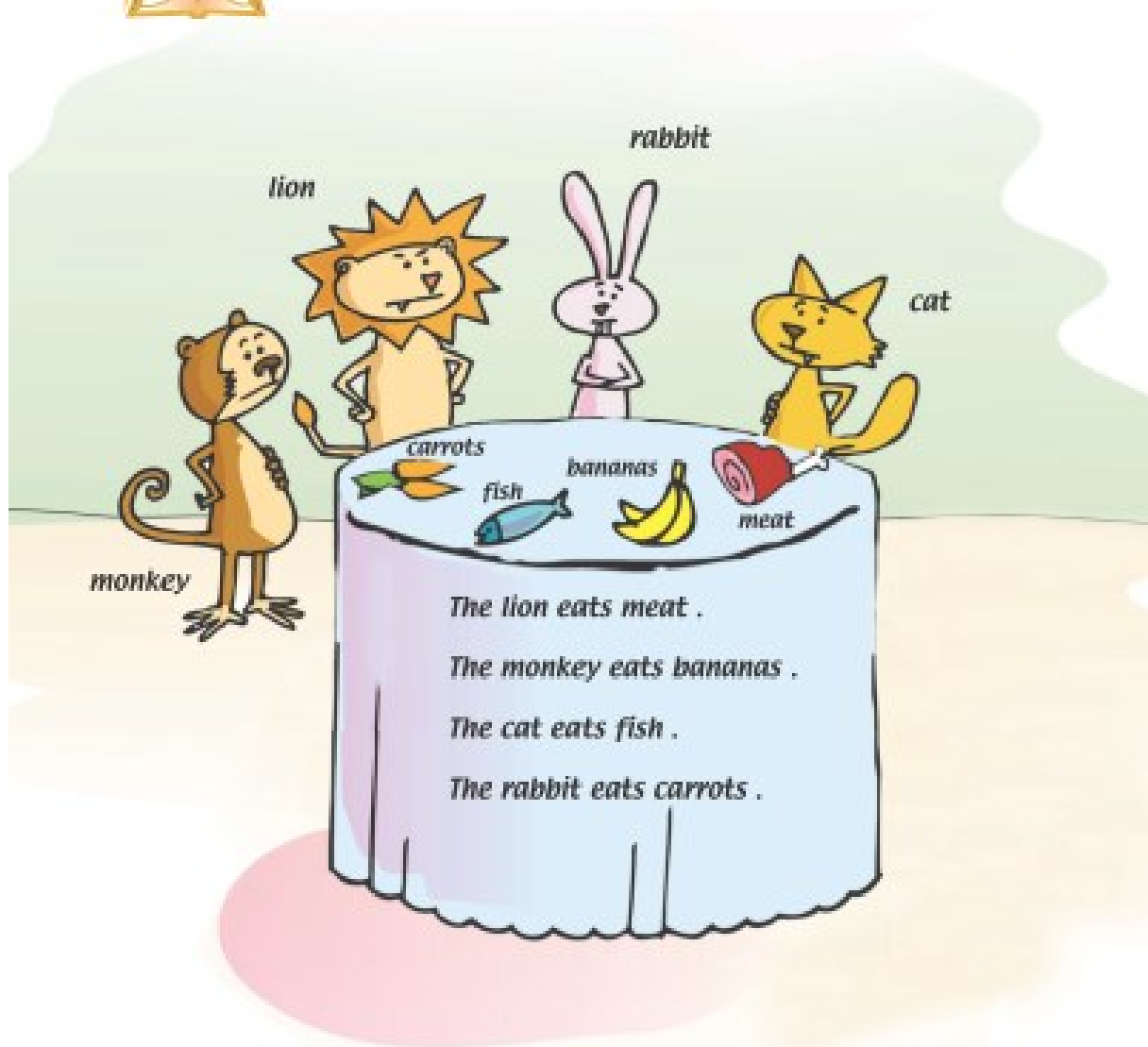
He is a) five b) twelve c) two .

## Activity 5

### Homefun



Read and match.



## Activity 6



Read the words in the box then complete the table.

<i>running</i>	<i>rabbit</i>	<i>brush</i>	
<i>bedroom</i>	<i>swimming</i>	<i>wash</i>	
<i>tennis</i>	<i>bear</i>	<i>cow</i>	<i>kitchen</i>
<i>comb</i>	<i>bathroom</i>	<i>play</i>	<i>sheep</i>
<i>living-room</i>	<i>handball</i>		

Complete the table with the words in the box.

<i>House</i>	<i>Sports</i>	<i>Animals</i>	<i>Activities</i>
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

*Unit X9*

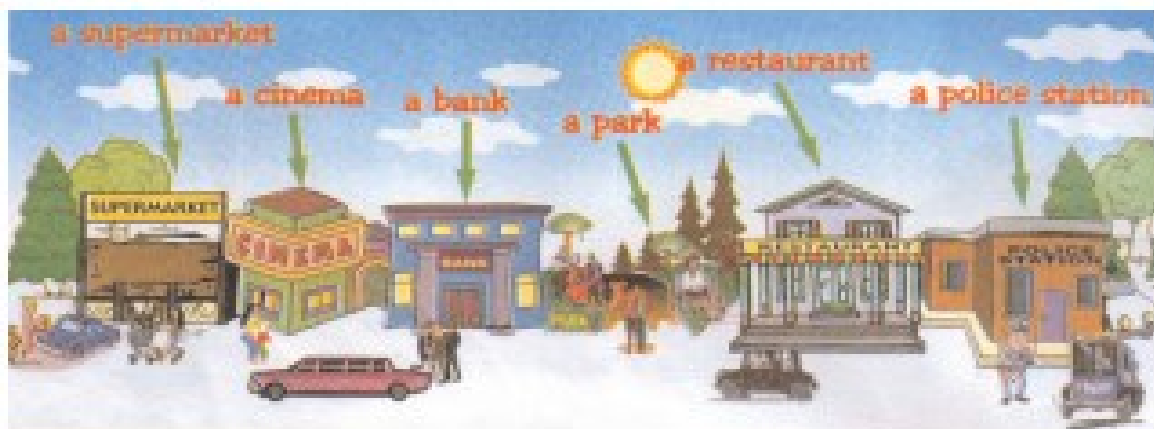
*Town*



# Lesson 1

## Activity 1

Look. Say.



The supermarket is **on the left** .

The police station is **on the right** .

The park is **between** the bank and the restaurant .

The cinema is **next to** the bank.



Read and answer .

Where's the supermarket ?

It's on the .....

Is the police station on the left ?

No , it's .....

Where's the park ?

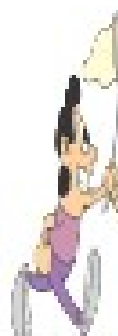
It's .....

Where's the cinema ?

It's .....

Where's the restaurant ?

It's .....



What's new ?

on the right

on the left

between

next to

## Activity 2

### Song



Listen. Sing.

### Where' the zoo ?

Left , left , left , right , left ;

Left , left , left , right , left ;

Where's the zoo , zoo , zoo ?

Yes , the zoo , zoo , zoo .

Where's the zoo , zoo , zoo ?

Where's the zoo , zoo , zoo ?

It's next to the station.

next to = near

## Activity 3

**I ask**

Where's the door ?

Where are the windows ?

**You answer**

It's on the left .

They are on the right .



## Activity 4

Match.

Films	Park
Letters	Cinema
Trees	Zoo
Animals	School
Pupils	Post office
Money	Bank

## Activity 5




Read this postcard.

<p>Manchester, 14 April 2007</p> <p>Dear Sami,</p> <p>This is Market Street in Manchester. It's a big and nice town with many cinemas and supermarkets.</p> <p>My house is next to the little park. What about Hammamet?</p> <p>Please write soon.</p> <p>Love, Paul</p> <p>Manchester, England.</p>	 <p>Sami Tounsi, 16, Independence Street, Hammamet, 8050 Tunisia.</p>
--	--

## Activity 6



Answer Paul. Complete the postcard.

<p>Hammamet, 10 June 2007</p> <p>Dear Paul,</p> <p>This is .....</p> <p>It's a .....town.</p> <p>there are many .....</p> <p>My house .....</p> <p>Love, Sami</p> <p>Hammamet, Tunisia.</p>	 <p>Paul Smith, 4, Market Street, Manchester, M 23 6 Y England.</p>
---	--

## Activity 7



Read. Circle the different word.

between - read - tree - ten

right - nine - police - fine

bank - left - leg - next

many - market - afternoon - father

## Activity 8

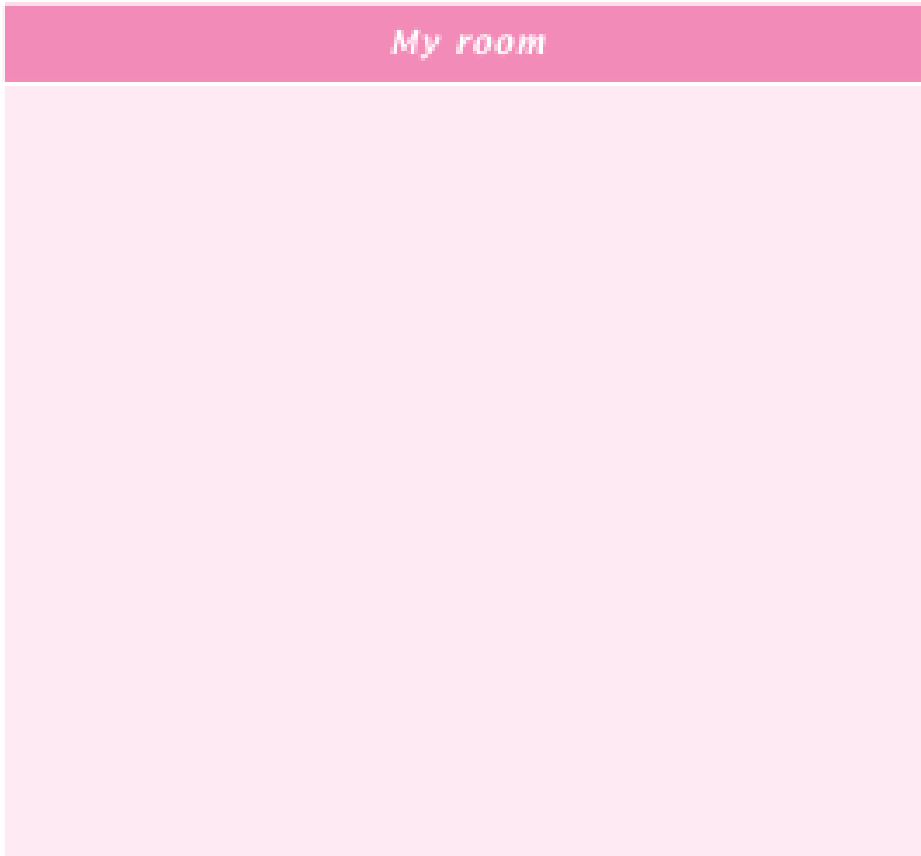
### Homefun



Read and draw.

*My room isn't very big . There's a bed on the left and a desk on the right . There's a little table next to the bed . The door is between the two windows .*

*My room*



## Lesson 2

### Activity 1



Look. Listen. Say.

fish

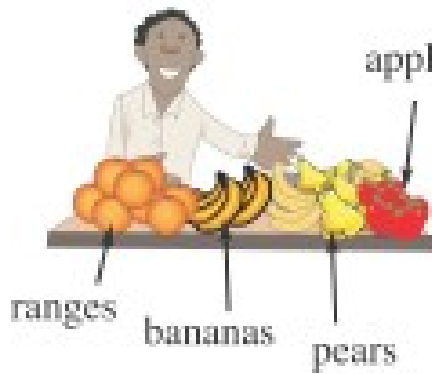


meat



chicken

apples



ranges

bananas

pears



basket

cheese

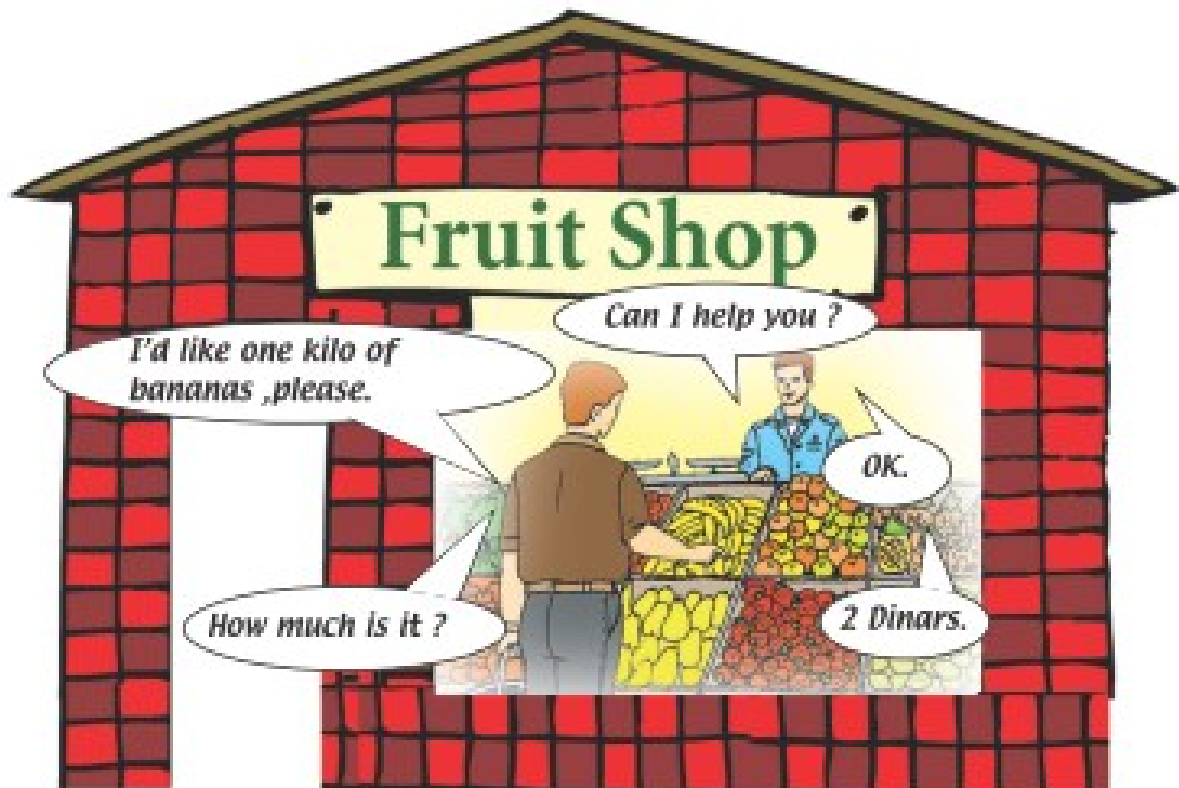
butter



bread

milk

## Activity 2

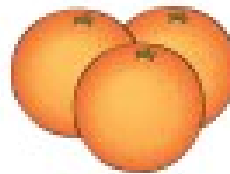
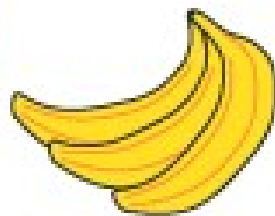
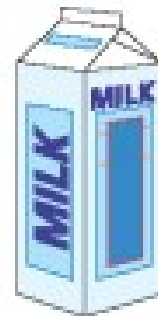
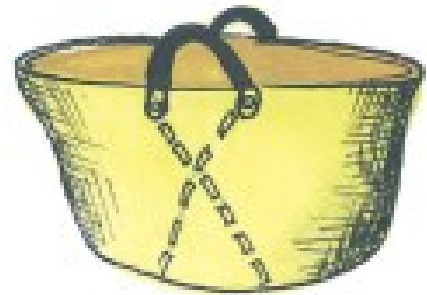
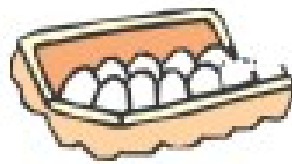
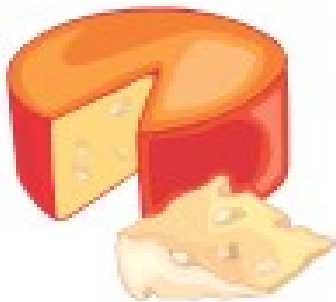


## Activity 3

### Activities



Listen and point.





## Activity 4

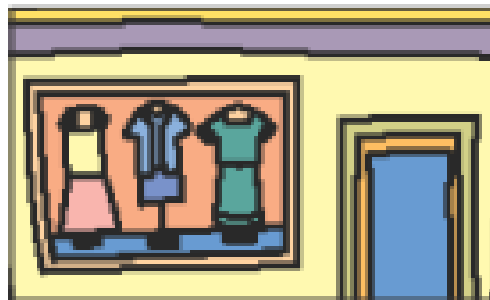
Complete the conversation .

- Can I .....you ?
- I'd like one kilo of .....
- OK .
- How .....is it ?
- .....Dinars .

*I ask*

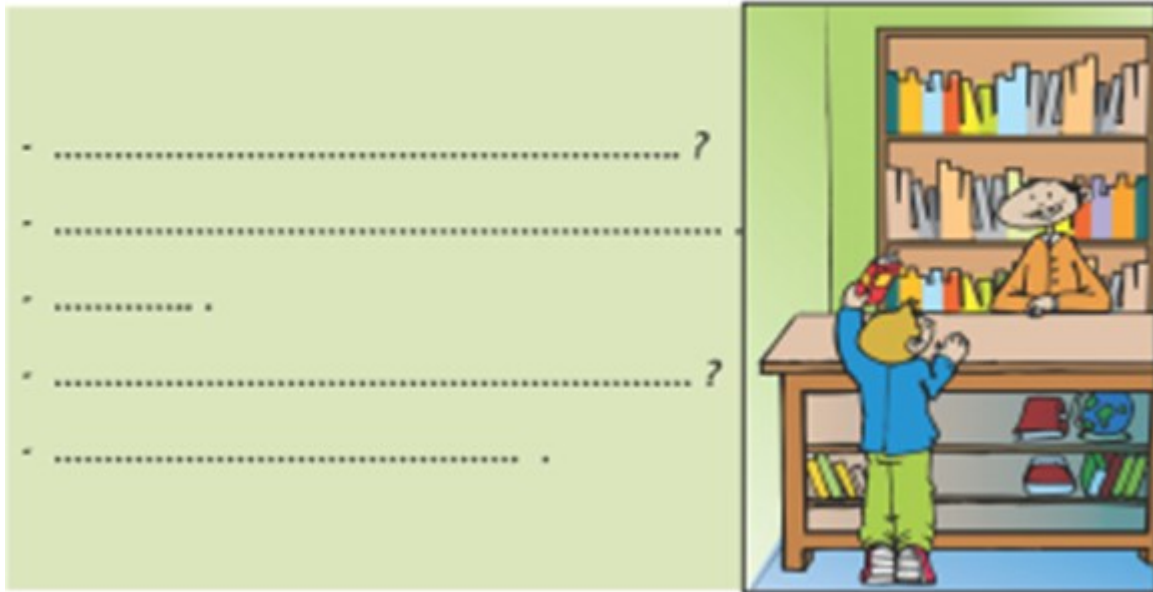
*You answer*

*In the clothes shop*



- Can I ..... ?
- I'd like .....
- OK .
- How ..... ?
- .....Dinars .

## In the bookshop



## Activity 5

Similar (=) or Different (≠) ?

Say and circle **S** or **D** .

juice      fruit                      S      D

much      butter                      S      D

cheese      chicken                      S      D

orange      milk                              S      D

apple      cat                                S      D

choose      shoes                              S      D

## Homefun project

Draw the plan of the market in your town.

Where are the shops ?

# Lesson 3

## Activity 1



Look. Read.



They're buying drinks .

1

2

He's selling ice-cream .

3

5

She's drinking orange juice .

She's eating a sandwich

He's eating ice-cream .

4

They're buying apples .



What's new ?  
sell ≠ buy

## Activity 2

### Activities



Look at the picture and complete.

What are they selling ?

**Example :** *Picture 1 : She's selling drinks .*

*Picture 2 : She's selling .....*

*Picture 3 : He's .....*

*Picture 4 : He .....*

What are they buying ?

**Example :** *Picture 1 : They're buying drinks .*

*Picture 2 : They're buying .....*

*Picture 3 : He's .....*

*Picture 4 : They .....*

Look and say .

What are they eating ?

*Picture 5 : The mother is drinking .....*

*Her son is eating .....*

*Her daughter is .....*

### Activity 3

Similar (=) or Different (≠) ?  
Say and circle **S** or **D** .

*dr*ink      *m*ilk      S   D

*b*uy      *H*i      S   D

*s*un      *b*utter      S   D

*e*ating      *i*ce-*cr*eam      S   D

### Activity 4

Look at the menu and choose.

**Menu**

Soup  
Salad

Chicken  
Meat  
Fish

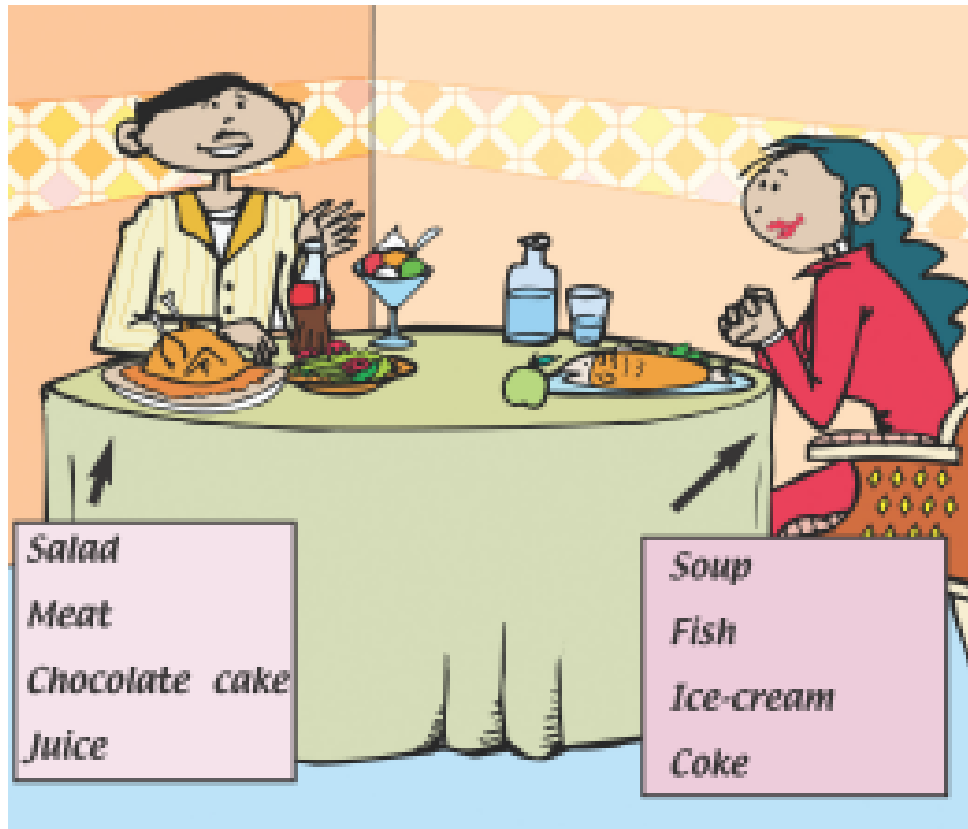
Spaghetti  
Kuskus

Fruit  
Chocolate cake  
Ice-cream

Mineral water  
Coca-Cola  
Juice

## Activity 4

### Alice and John at the restaurant



Look and write.

What is John eating ?

.....

What is Alice eating ?

.....

What is John drinking before lunch ?

Alice is .....

But John is .....

## Activity 5

Complete the conversation.

*I ask*

*You answer*

**I :** What would you like to eat ?

**You :** I'd like .....

**I :** What would .....to drink ?

**You :** I'd .....

**I :** Would you .....fruit or ice-cream ?

**You :** ....., please .

## Homefun



Write your favourite menu.

*My favourite menu*

.....

.....

.....

.....

.....

## Lesson 4

### Activity 1

- Speaking: The teacher provides a picture of a town (Year 5) (question & answer session):
  - ✓ What is it?
  - ✓ Where's the supermarket?
  - ✓ What's next to the police station? ....

### Activity 2

- Writing: The teacher uses a blank postcard and asks student to write a postcard to their friend Paul in which they describe the town.
- The teacher provides the students with a language support:

supermarket – park – police station – on the right – between – bank –  
restaurant – on the left – next to



## Progress Check 3

### Text

Hello my name is Julie. I am from France. Every Wednesday morning, I wake up early. I wash my face and brush my teeth in the bathroom. I have breakfast in the kitchen. Then, I go to school. In the afternoon, I don't study. So, I go to my grandma's house. She lives in a big house with a big garden. Grandma and I always sit in the living-room on her sofa to watch T.V. Grandpa washes his car in the garage. In the evening, my parents come and we all have dinner in the dining-room. After that, we go back home. Before sleeping, I read a story in my bedroom.

### Reading Comprehension

**1. Tick (✓) the right option: the text is about...**

Julie's day.

Julie's weekend.

Julie's afternoon.

**2. Read and write "True" or "False".**

a. Julie goes to school every Wednesday afternoon.	.....
b. Julie is French.	.....
c. In the living-room, grandma tells Julie a story.	.....

**3. Complete the paragraph with words from the text.**

Julie is a little girl from Paris. .... week she goes to her grandparents' house. In the afternoon, her grandpa ..... his car and her grandma watches the TV. In the evening, all the family has ..... together.

## Language

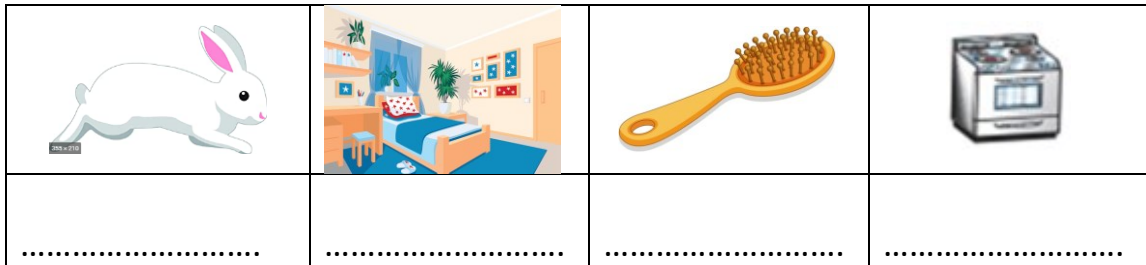
### 1. Circle the correct option

This is my best friend Sam. Every Sunday, ( **at / in / on** ) midday, we go to the park together. He always brings ( **their / his / her** ) yellow bike. He ( **ride / rides / riding** ) it for hours. Then, we sit under the trees to have a snack.

### 2. Match sentence parts to get correct sentences. (There is an extra sentence part!)

A	B	Answers
a. There is	1. many magazines in the bookshop.	a+.....
b. Is there	2. my pink schoolbag.	b+.....
c. There are	3. a pizza on the table.	c+.....
	4. any juice in the fridge?	

### 3. Label the pictures



## Writing

### 1. Reorder the words to make sentences.

- my / not/ ~~Painting~~ / favourite / is / activity.
- Painting .....
- two/ are/ in/ house/ my / ~~There~~ / bathrooms.
- There .....
- to / the/ ~~The bank~~ / supermarket / next / is.
- The bank.....
- aunt/ delicious/ ~~My~~ / chocolate/ prepares/ a/ cake.

- My .....

2. Write an e-mail to your friend to tell him/her about your favourite sport, hobby and pet.

