

REPUBLIC OF DJIBOUTI  
Unity - Equality - Peace

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

# GUIDE ANGLAIS 6<sup>e</sup>

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# INTRODUCTION

English for Djibouti grade 6 is a textbook designed for the Djiboutian education system as recommended by the Ministry of Education. It uses an integrated approach combining reading, writing, listening, and speaking skills with the communicative language teaching (CLT) approach. Students are required to demonstrate mastery in English through open-ended activities.

Student interactions are central to CLT. These interactions take the form of chants, songs, stories, games, and dialogs that allow students to learn English and practice using it in authentic situations. During each lesson, students learn new vocabulary and grammar structures. They practice the grammar structures by hearing and repeating stories and dialogs, asking and answering questions, and writing short sentences. Students demonstrate mastery of new vocabulary and grammar structures by playing games, having discussions, and completing projects that incorporate prior learning with new skills.

The book is organized into an introductory lesson and three modules. Welcome to Grade 6 is the introductory lesson that reviews the English language students learned in grades 3, 4 and 5. The three modules contain three (3) units with three (3) lessons each and 1 consolidation/integration lesson, totaling ten (10) lessons. Each lesson has four pages (6) of activities used over a week of instruction. The first page of each lesson is the teacher-led presentation portion of the lesson. The activities on the second and third page of each lesson are for the controlled practice portions of the Presentation, Practice, and Production (PPP) cycle. The fourth page is the production page, where students show what they have learned through open-ended activities.

This textbook reflects the context of Djibouti. Its cultural references and topics reflect Djiboutian society's ethnic diversity and worldview, from small villages to urban centers. In a pedagogical context, it is written for the various classroom realities found throughout Djibouti. It is a transition between more traditional approaches and contemporary approaches used in CLT.

A teacher's guide that provides support for the teacher accompanies this textbook. It has a structured approach with suggested answers and alternative procedures to be used in various classroom contexts within Djibouti. For students, the text supports learning by connecting new vocabulary with visuals and providing a translation of essential vocabulary with definitions in French at the back of the book.

Above all, the textbook aims to encourage the exploration of English in a learning environment where students interact with each other to practice English in a communicative and realistic context. Finally, this book follows the basic assumption that students want to learn and want to enjoy themselves as they learn.

**Authors**

# A letter to teachers

Dear Teachers,

This new English primary book has been designed for the primary school pupils. Teachers and parents are highly solicited to help students discover and exploit the book. This student's book lays out the major content of the curriculum and methodology of teaching sub-skills, but it is not intended to be a "script" that you follow step by step. We highly recommend that teachers use their professional judgment, and apply passion and creativity to their teachings in order to engage with their students.

As mentioned above, this is the introduction of English in Djiboutian middle schools. The major goals of this grade 6 is to help students discover the English language which has both similarities and differences with the French language. Thus, in order to exploit appropriately, teachers are solicited to keep in mind the following pillars while teaching their students :

- communicative competences
- Active listening

In conformity with the curriculum set for grade 6, the emphasize is given to learners' communicative needs, including habits and routines, animal habitats, jobs that make a difference and invention now and then. This is to be achieved by basing language teaching and learning on the needs, motivations, characteristics and resources of learners. So we are expecting teachers to make their teaching more student-centered. A teacher should be a facilitator and a guide for the learners

In phonetics teaching, teachers are highly encouraged to show proper gestures and appropriate modeling for sound utterances. Teacher should follow steps advised in phonetic teachings. There are listening programs that go with the phonetic teachings and they should be regularly used.

Thank you for your good work,

**The English Inspector**

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**Module:1 Unit:1 Lesson:2**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

-Say what they plan to do tomorrow.

**New Vocabulary:** go out, collect, study, meet, begin, take a break (v), count, doing, going, having, tomorrow, future, plan, tonight, revise.

**Language Focus (page 3):**

What are you **doing** tomorrow?

I'm **going** (to) \_\_\_\_\_. I'm **going** to meet my friends.

**Language Focus (page 4):**

What are **they doing** at \_\_\_ o'clock? What are they **doing** at 1 o'clock?

They're **having** \_\_\_\_\_. They're **having** lunch.

Procedure	Materials	Details	Timing
<p><b>Introduction/ connect to prior knowledge</b> Page 1</p>	Textbook	<p>1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already.</p> <p>2. Follow with the prior knowledge activity related to the big picture.</p> <p>3. Teacher says: Today we will practice saying what are we going to do tomorrow..</p> <p>4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.</p>	7-10 mns
<p><b>Presentation</b> Page 2/ 3 :</p>	Pictures / text	<p>a) Teach your students about how to make plans, how to think about activities that they will do in the future step-by-step using vocabularies on the big picture , under the pictures on the second page, in the text and the language focus with "<b>going to/having to</b>".</p> <p>b) Model each step.</p> <p>c) Have few students demonstrate the lesson following the model of the teacher.</p> <p>d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</p> <p>5. Teacher starts asking about the pictures to check which vocabularies they remember.</p> <p>a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</p> <p>b) Teacher asks the students to answer the question that is at the end of the text.</p> <p>c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns.</p> <p>d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</p>	40-60 mns

**Practice**

Pages 3/ 4

6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabularies under them. **Read.** Look at Hasna's plan and complete the sentences.

50-60mns

1. What was Hasna doing **yesterday**?

She **was studying** for maths exams.

2. What is she doing on **Wednesday**?

She's **counting** the herd and visiting her grandparents.

3. What is Asli doing **tomorrow**?

Asli **is studying** Hasna.

4. What happening at 3:00 **today**? Hasna **is washing** clothes.

4. What is Hasna doing on **Saturday**?

She's **collecting** tomatoes from the garden.

5. What happening on **Friday**?

Hasna **is taking** a break.

**Read.** Complete the sentences. Use the correct form of the word in brackets.

1. What is your mother doing today?

She **is looking** after the sheep herd.

2. Are you doing something special on Saturday?

I **am studying** and am going out.

3. What are doing with those footballs?

I **am counting** them.

a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.

b) Introduce to the student the listening activity and explain its objective. Make sure they understand what it is expected from them.

c) Tell the students to listen the story of 3 kids then do the activity of the listening on page 3.

**Page 3 : Listening**

Ali lives in Djibouti City with his mom, dad, and grandma. He likes helping his mom and grandma in the kitchen. He's cooking dinner tonight. They're having fresh fish his father caught.

Kamil is Ali's cousin from Obock. Tomorrow he's going to meet his friends at the beach. They like to swim and play in the water. Kamil likes to collect rocks and shells.

Bilan is 12 years old. She lives in Holhol with her big family. This afternoon, she's starting to read a new book. She wants to be a writer. She likes to write stories for her friends.

**Listening.** Listen to the short stories.

Put a tic (✓) mark to show where each character lives and what they will be doing.

	Obock	Hol-hol	Djibouti City	meet friends	collect wood	begin reading	cook
Kamil	✓			✓			
Ali			✓				✓
Bilan		✓				✓	

7. Presents the language focus on page 4.

a) Ask the students to listen the Reader theater.

b) Read the Reader theater for the students.

c) Ask the students to practice it with their teacher who will be the narrator.

		<p>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity “ask and answer” on page 4 by modeling first to them.</p>	
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a “journal” is.</p> <p>a) Ask the students to read carefully the text, which is an example of a journal entry.</p> <p>b) Ask the students to try to answer the question, which is in the instruction.</p>	5-10 mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a journal entry their turn.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a journal entry about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>	30- 40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip /Pictures	<p>This page has many productive activities such as “think, pair and share, write a book( or make a book), make a poster, play a game, do a survey, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students “what are the activities people do in the weekends”?.</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the survey objective.</p> <p>c) Give a hint to the students by saying what plan we are going to do tomorrow. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about plans they do during weekends.</p> <p>b) Ask the students to discuss with a partner in your group about why making plans is important.</p> <p>c) Ask the students to share their answers with another group.</p>	40- 60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			



## Module:1 Unit:1 Lesson:3

**Objective(s):**In this lesson the teacher should help Ss to be able to :

- tell time to the quarter hour.
- use phrases of time.

**New Vocabulary:** **quarter past, quarter to, half past, minute(s), hour(s), end, arrive, leave, concert, race (n) competition (n), program (n event), appointment, clock, a.m., p.m.**

**Language Focus (page 3):**

**What time** does the \_\_\_\_\_ **start**? It **starts** at \_\_\_\_\_.

**What time** does the \_\_\_\_\_ **end**? It **ends** at \_\_\_\_\_.

**What time** does the train **arrive**? The train **arrives** at **half-past three**.

**What time** do you **leave** for the appointment? I **leave** at **quarter to four**.

**Language Focus (page 4):**

We use the word **half** to talk about the middle of an hour. When 30 minutes have passed.



We use the word **quarter** to talk about time that is 15 minutes past the hour or 15 minutes to the next hour.

Procedure	Materials	Details	Timing
<b>Introduction/ connect to prior knowledge</b> Page 1	Textbook	<ol style="list-style-type: none"> <li>1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already.</li> <li>2. Follow with the prior knowledge activity related to the big picture.</li> <li>3. Teacher says: Today we will practice saying the "time".</li> <li>4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.                             <ol style="list-style-type: none"> <li>a) Teach your students about how to say time, how to precise when something starts/finishes step-by-step using vocabularies on the big picture , under the pictures on the second page, in the text and the language focus with "<b>what time __/it starts/ends etc</b>".</li> <li>b) Model each step.</li> <li>c) Have few students demonstrate the lesson following the model of the teacher.</li> <li>d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</li> </ol> </li> <li>5. Teacher starts asking about the pictures to check which vocabularies they remember.                             <ol style="list-style-type: none"> <li>a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</li> <li>b) Teacher asks the students to answer the question that is at the end of the text.</li> <li>c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns.</li> <li>d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</li> </ol> </li> </ol>	7-10mns
<b>Presentation</b> Page 2/ 3 :	Pictures / text		40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabularies under them.</p> <p><b>Listen and repeat. Read and answer.</b></p> <p>1. What time did people arrive for the competition? People <b>arrived</b> at <b>quarter past three</b>.</p> <p>2. What time does dad come home for lunch? Dad <b>comes</b> home at <b>quarter past one</b>.</p> <p>3. What time does maths class start? Maths <b>starts</b> at <b>quarter to eight</b>.</p> <p>4. What time does the movie end? The movie <b>ends</b> at <b>half-past ten</b>.</p> <p><b>Read and write. Say the time. Write an answer using the correct phrase of time.</b></p> <p>1. What time does the English week program start? (2:30) <b>It starts at half-past two.</b> <b>The English week program starts at half-past two.</b></p> <p>2. What time does the concert end? (6:00) <b>It ends at six o'clock.</b> <b>The concert ends at six o'clock.</b></p> <p>3. What time does the train arrive? (11:15) <b>It arrives at quarter past eleven.</b> <b>The train arrives at quarter past eleven.</b></p> <p>4. What time does the tennis competition finish? (3:45) <b>It finishes at quarter to four.</b> <b>The tennis competition finishes at quarter to four.</b></p> <p>5. What time is your appointment? (7:30) <b>It is at half-past seven.</b> <b>My appointment is at half-past seven.</b></p> <p>6. What time does the ferry leave? (9:45) <b>It leaves at quarter to ten.</b> <b>The ferry leaves at a quarter to ten.</b></p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3. b) Introduce to the student the dictogloss and explain its objective. Make sure they understand what it is expected from them. c) Tell the students to listen the story then do the activity of the listening on page 3.</p> <p><b>Page 3 : Listening. Dictogloss.</b></p> <p>Amina has a shop. She sells rice, cookies, candy, and drinks. Amina has a busy day. She wakes up at five am and has breakfast at half-past five. She leaves her house at six o'clock and opens her shop at a quarter past six. People start to arrive at the shop at half-past six in the morning. She has a break at quarter to twelve to eat her lunch. She finishes her lunch at half-past twelve. At two in the afternoon, she sells a lot of candy to kids. At seven pm, she closes her shop and goes home. She eats dinner and watches a movie that ends at nine pm. She goes to bed at half-past nine.</p> <p>7. Presents the language focus on page 4.</p> <p>a) Ask the students to listen the Reader theater. b) Read the Reader theater for the students.</p>	<p>50-60mns</p>
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		<p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity “ask and answer” on page 4 by modeling first to them.</p>	
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a “paragraph” is.</p> <p>a) Ask the students to read carefully the text, which is an example of a paragraph.</p> <p>b) Ask the students to try to answer the question, which is in the instruction.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a paragraph their turn.</p> <p>a) Ask the students to write about their daily routine.</p> <p>b) Ask the students to look at the checklist to make sure all the parts are in the paragraph..</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip /Pictures	<p>This page has many productive activities such as “think, pair and share, write a book( or make a book), make a poster, play a game, do a survey, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students “what are all the different activities people can do in a day”?</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the game objective.</p> <p>c) Give an example as written in the textbook to the students by saying “what do you do at quarter to eight?” Then the whole work will be done by the students.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about competing in a race or sport.</p> <p>b) Ask the students to discuss with a partner in your group about the best times to practice sport and is it true everywhere.</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension (Correct Answers for Activities)</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

## Module:1 Unit:1 Lesson:4

**Objective(s):**In this lesson the teacher should help Ss to be able to :

- talk about future plans.
- talk about plans for weekends and weekdays.

**New Vocabulary:** calendar, year, week, weekend, weekday, grandparents, granddaughter, grandson, club, factory, theater, skyscraper, post office, bank, hotel, circus

### Language Focus (page 3): Future plans- will

I **will** \_\_\_\_\_.

I **will** eat dinner tonight.

**I'll** answer the phone.

He **will** \_\_\_\_\_.

He **will** swim tomorrow.

**He'll** buy rice at the store.

They **will** \_\_\_\_\_.

They **will** buy new shoes.

**They'll** see a movie on Saturday.

### Language Focus (page 4): Future plans- going to

I am **going to** \_\_\_\_\_.

I am **going to** the bank today.

I'm **going to** the theater this weekend.

He is **going to** \_\_\_\_\_.

He is **going to** judo club today.

He's **going to** the circus next month.

They are **going to** \_\_\_\_\_.

They are **going to** the factory.

They're **going to** art club on Saturday.

Procedure	Materials	Details	Timing
<b>Introduction/ connect to prior knowl- edge</b>  <b>Page 1</b>	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already. 2. Follow with the prior knowledge activity related to the big picture. 3. Teacher says: Today we will practice talking about "future plans with will and going to". 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below. a) Teach your students how to talk about future, when to use <b>will/going to</b> step-by-step using vocabularies on the big picture, under the pictures on the second page, in the text and the language focus with " <b>They'll see a movie on Saturday/He is going to the circus next month</b> ".	7-10mns
<b>Presentation</b>  <b>Page 2/ 3 :</b>	Pictures / text	b) Model each step. c) Have few students demonstrate the lesson following the model of the teacher. d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabularies they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b) Teacher asks the students to answer the question that is at the end of the text. c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns. d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabularies under them.</p> <p><b>Listen and repeat.</b> Read the sentences and fill in the correct answer.</p> <ol style="list-style-type: none"> <li>1. He's going to the <u>post office</u> on Monday to buy a box.</li> <li>2. They'll practice kicks at <u>karate club</u> on Wednesday.</li> <li>3. She's going to the <u>factory</u> to build computers Sunday to Thursday.</li> <li>4. I'm going to the <u>circus</u> to see the animals perform this weekend.</li> <li>5. You'll see a <u>skyscraper</u> when you visit the city next month.</li> <li>6. I'll see a concert at the <u>theater</u> tomorrow.</li> </ol> <p><b>Read and write.</b> Answer each question by writing a sentence using <i>will</i> or <i>going to</i>.</p> <ol style="list-style-type: none"> <li>1. When will we go the circus? <i>We're going to the circus tomorrow.</i></li> <li>2. When will he go to the book club? <i>He's going to the book club today.</i></li> <li>3. When are you going to the factory? <i>I will go to the factory on Tuesday.</i></li> <li>4. When are your grandparents visiting? <i>They're visiting this weekend.</i></li> <li>5. When will they go to the theatre? <i>They will go to the theater on Monday.</i></li> <li>6. What are you doing this afternoon? <i>I'm going to the bank.</i></li> </ol> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p>b) Remind the student the dictogloss and repeat again its objective. Make sure they understand what it is expected from them.</p> <p>c) Tell the students to listen the story then do the activity of the listening on page 3.</p>	<p>50-60mns</p>
	<p><b>Page 3 : Listening.</b>Dictogloss.</p> <p>Sandra is going to the cake factory to see her mom. She'll wait for her mom to finish making cakes. They will walk to the post office together. Her mom is going to buy a box. They will ride the bus home. They're going to eat rice and chicken for dinner. Sandra and her friends are going to theater club on Friday. They're going to watch a movie together. She will take a taxi home. She will arrive home at 8:30 pm. She's going to feed her cat before bed. Sandra is going to visit her grandparents next weekend. She will stay for a week.</p> <p>7. Presents the language focus on page 4.</p> <ol style="list-style-type: none"> <li>a) Ask the students to listen the Reader theater.</li> <li>b) Read the Reader theater for the students.</li> <li>c) Ask the students to practice it with their teacher who will be the narrator.</li> <li>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</li> <li>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</li> </ol>	

<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what an “expository writing” is.</p> <p>a) Ask the students to read carefully the text, which is an example of an expository writing.</p> <p>b) Ask the students to try to answer the question, which is in the instruction.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a paragraph their turn.</p> <p>a) Ask the students to first choose one of the given topic.</p> <p>b) Ask the students then to write a paragraph about the topic they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	<p>This page has many productive activities such as “think, pair and share, write a book( or make a book), make a poster, play a game, do a survey, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students “think about your week”?</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the “make a poster activity’s” objective.</p> <p>c) Give an example of poster and explain the words “Compare and Contrast.”Then the whole work will be done by the students.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about what they love to do.</p> <p>b) Ask the students to discuss with a partner in your group about kids club does their community needs.</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:1 Unit:2 Lesson:5**

**Objective(s):In this lesson the teacher should help Ss to be able to :**

-Describe where they live.

**New Vocabulary: hut, home, blankets, jar, pot, light, knife, machete, wood, cane, stick (n), oven, stove (cooker), curtain, shelf.**

**Language Focus (page 3):**

We **have** (a/an) \_\_\_\_\_ to \_\_\_\_\_ .

Ex: we have a home to live in.

I **have** a **knife** to **cut** with. I **have** a **camel** to **ride**.

**Language Focus (page 4):**

She **has** (a/an) \_\_\_\_\_ to \_\_\_\_\_ . She **has** a **book** to **read**.

He has (a/an) \_\_\_\_\_ to \_\_\_\_\_ . He **has** an **orange** to **eat**

Procedure	Materials	Details	Timing
Introduction/ connect to prior knowl- edge Page 1	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already. 2. Follow with the prior knowledge activity related to the big picture. 3. Teacher says: Today we will practice describing where you live. 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.  a) Teach your students about how to describe, how to think about things in the house and how to use them step-by-step using vocabularies on the big picture , under the pictures on the second page, in the text and the language focus with " <b>I have a knife to cut with</b> ". b) Model each step. c) Have few students demonstrate the lesson following the model of the teacher. d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.	7-10mns
Presentation Page 2/ 3 :	Pictures / text	5. Teacher starts asking about the pictures to check which vocabularies they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b) Teacher asks the students to answer the question that is at the end of the text. c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns. d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>1. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabularies under them.</p> <p><b>Listen and repeat.</b> Read and complete the sentences.</p> <ol style="list-style-type: none"> <li>My father has a <u>cane</u> to walk with.</li> <li>We have an <u>oven</u> to bake bread.</li> <li>My mom has a <u>jar</u> to put spices in.</li> <li>We have <u>sticks</u> to build with.</li> <li>I have a <u>light</u> to see in the dark.</li> <li>They have a big <u>pot</u> to cook with.</li> </ol> <p><b>Write.</b> Use a word from each block to make sentences. Fill the gap with your ideas.</p> <p>Ex: <i>Ex. We have a jar to keep rice in.</i></p> <p><b>(there are many answers which may vary)</b></p> <table border="1" data-bbox="469 786 1362 1245"> <tr> <td>We</td> <td rowspan="2"></td> <td rowspan="2"></td> <td>jar</td> <td rowspan="2"></td> <td>. _____ cook</td> </tr> <tr> <td>I</td> <td>blanket</td> <td>. _____ drink</td> </tr> <tr> <td>_____</td> <td rowspan="2">have</td> <td rowspan="2">a</td> <td>cup</td> <td rowspan="2">to</td> <td>. _____ eat</td> </tr> <tr> <td>(name)</td> <td>machete</td> <td>. _____ sleep</td> </tr> <tr> <td>The students</td> <td>has</td> <td>an</td> <td>pot</td> <td></td> <td>. _____ cover</td> </tr> <tr> <td>He</td> <td></td> <td></td> <td>cane</td> <td></td> <td>. _____ cut</td> </tr> <tr> <td>She</td> <td></td> <td></td> <td>oven</td> <td></td> <td>. _____ walk</td> </tr> <tr> <td>They</td> <td></td> <td></td> <td>stick</td> <td></td> <td>. _____ herd</td> </tr> <tr> <td></td> <td></td> <td></td> <td>curtain</td> <td></td> <td>. _____ keep</td> </tr> <tr> <td></td> <td></td> <td></td> <td>stove</td> <td></td> <td></td> </tr> </table> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p>b) Introduce to the student the listening activity (<b>CROSSWORD</b>) and explain its objective. Make sure they understand what it is expected from them.</p> <p>c) Tell the students to listen the story and do the activity of the listening on page 3.</p>	We			jar		. _____ cook	I	blanket	. _____ drink	_____	have	a	cup	to	. _____ eat	(name)	machete	. _____ sleep	The students	has	an	pot		. _____ cover	He			cane		. _____ cut	She			oven		. _____ walk	They			stick		. _____ herd				curtain		. _____ keep				stove			<p>50-60mns</p>
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	<p><b>Page 3 : Listening</b></p> <p>I live in Mouloud. It is a small village. Our house is a big hut. It has one room. We have a curtain to divide our room. It makes the hut have two rooms. We have a mat and blankets in our hut. We have a jar to put clean water in. We have wood boxes to put our clothes in. Every morning I collect sticks for the fire. We have a machete to cut wood. We have a pot to cook food. We have two donkeys to help us collect water from the well. We have all we need in our hut.</p> <table border="1" data-bbox="469 1906 1362 2045"> <tr> <td>village</td> <td>bedroom</td> <td>kitchen</td> <td>blankets</td> </tr> <tr> <td>living room</td> <td>collect</td> <td>stove</td> <td>machete</td> </tr> <tr> <td>jar</td> <td>curtain</td> <td>hut</td> <td>night</td> </tr> </table>	village	bedroom	kitchen	blankets	living room	collect	stove	machete	jar	curtain	hut	night																																											
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		<p>7. Presents the language focus on page 4.</p> <p>a) Ask the students to listen the Reader theater.</p> <p>b) Read the Reader theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity “ask and answer” on page 4 by modeling first to them.</p>	
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a “descriptive writing” is.</p> <p>a) Ask the students to read carefully the text, which is an example of a descriptive writing.</p> <p>b) Ask the students to try to answer the question, which is in the instruction.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a descriptive writing their turn.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a descriptive writing about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	<p>This page has many productive activities such as “think, pair and share, write a book( or make a book), make a poster, play a game, do a survey, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students “what things we can find in a house”? “What do we use them fo”?.</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the poster objective.</p> <p>c) Give a hint to the students by saying to think about things that we can find in all the houses. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about people’s homes. If they are same or not?</p> <p>b) Ask the students to discuss with a partner in your group about why all homes are not the same.</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:1 Unit:2 Lesson:6****Objective(s):**In this lesson the teacher should help Ss to be able to :

- Describe clothing.
- Describe how a place looks and feels.

**New Vocabulary:** large, beautiful, ugly, comfortable, apartment, balcony, seat, room, jeans, bag, helmet, trousers, armchair, pyjamas (pjs), furniture**Language Focus (page 3):**

What a/an (adjective) (noun).

Ex: **what a comfortable home.**

What (adjective) (noun).

Ex: **what ugly pyjamas.****Language Focus (page 4):**

What (adjective) (noun) you have.

Ex: **what a beautiful bag you have.**

Procedure	Materials	Details	Timing
Introduction/ connect to prior knowledge  Page 1	Textbook	<ol style="list-style-type: none"> <li>1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already.</li> <li>2. Follow with the prior knowledge activity related to the big picture.</li> <li>3. Teacher says: Today we will practice describing clothing and how a place looks and feels.</li> <li>4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.</li> </ol>	7-10mns
Presentation  Page 2/ 3 :	Pictures / text	<ol style="list-style-type: none"> <li>a) Teach your students about how to describe clothes, how place looks and feels step-by-step using vocabularies on the big picture , under the pictures on the second page, in the text and the language focus with "<b>what a comfortable home/what ugly pyjamas</b>".</li> <li>b) Model each step.</li> <li>c) Have few students demonstrate the lesson following the model of the teacher.</li> <li>d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</li> <li>5. Teacher starts asking about the pictures to check which vocabularies they remember.               <ol style="list-style-type: none"> <li>a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</li> <li>b) Teacher asks the students to answer the question that is at the end of the text.</li> <li>c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns.</li> <li>d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</li> </ol> </li> </ol>	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabularies under them.</p> <p><b>Listen and repeat.</b> Look and complete the sentences with the words on the pictures.</p> <ol style="list-style-type: none"> <li>1. What <b>large</b> table between the chairs.</li> <li>2. What <b>comfortable</b> seats our car has.</li> <li>3. What <b>ugly</b> pyjamas they are wearing.</li> <li>4. What <b>beautiful</b> furniture in your living room.</li> </ol> <p><b>Read and write.</b> Use the same form and write the sentences.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <ol style="list-style-type: none"> <li>1. It is a nice place you have. <b>What a nice place (you have).</b></li> <li>2. Ugly trousers. <b>What ugly trousers.</b></li> <li>3. A comfortable armchair. <b>What a comfortable armchair.</b></li> <li>4. It is a large apartment. <b>What a large apartment.</b></li> <li>5. A big home. <b>What a big home.</b></li> </ol> <p>b) Introduce to the student the listening activity (<b>CROSSWORD</b>) and explain its objective. Make sure they understand what it is expected from them.</p> <p>c) Tell the students to listen the paragraph and do the activity of the listening on page 3.</p> <p><b>Page 3 : Listening</b></p> <p>I went to my friend's home. What a beautiful home he lives in. I liked it a lot. In their home, there is a large living room. What a pretty color on the wall. It is my favorite color. It was light blue. They had a comfortable sofa in the front house. What beautiful toys he had in his bedroom. I played with him and we had fun. What a wonderful day I had with my friend.</p>	<p>50-60mns</p>																														
	<table border="1" data-bbox="475 1451 1337 1727"> <thead> <tr> <th>Places</th> <th>comfortable</th> <th>large</th> <th>wonderful</th> <th>beautiful</th> </tr> </thead> <tbody> <tr> <td>Sofa</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Living room</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>home</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>toys</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>day</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>7. Presents the language focus on page 4.</p> <ol style="list-style-type: none"> <li>a) Ask the students to listen the Reader theater.</li> <li>b) Read the Reader theater for the students.</li> <li>c) Ask the students to practice it with their teacher who will be the narrator.</li> <li>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</li> <li>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</li> </ol>	Places	comfortable	large	wonderful	beautiful	Sofa	✓				Living room		✓			home				✓	toys				✓	day			✓		
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Sofa	✓																															
Living room		✓																														
home				✓																												
toys				✓																												
day			✓																													

<b>Presentation</b> Page 5	Picture / Text	1. Teacher presents and explains what a “fact and opinion” are. a) Ask the students to read carefully the text, which is an example of a fact/opinion. b) Ask the students to try to answer the question, which is in the instruction.	5-10mns
<b>Practice</b> Page 5		2. Tell the students that they will try to write a fact and opinion their turn. a) Ask the students to write then a fact and opinion paragraph. b) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	This page has many productive activities such as “think, pair and share, write a book( or make a book), make a poster, play a game, do a survey, class brainstorming etc. In this lesson: 3. The teacher asks the students “describe what your classmates is wearing today.” “describe your school”. 4. The Ss give their answers then the teacher records and reports their answers on the board. 5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language. a) Put the students in small groups. b) Explains clearly and slowly to the students the game’s objective. c) Give a hint to the students by following the example. Then the whole work will be done by the students. d) The teacher monitors and bring support to students in need. 6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints. a) Ask the students to think about how a place looks and feels? b) Ask the students to discuss with a partner in your group about the best place in Djibouti. c) Ask the students to share their answers with another group.	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:1 Unit:2 Lesson:7**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

-compare how people live around the world.

**New Vocabulary:** newer, older, bigger, smaller, colder, hotter, gloves, building (n), garage, basement, floor (1st, 2nd, 3rd), elevator, entrance, gate, hall, castle, sweater

**Language Focus (page 3): Comparatives**

Her house is \_\_\_\_\_ than his.

Her house is **newer** than his.

This \_\_\_\_\_ is \_\_\_\_\_ than that one.

This **house** is **newer** than that one.

**Language Focus (page 4): Comparatives**

This \_\_\_\_\_ is \_\_\_\_\_ than that one.

This **house** is **bigger** than that one.

Procedure	Materials	Details	Timing
<b>Introduction/ connect to prior knowledge</b> Page 1	Textbook	<ol style="list-style-type: none"> <li>1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already.</li> <li>2. Follow with the prior knowledge activity related to the big picture.</li> <li>3. Teacher says: Today we will compare how people live around the world.</li> <li>4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.                             <ol style="list-style-type: none"> <li>a) Teach your students about how to compare the way of life of people around the world step-by-step using vocabularies on the big picture , under the pictures on the second page, in the text and the language focus with "This <b>house</b> is <b>bigger</b> than that one".</li> <li>b) Model each step.</li> <li>c) Have few students demonstrate the lesson following the model of the teacher.</li> <li>d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</li> </ol> </li> <li>5. Teacher starts asking about the pictures to check which vocabularies they remember.                             <ol style="list-style-type: none"> <li>a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</li> <li>b) Teacher asks the students to answer the question that is at the end of the text.</li> <li>c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns.</li> <li>d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</li> </ol> </li> </ol>	7-10mns
<b>Presentation</b> Page 2/ 3 :	Pictures / text		40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabularies under them.</p> <p><b>Listen and repeat.</b> Look at the underlined words. Match.</p> <ol style="list-style-type: none"> <li>1. The <u>entrance</u> of the house is on the left. <b>D</b></li> <li>2. I live in an apartment on the <u>second floor</u>. <b>A</b></li> <li>3. The <u>castle</u> of Disney looks amazing. <b>C</b></li> <li>4. I like the black <u>sweater</u>. <b>B</b></li> </ol> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Read and write.</b> Complete the sentences. Use the correct form of the word in parentheses.</p> <p>My father is <b>taller</b> than my mother.</p> <p>My sister's room is <b>colder</b> than my brother.</p> <p>My uncle is <b>shorter</b> than my aunt.</p> <p>My grandmother is <b>older</b> than my father.</p> <p>My cousin Ali's car is <b>newer</b> than my cousin Bilan's car.</p> <p>b) Introduce to the student the listening activity and explain its objective. Make sure they understand what it is expected from them.</p> <p>c) Tell the students to listen the paragraph and do the activity of the listening on page 3.</p> <p><b>Page 3 : Listening</b></p> <p>Once upon a time, there was a castle. It was <b>bigger</b> than the houses in the village. The people in the village were <b>older</b> than the other villages. The weather in the village was <b>colder</b> than anywhere else. The trees next to the castle were <b>smaller</b> than the ones around the village.</p>	<p>50-60mns</p>
	<p>7. Presents the language focus on page 4.</p> <ol style="list-style-type: none"> <li>a) Ask the students to listen the Reader theater.</li> <li>b) Read the Reader theater for the students.</li> <li>c) Ask the students to practice it with their teacher who will be the narrator.</li> <li>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</li> <li>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</li> </ol>	

<b>Presentation</b> Page 5	Picture / Text	1. Teacher presents and explains what a “contrast writing” is. a) Ask the students to read carefully the text, which is an example of a contrast writing. b) Ask the students to try to answer the question, which is in the instruction.	5-10mns
<b>Practice</b> Page 5		2. Tell the students that they will try to write a contrast writing their turn. a) Ask the students to write compare things before and after. b) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.	30- 40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip /Pictures	This page has many productive activities such as “think, pair and share, write a book( or make a book), make a poster, play a game, do a survey, class brainstorming etc. In this lesson: 3. The teacher asks the students “what are the comparison words you know? How you can make a comparison?” 4. The Ss give their answers then the teacher records and reports their answers on the board. 5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language. a) Put the students in small groups. b) Explains clearly and slowly to the students the game’s objective. c) Give a hint to the students by using words they know to describe the pictures. Then the whole work will be done by the students. d) The teacher monitors and bring support to students in need. 6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints. a) Ask the students to think about a place to compare to your house. b) Ask the students to discuss between the place and your house. c) Ask the students to share their answers with another group.	40- 60mns
<b>Extension Ac- tivities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:1 Unit:3 Lesson: 8**

**Objective(s):In this lesson the teacher should help Ss to be able to :**

- Give simple instructions.
- Ask what to do next.

**New Vocabulary: Some vocabulary are from grade 5 and some are new such as** butter

Salt, honey, yoghurt, tea, cereal, bowl, cheese, egg, meal, sugar, bad, good, oil, boil

**Language Focus (page 3): Questions for more information.**

*What else, what next, what now*

**What else** do we need?

What do we do (**next/now**)? What's **next**? What **now**?

**Language Focus (page 4): Sequencing Words**

**First, next, last First (1st), second (2nd), third (3rd) First, next, and then**

Procedure	Materials	Details	Timing
<p><b>Introduction/ connect to prior knowledge</b> Page 1</p>	Textbook	<p><b>1.</b> Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already.</p> <p><b>2.</b> Follow with the prior knowledge activity related to the big picture.</p> <p><b>3.</b> Teacher says: Today we will practice giving simple instructions and ask what to do next..</p> <p><b>4.</b> Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.</p> <p>a) Teach your students about how to give simple instruction and ask what to do next by using vocabularies on the big picture, under the pictures on the second page, in the text and the language focus with <b>"let's make, what else, what next, what now"</b>.</p>	7-10 mns
<p><b>Presentation</b> Page 2/ 3 :</p>	Pictures / text	<p>b) Model each step.</p> <p>c) Have few students demonstrate the lesson following the model of the teacher.</p> <p>d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</p> <p><b>5.</b> Teacher starts asking about the pictures to check which vocabularies they remember.</p> <p>a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</p> <p>b) Teacher asks the students to answer the question which is at the end of the text.</p> <p>c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class does in turns.</p> <p>d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on <b>page 3</b> to show the students the use of the vocabulary and the grammar structure.</p>	40-60mns
<p><b>Practice</b> Pages 3/ 4</p>		<p><b>6.</b> Practice doing the first activity on <b>page 3</b> after the presentation and explanation of the pictures as well as the vocabularies under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p>b) Ask the student to tell you what is a dictogloss to check if they will do what he is expecting from them if not refresh their memories and explain again what a dictogloss is.</p> <p>and answer" on <b>page 4</b> by modeling first to them.</p>	50-60mns



		<p>c) Tell the students to listen about how to make tea then do the activity of the dictogloss on <b>page 3</b>.</p> <p><b>7.</b> Presents the language focus on <b>page 4</b>.</p> <p>a) Ask the students to listen the Reader theater.</p> <p>b) Read the Reader theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity “ask</p>	
<b>Presentation</b> Page 5	Picture / Text	<p><b>1.</b> Teacher presents and explains what a “<b>process description</b>” is.</p> <p>a) Ask the students to read carefully the text which is an example of a process description.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	5-10 mns
<b>Practice</b> Page 5		<p><b>2.</b> Tell the students that they will try to write a process description in their turn.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a process paragraph about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>	30-40 mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip /Pictures	<p>This page has many productive activities such as “think, pair and share, write a book ( or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p><b>3.</b> The teacher asks the students to draw shapes on paper or slate by following the teacher’s step by step description.</p> <p><b>4.</b> The Ss give their answers then the teacher records and reports their answers on the board.</p> <p><b>5.</b> The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the game.</p> <p>c) Give a hint to the students by saying how to give simple instruction about something. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and brings support to students in need.</p> <p><b>6.</b> The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about how to play some outdoor games.</p> <p>b) Ask the students to discuss with a partner in your group about how you would teach someone to play one of the games.</p> <p>c) Ask the students to share their answers with another group.</p>	40-6 0mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:1 Unit:3 Lesson: 9**

**Objective(s):In this lesson the teacher should help Ss to be able to :**

- Compare foods.
- Say what is the best or worst.

**New Vocabulary: Some vocabulary are from grade 5 and some are new such as** coffee

Chocolate, strawberries, fish, pasta, curry, pear, chili (vegetable),bake, roast, meal, bad, good, dessert, sauce, potato, kiwi

**Language Focus (page 3): Which do you think is better or worse?**

\_\_\_\_\_ is **good** but \_\_\_\_\_ is better. \_\_\_\_\_ is **bad** but \_\_\_\_\_ is worse.  
 \_\_\_\_\_ is **better** than \_\_\_\_\_. \_\_\_\_\_ is **worse** than \_\_\_\_\_.  
 \_\_\_\_\_ is the **best**. \_\_\_\_\_ is the **worst**.

**Language Focus (page 4): Irregular Comparisons**

good → better → best bad → worse → worst

Procedure	Materials	Details	Timing
<p><b>Introduction/ connect to prior knowledge</b></p> <p>Page 1</p> <p>Presentation</p> <p>Page 2/ 3 :</p>	<p>Textbook</p> <p>Pictures / text</p>	<p><b>1.</b> Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already.</p> <p><b>2.</b> Follow with the prior knowledge activity related to the big picture.</p> <p><b>3.</b> Teacher says: Today we will practice comparing foods and saying what is the best or worst.</p> <p><b>4.</b> Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.</p> <p>a) Teach your students about how to compare food and say what is the best or worst by using vocabularies on the big picture, under the pictures on the second page, in the text and the language focus with "<b>The best meal in Djibouti</b></p> <p>_____ is <b>good</b> but _____ is better. _____ is <b>bad</b> but _____ is worse. _____ is <b>better</b> than _____. _____ is <b>worse</b> than _____.</p> <p>b) Model each step.</p> <p>c) Have few students demonstrate the lesson following the model of the teacher.</p> <p>d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</p> <p><b>5.</b> Teacher starts asking about the pictures to check which vocabularies they remember.</p> <p>a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</p> <p>b) Teacher asks the students to answer the question which is at the end of the text.</p> <p>c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class does in turns.</p> <p>d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on <b>page 3</b> to show the students the use of the vocabulary and the grammar structure.</p>	<p>7-10mns</p> <p>40-60mns</p>

<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p><b>6.</b> Practice doing the first activity on <b>page 3</b> after the presentation and explanation of the pictures as well as the vocabularies under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p>b) Make ready the student about the listening activity.</p> <p>c) Tell the students to listen about what Hawa prefers to eat on <b>page 3</b>.</p> <p><b>Listening Activity</b></p> <p><b>Listen to learn about what Hawa prefers to eat. She is talking to her friend Emily from the United States.</b></p> <p><b>Tick the box to show what she tells Emily that she prefers.</b></p> <p><i>Hawa is talking to her friend Emily. Hawa is telling Emily about what she prefers to eat. Emily, I love desserts. I think chocolate ice cream is the best dessert. It is better than candy. I think boiled eggs with salad is a bad dessert. Lunch is the big meal in Djibouti. A good lunch is pasta with sauce. Emily, I know you like kiwi fruit for lunch. I have never had kiwi fruit. I think it is worse than pasta with sauce. The best lunch is roasted meat with rice. I think the worst lunch is baked fish with curry sauce. I don't like fish. We drink juice, tea, and coffee with our meals. I think juice is better than coffee.</i></p> <p><b>7.</b> Presents the word focus on <b>page 4</b>.</p> <p>a) Ask the students to listen the Reader theater.</p> <p>b) Read the Reader theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on <b>page 4</b> by modeling first to them.</p>	<p>50-60mns</p>
<p><b>Presentation</b></p> <p>Page 5</p>	<p>Picture / Text</p>	<p><b>1.</b> Teacher presents and explains what an "<b>Opinion Paragraph</b>" is.</p> <p>a) Ask the students to read carefully the text which is an example of an opinion paragraph.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	<p>5-10mns</p>

<b>Practice</b> Page 5		<p><b>2.</b> Tell the students that they will try to write an opinion paragraph in their turn.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then an opinion paragraph about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	<p>This page has many productive activities such as “think, pair and share, write a book ( or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p><b>3.</b> The teacher asks the students to tell what food they know and then raise their hand for the food they like the best.</p> <p><b>4.</b> The Ss give their answers then the teacher records and reports their answers on the board.</p> <p><b>5.</b> The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the game.</p> <p>c) Ask Ss to choose a topic of their own</p> <p>d) Give a hint to the students by saying what is the best or worst about something. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and brings support to students in need.</p> <p><b>6.</b> The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about all the things they can do during the weekend.</p> <p>b) Ask the students to discuss with a partner in your group about the best or worst activities for a weekend. Tell your agreement and which activities are better by saying the reason.</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:1 Unit:3 Lesson: 10**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

- Order food at a restaurant

**New Vocabulary:** Some vocabulary are from grade 5 and some are new such as biscuit, sandwich, olive, grilled, lemonade, piece of cake, sausages, steak, pizza, milkshake, mushroom, waiter/waitress, menu, ice-cream

**Language Focus (page 3): Placing and order**

I **would like** \_\_\_\_\_. I **would like** a grilled chicken sandwich.

I **want** \_\_\_\_\_. I **want** a piece of chocolate cake and a scoop of ice cream.

She **wants** \_\_\_\_\_. She **wants** a pizza with tomatoes and peppers.

**Language Focus (page 4): Restaurant Phrases**

**To start:** What can I get you? Can I take your order?

**When food arrives:** Here you are. How is everything?

**When you're done:** May I take your plate? Can I get you anything else?

Procedure	Materials	Details	Timing
<p><b>Introduction/ connect to prior knowledge</b></p> <p>Page 1</p>	Textbook	<p><b>1.</b> Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already.</p> <p><b>2.</b> Follow with the prior knowledge activity related to the big picture.</p> <p><b>3.</b> Teacher says: Today we will practice ordering food at a restaurant.</p> <p><b>4.</b> Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.</p>	7-10mns
<p><b>Presentation</b></p> <p>Page 2/ 3 :</p>	Pictures / text	<p>a) Teach your students about how to order food at a restaurant by using vocabularies on the big picture, under the pictures on the second page, in the text and the language focus with I <b>would like</b> _____. I <b>would like</b> <u>a grilled chicken sandwich.</u></p> <p>I <b>want</b> _____. I <b>want</b> <u>a piece of chocolate cake and a scoop of ice cream.</u></p> <p>She <b>wants</b> _____. She <b>wants</b> <u>a pizza with tomatoes and peppers.</u></p> <p>b) Model each step.</p> <p>c) Have few students demonstrate the lesson following the model of the teacher.</p> <p>d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</p> <p><b>5.</b> Teacher starts asking about the pictures to check which vocabularies they remember.</p> <p>a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</p> <p>b) Teacher asks the students to answer the question which is at the end of the text.</p> <p>c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class does in turns.</p> <p>d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on <b>page 3</b> to show the students the use of the vocabulary and the grammar structure.</p>	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p><b>6.</b> Practice doing the first activity on <b>page 3</b> after the presentation and explanation of the pictures as well as the vocabularies under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p>b) Make ready the student about the listening and crossing-out activity.</p> <p>c) Tell the students to listen about each person's order on <b>page 3</b>.</p> <p><b>Listen and cross-out the words you hear for each person's order.</b></p> <p><i>Rosa and her family eat pizza on Friday nights. Rosa orders her own pizza. She tells the waiter what she wants. I want a pizza with a lot of cheese and sauce. I want sausage and mushrooms on my pizza. After dinner, Rosa orders dessert. I want a chocolate milkshake.</i></p> <p><i>Lucas is a bus driver. He stops at a cafe in a town. He is hungry. He tells the waitress his order. He would like a salad before dinner. He would like a grilled fish and two biscuits for dinner. After dinner, he would like a piece of strawberry cake for dessert. He wants a glass of lemonade to drink while he waits.</i></p> <table border="1" data-bbox="475 875 1348 1218"> <thead> <tr> <th colspan="3">Rosa wants</th> <th colspan="3">Lucas would like</th> </tr> </thead> <tbody> <tr> <td>peppers</td> <td><del>milk-shake</del></td> <td><del>sausage</del></td> <td>pasta</td> <td>steak</td> <td><del>salad</del></td> </tr> <tr> <td><del>cheese</del></td> <td>sauce</td> <td><del>pizza</del></td> <td><del>piece of cake</del></td> <td><del>lemonade</del></td> <td>sausage</td> </tr> <tr> <td><del>mushrooms</del></td> <td>fish</td> <td>lemonade</td> <td><del>biscuits</del></td> <td><del>grilled fish</del></td> <td>sandwich</td> </tr> </tbody> </table> <p><b>7.</b> Presents the word focus on <b>page 4</b>.</p> <p>a) Ask the students to listen the Reader theater.</p> <p>b) Read the Reader theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on <b>page 4</b> by modeling first to them.</p>	Rosa wants			Lucas would like			peppers	<del>milk-shake</del>	<del>sausage</del>	pasta	steak	<del>salad</del>	<del>cheese</del>	sauce	<del>pizza</del>	<del>piece of cake</del>	<del>lemonade</del>	sausage	<del>mushrooms</del>	fish	lemonade	<del>biscuits</del>	<del>grilled fish</del>	sandwich	<p>50-60mns</p>
Rosa wants			Lucas would like																								
peppers	<del>milk-shake</del>	<del>sausage</del>	pasta	steak	<del>salad</del>																						
<del>cheese</del>	sauce	<del>pizza</del>	<del>piece of cake</del>	<del>lemonade</del>	sausage																						
<del>mushrooms</del>	fish	lemonade	<del>biscuits</del>	<del>grilled fish</del>	sandwich																						
<p><b>Presentation</b></p> <p>Page 5</p>	<p>Picture / Text</p>	<p>1. Teacher presents and explains what a "Journal Entry" is.</p> <p>a) Ask the students to read carefully the text which is an example of a journal entry.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	<p>5-10mns</p>																								

<b>Practice</b> Page 5		<p><b>2.</b> Tell the students that they will try to write a journal entry in their turn.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a journal entry about the topic of the option they have chosen.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	<p>This page has many productive activities such as “think, pair and share, write a book ( or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p><b>3.</b> The teacher asks the students to tell all of the food they can say in English.</p> <p><b>4.</b> The Ss give their answers then the teacher records and reports their answers on the board.</p> <p><b>5.</b> The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the game.</p> <p>c) Give a hint to the students by saying what do you want.....? What would you like.....?. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and brings support to students in need.</p> <p><b>6.</b> The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about how they celebrate with their family and friends.</p> <p>b) Ask the students to discuss with a partner in your group about what you would like to do at a celebration and what you would like to eat.</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:2 Unit:4 Lesson:12**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

- describe how things feel by touch.

New Vocabulary: Some vocabulary are from grade 5 and some are new such as touch, feel, soft, hard, metal, ice, pillow, fire, sun, glass .

**Language Focus (page 3) Touch - feels like**

What does it **feel like**?

It **feels** \_\_\_\_\_.

It **feels** soft.

It **feels** like wood.

What does \_\_\_\_\_ **feel like**?

What does water **feel like**?

The \_\_\_\_\_ **feels** \_\_\_\_\_.

The water **feels** wet.

**Language Focus (page 4): Opposites**

Opposites are things that are very different from each other.

**Hot** is the opposite of **cold**.

**Dry** is the opposite of **wet**.

**Soft** is the opposite of **hard**.

Can you think of other opposites?

Procedure	Materials	Details	Timing
<b>Introduction/ connect to prior knowl- edge</b>  Page 1	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already. 2. Follow with the prior knowledge activity related to the big picture. Using Prior Knowledge: Look and Answer. 1. This home is in a city. T F 2. The weather is sunny. T F 3. There is a boy in the picture. T F 4. How do you think this person helps their family? 3. Teacher says: Today we will practice describing how things feel by touch. 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below. a) Teach your students about how to talk about how things feel by touch step-by-step using vocabulary on the big picture, under the pictures on the second page, in the text and the language focus with "feel by touch". b) Model each step. c) Have few students demonstrate the lesson following the model of the teacher.	7-10mns
		<b>Presentation</b>  Page 2/ 3 :  Pictures / text  d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabulary they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.	



		<p>b) Teacher asks the students to answer the question which is at the end of the text.</p> <p>c) Teacher presents the grammar structure to the students, models it then asks a few students demonstrate before the whole class do in turns.</p> <p>d) Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</p>	
<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Listen and say. Then read. Tick T for True or F for False.</b></p> <p>1. The oven feels hot.           <b>T</b>     <b>F</b></p> <p>2. The snow feels warm.        <b>T</b>     <b>F</b></p> <p>3. The rain feels wet.           <b>T</b>     <b>F</b></p> <p>4. The glass feels soft          <b>T</b>     <b>F</b></p> <p>5. The blanket feels hard.      <b>T</b>     <b>F</b></p> <p><b>Complete the sentences. Use the opposite word to complete the sentences.</b></p> <p>1. People can be tall or <b>short</b>.</p> <p>2. It only snows when it is cold and never <b>hot</b>.</p> <p>3. A home can be big or <b>small</b>.</p> <p>4. The water feel hot or <b>cold</b>.</p> <p>5. Some beds feel hard, and others feel <b>soft</b>.</p> <p>6. The desert is dry, but the ocean is <b>wet</b>.</p> <p>b) Ask the students to tell you what is a " <b>Fill-in the missing information</b>" to check if they will do what it is expected from them or refresh their memories and explain again what a " <b>Fill-in the missing information</b>" is.</p> <p><b>Listening Activity Page 3.</b></p> <p><b>Touching</b>, seeing, hearing, smelling, and tasting things is important. These are our <b>five</b> senses. These senses help us know and describe the world.</p> <p>The sense of touch is one of the five <b>senses</b>. The skin of our body tells us about the things we touch. It tells us if something is hot or <b>cold</b>, wet or <b>dry</b>, hard or soft.</p>	<p>50-60mns</p>
		<p>Our fingers, <b>toes</b>, and mouth are the best at telling us what something <b>feels</b> like when we touch it. When we touch a cat, it feels <b>soft</b>. When we drink tea, it feels <b>hot</b> in our mouths. When we put our feet in the water, they feel <b>wet</b>.</p> <p>c) Tell the students to listen to the paragraph about the senses then do the activity of the filling in the missing information on page 3</p> <p>7. Present the language focus on page 4.</p> <p>a) Ask the students to listen to the Reader's theater.</p> <p>b) Read the Reader's theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p>	

		<p>d) Give the students the opportunity to take part in practicing the Reader's theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</p>	
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a "descriptive writing" is.</p> <p>a) Ask the students to read carefully the text which is an example of a descriptive writing.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a descriptive writing.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a descriptive paragraph about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill the table.</p>	30- 40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip /Pictures	<p>This page has many productive activities such as "think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students to listen to the number he says and find what these things feel like.</p> <p>4. The Ss' toss a coin and move 1 space if the coin is in the front and 2 spaces if it is in the back( for example a coin of 100 francs the front is the two camels) .</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the game.</p> <p>c) Give a hint to the students by saying what something in the classroom feel like or things feel like. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the "think, pair, share" activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about things they have in their home.</p> <p>b) Ask the students to discuss with a partner in your group about what things they have in their home "feel like".</p> <p>c) Ask the students to share their answers with another group.</p>	40- 60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

## Module:2 Unit:4 Lesson:13

Objective(s):In this lesson the teacher should help Ss to be able to :

-describe what things smell like.

-describe what things taste like.

New Vocabulary: Some vocabulary are from grade 5 and some are new such as delicious, wonderful, terrible, horrible, spicy, sweet, dirty, flower

### Language Focus (page 3) Describing Taste and Smell

What is that **smell**? It **smells like** \_\_\_\_\_. It **smells like** dirty socks.

What does the flower smell like? It smells \_\_\_\_\_. It smells sweet.

What do fries taste like? They taste \_\_\_\_\_. They taste salty.

What does coconut taste like? It tastes \_\_\_\_\_. It tastes delicious.

### Language Focus (page 4): Expressions of Like and Dislike

We use different words or sounds to quickly express our likes and dislikes.

**Like (good):** Yummy, mmm, yeah, delicious, wonderful

**Dislike (bad):** Yucky, gross, eww, terrible, horrible

Procedure	Materials	Details	Timing
<b>Introduction/ connect to prior knowledge</b> Page 1	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already. 2. Follow with the prior knowledge activity related to the big picture.	7-10mns
<b>Presentation</b> Page 2/ 3 :	Pictures / text	Using Prior Knowledge: Look and Answer. 1. What is one food you see in the picture? a) chicken              b) pasta              c) rice 2. What drink is in the picture? a) milk              b) juice              c) soda 3. What is your favorite part of this meal? Why? 3. Teacher says: Today we will practice describing taste and smell. 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below. a) Teach your students about how to talk about the smells and tastes of things step-by-step using vocabulary on the big picture, under the pictures on the second page, in the text and the language focus with "smell and taste". b) Model each step. c) Have few students demonstrate the lesson following the model of the teacher. d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabulary they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.	40-60mns

	<p>b) Teacher asks the students to answer the question which is at the end of the text.</p> <p>c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns.</p> <p>d) Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</p>	
<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p><b>Listen and repeat.</b> Look at the pictures then the sentences. Write true or false.</p> <p>1. I need water.                                    The <b>chilies</b> taste spicy. True        or        false?</p> <p>2. Gross, look at the sky!                        The <b>air</b> smells clean. True        or        false?</p> <p>3. Yum! I love this snack.                        The <b>popcorn</b> tastes like butter. True        or        false?</p> <p>4. Mmm, this is delicious.                        The <b>jam</b> tastes like strawberry. True        or        false?</p> <p>5. Ooh, look at this plant.                        This <b>flower</b> smells terrible.               True or false?</p> <p>6. Yuck! This is so dirty.                         The <b>garbage</b> smells wonderful. True        or        false?</p> <p><b>Read.</b> Choose the correct word.</p> <p>1. What is that smell? It smells like garbage. It smells (wonderful/<b>terrible</b>).</p> <p>2. What does the juice taste like? It tastes like mango. It tastes (<b>delicious</b>/salty).</p> <p>3. What does the ocean taste like? It tastes like salt. It tastes (<b>horrible</b>/great).</p> <p>4. What does your candy taste like? It tastes like chocolate. It tastes (<b>yummy</b>/gross).</p> <p>5. What does the air smell like? It smells like fresh baked bread. It smells (<b>delicious</b>/dirty).</p> <p>6. What does Ethiopian food taste like? It tastes like chilis. It tastes (sweet/<b>spicy</b>).</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p>b) Explain the student how to complete the table and check if they will do what is expecting from them if not refresh their memories and explain again.</p> <p>c) Tell the students to listen to the paragraph about Omar, Ali, Hasna and Kamil then complete the table on page3.</p>	<p>50-60mns</p>

		<p><b>Omar, Ali, Hasna and Kamil</b> are friends. Every afternoon they play together. They have been learning about the five senses in school. One afternoon they talked about their favorite things to taste and smell. Omar said he doesn't like jam. He thinks that jam is horrible it tastes too sweet. But he thinks sauce that tastes spicy is yummy. He thinks the smell of cigarettes is gross. Kamil said he loves popcorn that tastes salty. He said coconut smells and tastes delicious. He thinks smokey air smells terrible. Hasna thinks that melon smells terrible. She prefers flowers that smell sweet. She thinks spicy chilies taste delicious. Ali said he likes jam and the melon. He thinks they taste sweet and yummy. He like it when the air smells sweet with perfume. They all agreed that garbage smells dirty and terrible.</p>	
		<p>7. Present the language focus on page 4.</p> <p>a) Ask the students to listen to the Reader's theater.</p> <p>b) Read the Reader's theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader's theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</p>	
<p><b>Presentation</b> Page 5</p>	<p>Picture / Text</p>	<p>1. Teacher presents and explains what a "descriptive paragraphs" is.</p> <p>a) Ask the students to read carefully the text which is an example of a descriptive paragraph.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	<p>5-10mns</p>
<p><b>Practice</b> Page 5</p>		<p>2. Tell the students that they will try to write a descriptive paragraph their turn.</p> <p>a) Ask the students to use the checklist below to make sure they have all the parts in their paragraph.</p> <p>b) Ask the students to write then a descriptive paragraph.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>	<p>30-40mns</p>
<p><b>Production</b> Page 6</p>	<p>Textbook / Pencil / Paperclip / Pictures</p>	<p>This page has many productive activities such as "think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students to think about something that smells sweet.</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the game.</p>	<p>40-60mns</p>

		<p>c) Give a hint to the students by saying what something smells or taste. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about things they have in their home.</p> <p>b) Ask the students to discuss with a partner in their group about what things they have in their home “smell and taste “.</p> <p>c) Ask the students to share their answers with another group.</p>	
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

### Listening Activity Page 3.

**Listen.** Write what each person thinks about different smells and tastes.

	horrible terrible	delicious yummy	gross dirty	sweet salty	Spicy smokey					
	jam	popcorn	melon	ciga- rettes	chilies	flowers	garbage	sauce	air	coconut
<b>Ali</b>	Tastes sweet and yum-my		Tastes sweet and yum-my				smells terrible and dirty		Smells sweet	
<b>Kamil</b>		Delicious and salty					smells terrible and dirty		Smells smokey and terrible	smells and tastes delicious
<b>Hasna</b>			Smells terrible		Tastes spicy	Smell sweet	smells terrible and dirty			
<b>Omar</b>	Tastes horrible and too sweet			Smell gross			smells terrible and dirty	Tastes Spicy and yum-my		

**Module:2 Unit:4 Lesson:14**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

- describe how one looks.
- describe what things sound like.

**New Vocabulary:** Some vocabulary are from grade 5 and some are new such as friendly, unfriendly, unhappy, busy, noisy, sounds like, hear, quiet.

**Language Focus (page 3) Sight – looks like**

What does it **look like**?

It **looks like** she is \_\_\_\_\_. She \_\_\_\_\_. It **looks like** she is unhappy. She is crying.  
 It **looks like** a \_\_\_\_\_. There are \_\_\_\_\_. It **looks like** a parade. There are people with drums.

**Language Focus (page 4): Hearing – sounds like**

What does it **sound like**?

It **sounds like** a \_\_\_\_\_. That **sounds like** a car. I think your father is home.  
 It **sounds like** the \_\_\_\_\_. That **sounds like** the baby upstairs. I think he's crying.

Procedure	Materials	Details	Timing
<p><b>Introduction/ connect to prior knowl- edge</b> Page 1</p>	<p>Textbook  Pictures / text</p>	<p>1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already.                  2. Follow with the prior knowledge activity related to the big picture.                  3. Teacher says: Today we will practice describing someone looks and what things sound like.  <b>Using Prior Knowledge: Look and Answer.</b>                  What are the people <b>in front</b> doing?                  a) playing football    b) <u>playing music</u>    c) playing tennis  <b>Where</b> are they?                  a) in a school    b) in a store    c) <u>in the street</u>                  Would you like to be there too? <b>Explain.</b></p>	<p>7-10mns</p>
<p><b>Presentation</b> Page 2/ 3 :</p>		<p>4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.                  a) Teach your students about how to talk about the sight and sounds step-by-step using vocabularies on the big picture, under the pictures on the second page, in the text and the language focus with <b>"looks like and sounds like"</b>                  b) Model each step.                  c) Have few students demonstrate the lesson following the model of the teacher.                  d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.                  5. Teacher starts asking about the pictures to check which vocabulary they remember.                  a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.                  b) Teacher asks the students to answer the question which is at the end of the text.                  c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns.                  d) Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</p>	<p>40-60 mns</p>

<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Look and listen. Read the sentences and match.</b></p> <p>1. It looks like a museum.           A) The girl is reading.  2. It sounds like rock music.        B) She is looking at art.  3. The street looks busy.            C) A person is riding an elephant.  4. It looks like a circus.             D) We can see the sand in the sky.  5. The library sounds quiet.         E) There are a lot of people.  6. It looks like wind.                 F) The guitars are loud.</p> <p><b>Answers:</b></p> <p>1B  2F  3E  4C  5A  6D</p> <p><b>Write. Complete the sentences with looks like or sounds like.</b></p> <p>1. The museum <u>sounds like</u> a library. You don't <b>hear</b> people talking.  2. They <u>looks like</u> a rock music group. I <b>see</b> guitars and drums.  3. It <u>looks like</u> mom is home. I <b>see</b> her car.  4. It <u>sounds like</u> someone is hurt. I <b>hear</b> a person crying.  5. It <u>sounds like</u> a noisy street. I <b>hear</b> a lot of people and cars.  6. He <u>looks like</u> he is unhappy. I <b>see</b> he is angry.</p> <p>b) Ask the student to tell you what is a dictogloss to check if they will do what he is expecting from them if not refresh their memories and explain again what a dictogloss is.</p> <p>c) Tell the students to listen the story of Tobe and Shakara's visit to the United States then do the activity of the dictogloss on page3</p>	<p>50-60mns</p>
	<p><b>Listen - Dictogloss.</b></p> <p><b>Write these words on the board and introduce them to the students.</b></p> <p>Nigeria           United States San Francisco</p> <p>1. Listen to learn about Tobe and Shakara's visit to the United States  2. Listen again and take notes.  3. Work in a small group to write what you heard.</p> <p>Tobe and Shakara are brother and sister. They are ten years old. They live in Nigeria. They are visiting the United States with their parents. Tobe and Shakara see a lot of people on the plane. Some people look friendly. They are smiling. One looks unfriendly. She is angry. They arrive in the US. They see their uncle. He lives in San Francisco. It looks like a busy city. There are a lot of cars. There are tall skyscrapers. They go see a forest of big trees. The trees look like skyscrapers too. The trees are tall. The forest sounds like a library. It is very quiet. They ride a boat to an island. The boat sounds like wind. It is loud and hard to hear.</p>	



		<p>7. Present the language focus on page 4.</p> <p>a) Ask the students to listen to the Reader's theater.</p> <p>b) Read the Reader's theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</p>	
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a "descriptive writing" is.</p> <p>a) Ask the students to read carefully the text which is an example of a descriptive writing.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a descriptive writing their turn.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a descriptive paragraph about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill in the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	<p>This page has many productive activities such as "think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students to think about the places where people can go.</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the game.</p> <p>c) Give a hint to the students by saying what something sounds like or what someone look like. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and brings support to students in need.</p> <p>6. The teacher asks the students to do the "think, pair, share" activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints.</p> <p>a) Ask the students to think about what things in their home sounds like or their friends look like.</p> <p>b) Ask the students to discuss with a partner in their group.</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
Supplemental Materials:			
Pre-Planning Notes:			
Post-Lesson Reflection:			



<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Listen and repeat.</b> Read and match the sentences that go together.</p> <p>1b 2d 3a 4e 5c 6f</p> <p><b>Read. Fill in the blanks with <i>who</i> or <i>that</i>.</b></p> <ol style="list-style-type: none"> <li>1. I call to my brother <u>who</u> is herding the camels and calves.</li> <li>2. This is the dog <u>that</u> bit my little brother.</li> <li>3. Fozia was the teacher <u>who</u> taught me to read.</li> <li>4. This rabbit is the one <u>that</u> eats the carrots in our garden.</li> <li>5. Our home is the one <u>that</u> is at the corner.</li> <li>6 My sister is the one <u>who</u> has three kittens.</li> <li>7. This student is the one <u>who</u> speaks five languages.</li> </ol> <p>b) Ask the student to tell you what is a dictogloss to check if they will do what he is expecting from them if not refresh their memories and explain again what a dictogloss is.</p> <p>c) Tell the students to listen to the story Ahmed then do the activity of the dictogloss on page3.</p> <p><b>Dictogloss. Listen.</b></p> <ol style="list-style-type: none"> <li>1. Listen to learn about Ahmed.</li> <li>2. Listen again and take notes.</li> <li>3. Work in a small group and write what you heard.</li> </ol>	<p>50-60mns</p>
	<p>We live in a small village. Our home is a big hut. We have a farm with many animals. We have ten goats and their kids. We have seven sheep and four lambs. We have eight chickens and ten chicks. We collect their eggs every day. We have two donkeys that help us carry water. We have five camels and one calf. We all help care for our animals. My mother makes breakfast before she milks the goats. My father is the one who herds the camels after breakfast. My brother is the one who watches the sheep in the field. I collect the goats from the mountain after school. My mother takes care of the chickens before she makes lunch.</p> <p>7. Present the language focus on page 4.</p> <p>a) Ask the students to listen to the Reader’s theater.</p> <p>b) Read the Reader’s theater for the students.</p>	

		<p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader's theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</p>	
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a "Expository writing" is.</p> <p>a) Ask the students to read carefully the text which is an example of an Expository writing.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write an expository writing.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a paragraph about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip /Pictures	<p>This page has many productive activities such as "think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students to think about the pets they have at home and ask their classmates what pet do they have at home.</p> <p>4. The Ss give their answers then the teacher records and counts the total number of each response then makes a bar graph.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the game.</p> <p>c) Give a hint to the students by saying the names of baby animals. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the "think, pair, share" activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints.</p> <p>a) Ask the students to think about animals they have in their home.</p> <p>b) Ask the students to discuss with a partner in your group about what pets they have in their home.</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
Post-Lesson Reflection:			

## Module:2 Unit:5 Lesson:16

**Objective(s):**In this lesson the teacher should help Ss to be able to :

- compare animals

**New Vocabulary:** Some vocabulary are from grade 5 and some are new such as dangerous, frightening, weakest, strongest, fastest, slowest, biggest, smallest.

### Language Focus (page 3) Superlatives with -est

Which animal is the \_\_\_\_\_est

Which animal is the **biggest**?

The \_\_\_\_\_ is the \_\_\_\_\_est.

The whale is the **biggest**.

### Language Focus (page 4): Superlatives with most

Which animal is the most \_\_\_\_\_?

Which animal is the **most dangerous**?

The \_\_\_\_\_ is the most \_\_\_\_\_.

The shark is the **most dangerous** animal in the ocean.

Procedure	Materials	Details	Timing
<b>Introduction/ connect to prior knowl- edge</b>  Page 1	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already. 2. Follow with the prior knowledge activity related to the big picture. <b>Use Prior Knowledge: Look and answer.</b> 1. This <b>animal</b> is a bird. <span style="float: right;">T F</span> 2. It <b>lives</b> in a house. <span style="float: right;">T F</span> 3. This animal can swim. <span style="float: right;">T F</span> 4. Name three animals that live near your house. 3. Teacher says: Today we will practice how to compare animals. 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below. a) Teach your students about how to compare animals step-by-step using vocabulary on the big picture, under the pictures on the second page, in the text and the language focus with " <b>comparing animals</b> ". b) Model each step. c) Have a few students demonstrate the lesson following the model of the teacher. d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.	7-10mns
<b>Presentation</b>  : Page 2/ 3	Pictures / text	5. Teacher starts asking about the pictures to check which vocabulary they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b) Teacher asks the students to answer the question which is at the end of the text. c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class doing turns. d) Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Listen and repeat. Read and complete the sentences.</b></p> <ol style="list-style-type: none"> <li>1. The jellyfish is the biggest fish in the sea.      <b>F</b></li> <li>2. The dolphin is the friendliest animal ocean.      <b>T</b></li> <li>3. The horse is the slowest animal in the forest.      <b>F</b></li> <li>4. The snail is the fastest animal.      <b>F</b></li> <li>5. The octopus is the tallest animal in the ocean.      <b>F</b></li> <li>6. A mouse is one of the weakest animals.      <b>T</b></li> </ol> <p><b>Read and complete the sentences.</b></p> <p>Monkeys live in trees. They are the <b>fastest</b> (fast) tree climbers. They live in groups. One monkey is the leader of the group. The leader is the <b>strongest</b> (strong) and <b>largest</b> (large) monkey. Monkeys are one of the <b>oldest</b> (old) animals in history. The name of the world's <b>smallest</b> (small) monkey is a Pygmy Marmoset.</p> <p>b) Ask the students to tell you what is a " <b>Fill-in the missing information</b>" to check if they will do what it is expected from them or refresh their memories and explain again what a " <b>Fill-in the missing information</b>" is.</p> <p><b>Listen. Put a tick (✓) in the box for each word that describe the animal.</b></p> <p>A lot of animals live in the forest. Some of them are big and strong. Some are little and weak. Elephants are grey and have big ears. They are one of the biggest animals. They live in forests in Africa and Asia. The lion is a big cat. It lives in the forests of Africa. It is the strongest. Some people think it is the most frightening. Cheetahs are cats too. They run very fast. Cheetahs are the fastest animals in the forest. The tortoise has a hard shell. It lives in the desert and the forest. It is the slowest animal. A mouse lives in cities and in forests. It is small and one of the weakest animals. Animals live in the ocean too. The whale is the biggest animal in the sea. It is bigger than sharks and dolphins. The shark is the most dangerous animal. It hunts whales. Dolphins like to play. They are the friendliest animals in the ocean.</p>	<p>50-60mns</p>
	<p>7. Present the language focus on page 4.</p> <ol style="list-style-type: none"> <li>a) Ask the students to listen to the Reader's theater.</li> <li>b) Read the Reader's theater for the students.</li> <li>c) Ask the students to practice it with their teacher who will be the narrator.</li> <li>d) Give to the students the opportunity to take part in practicing the Reader's theater as well practicing different characters to help them improve their reading.</li> <li>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</li> </ol>	

<b>Presentation</b> Page 5	Picture / Text	1. Teacher presents and explains what a “Contrast writing” is. a) Ask the students to read carefully the text which is an example of a Contrast writing. b) Ask the students to try to answer the question which is in the instruction.	5-10mns
<b>Practice</b> Page 5		2. Tell the students that they will try to write a contrast writing. a) Ask the students to first choose two animals to compare then use the checklist to make sure they have all the parts in their paragraph. b) Ask the students to write then a paragraph and compare two animals. c) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill the table.	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip /Pictures	This page has many productive activities such as “think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson: 3. The teacher asks the students to listen to the teacher and try to guess the animal the teacher is describing. 4. The Ss take turns describing an animal to their group to guess. 5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language. a) Put the students in small groups. b) Explains clearly and slowly to the students the game. c) Give a hint to the students by comparing animals. Then the whole work will be done by the students. d) The teacher monitors and bring support to the students in need. 6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints. a) Ask the students to think about animals they want to compare. b) Ask the students to discuss with a partner in their group and describe an animal and the other student guess. c) Ask the students to share their answers with another group.	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
Supplemental Materials:			
Pre-Planning Notes:			
Post-Lesson Reflection:			

**Module:2 Unit:5 Lesson:17**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

- describe the habitat where animals live.

**New Vocabulary:** Some vocabulary are from grade 5 and some are new such as river, jungle, Africa, Asia, Australia, the Arctic, polar bear, parrot, penguin, kangaroo

**Language Focus (page 3) Only, everywhere, together.**

**Which animals live together?**

**Where do \_\_\_\_\_ live?**

Ex. Where do kangaroos live?

\_\_\_\_\_ only live in the \_\_\_\_\_.

Kangaroos only live in Australia

**Language Focus (page 4): Continents & places.**

**Where can you find \_\_\_\_\_?**

Ex. Where can you find polar bears?

\_\_\_\_\_ can only be found in \_\_\_\_\_.

Polar bears can only be found in the arctic.

\_\_\_\_\_ can be found everywhere.

Where can you find birds? Birds can be found everywhere.

Procedure	Materials	Details	Timing
<p><b>Introduction/ connect to prior knowledge</b></p> <p>Page 1</p>	Textbook	<p>1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already.</p> <p>2. Follow with the prior knowledge activity related to the big picture.</p> <p><b>Use Prior Knowledge: Look and answer.</b></p> <p>1. What do you see in the picture? a) a girl          b) an animal   c) a car</p> <p>2. What do you see around? a) trees          b) water          c) ice</p> <p>3. What is the weather like in the picture?</p> <p>3. Teacher says: Today we will practice the habitat where animals live.</p> <p>4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.</p> <p>a) Teach your students the habitat where animals live step-by-step using vocabulary on the big picture, under the pictures on the second page, in the text and the language focus with “<b>places where animals live</b>”.</p> <p>b) Model each step.</p> <p>c) Have a few students demonstrate the lesson following the model of the teacher.</p> <p>d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</p>	7-10mns
<p><b>Presentation</b></p> <p>Page 2/ 3 :</p>	Pictures / text	<p>5. Teacher starts asking about the pictures to check which vocabulary they remember.</p> <p>a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</p> <p>b) Teacher asks the students to answer the question which is at the end of the text.</p> <p>c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class doing turns.</p> <p>d) Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</p>	40-60mns



<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Choose the right answer.</b></p> <p>1b</p> <p>2b</p> <p>3b</p> <p>4c</p> <p>b) Ask the students to tell you what is a “ <b>Fill-in the missing information</b>” to check if they will do what it is expected from them or refresh their memories and explain again what a “ <b>Fill-in the missing information</b>” is.</p> <p>Listening activity</p> <p>A crocodile lives in a <b>river</b>. It lives in wet places and saltwater too. It can live outside the <b>water</b> as well. Crocodiles have a lot of teeth. When it is cold the crocodile leaves the water and warms its body with the sun. During the <b>hottest</b> part of the day, the animal moves into the water. Crocodiles have <b>hard</b> skin and water cool down its temperature. They eat <b>fish</b>, birds and other animals. A crocodile can live 60 or 70 years.</p> <p>7. Present the language focus on page 4.</p> <p>a) Ask the students to listen to the Reader’s theater.</p> <p>b) Read the Reader’s theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader’s theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity “ask and answer” on page 4 by modeling first to them.</p>	<p>50-60mns</p>
<p><b>Presentation</b></p> <p>Page 5</p>	<p>Picture / Text</p>	<p>1. Teacher presents and explains what a “Classification writing” is.</p> <p>a) Ask the students to read carefully the text which is an example of a Classification writing.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	<p>5-10mns</p>
<p><b>Practice</b></p> <p>Page 5</p>		<p>2. Tell the students that they will try to write a classification writing.</p> <p>a) Ask the students to compare two animal habitats</p> <p>b) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill the table.</p>	<p>30-40mns</p>

<b>Production</b>  Page 6	Textbook / Pencil / Paperclip /Pictures	This page has many productive activities such as “think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson: 3 The teacher asks the students to think about animal habitats 4. The Ss give their answers then the teacher records and reports their answers on the board. 5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language. a) Put the students in small groups. b) Explains clearly and slowly to the students the game. c) Give a hint to the students by saying the places of where animals live. Then the whole work will be done by the students. d) The teacher monitors and bring support to students in need. 6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints. a) Ask the students to think about animals’ habitats b) Ask the students to discuss with a partner in your group about what places where animals live. c) Ask the students to share their answers with another group.	40- 60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
Supplemental Materials:			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Title of the lesson:** *Journey to Assamo*

**Objective(s):** By the end of this lesson students should be able to :

- Describe how something makes a person feel.
- Describe a journey

**New Vocabulary:**  
*desert, travel, environment, countryside, moon, stars, night, journey, truck, traffic, explore, building, awful, dirty, brave*

**Language Focus: Make somebody or something + adjective**

The \_\_\_\_\_ makes me \_\_\_\_\_. The **sun** makes me hot.  
 The \_\_\_\_\_ made me \_\_\_\_\_. The **smell of the food** made me **hungry**.

<i>Procedures</i>	<i>Details</i>	<i>time</i>
<b>Introduction/ connect to prior knowledge</b>  Page 1	<p><b>Title of the lesson: <i>Journey to Assamo</i></b></p> <p>1. Before students open their textbook energize them and activate their prior knowledge about traveling and journey. You can ask the questions below:</p> <ul style="list-style-type: none"> <li>➤ Do you like going on holidays?</li> <li>➤ Where do you go on holidays?</li> <li>➤ What do you feel during holidays</li> </ul> <p>2. Now tell them to open the book and ask them to look at describe what they see on the large picture. Use the prior knowledge question at the top of second page.</p>	
<b>Present</b>	<p><b>Page 2: Listen read and repeat.</b></p> <p>❖ <b>Presenting vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Tell your students to look at the picture above the reading passage.</li> <li>2. Have students listen and repeat the words</li> <li>3. Then read the text slowly twice and ask your students to listen to you carefully.</li> <li>4. Ask students to read the text and tell them to pay more attention to <b>words in bold</b>.</li> </ol> <p>Post reading stage. Discus with your students what they understood from the text and emphasis the <i>new vocabulary</i>.</p>	
<b>Practice</b>	<p><b>Page 3. Language focus</b></p> <p><i>Listen and repeat. Look at the pictures. Match the sentences.</i></p> <ol style="list-style-type: none"> <li>1. Direct your students 'attention to the grammar box at the top of the page.</li> <li>2. Introduce the structure <b>make + someone or something + adjective</b></li> <li>3. Read the half sentences and have your students listen and repeat.</li> </ol> <p>Ask them to look at the pictures and match the sentences.</p>	
<b>Practice</b>	<p><b>Read. Complete the dialogue.</b></p> <ol style="list-style-type: none"> <li>1. This time we are going to practice the language focus through the dialogue.</li> <li>2. Tell students to use the correct form of the verb: make= present / made= past</li> </ol> <p>Answers</p> <p>Ali: All the chores <b>made me tired</b> this weekend. How was your weekend?                      Asli: Great! I went to Day Forest. The weather <b>made me cold</b>.</p> <p>Ali: That's nice. The weather in Djibouti city <b>makes you/me hot</b>.</p> <p>Asli: Djibouti City is hot. It rained at Day Forest. The rain <b>made us wet</b>.</p> <p>Ali: When it rains in Djibouti City, it <b>makes traffic awful</b>.</p> <p>Asli: That's bad. Traffic <b>make people late</b></p>	

<b>Practice</b>	<p><b>Listening.</b> Listen to the short stories.</p> <p>Put a tic (✓) mark to show where each character lives and what they will be doing.</p> <p><b>Read the passage twice slowly and tell students fill the table</b></p> <p>. It was a hot day. Hawa missed her bus. She walked to another busy bus stop. The walk was long. The sun and the walk made her weak. She waited a long time. All of the buses were stuck in traffic. Being stuck in traffic made her feel awful.</p> <p>Abdi is a young boy. He is afraid of the mountains. But yesterday he climbed to the top of a mountain. That made him feels brave. Now he loves going to the mountains every day. It makes him feel strong and happy.</p> <p><b>Hibo</b> took her children on a journey to Arta beach. She drove a truck in the morning. She got stuck in traffic. She hates traffic. It makes her feel awful.</p> <p>Lask week Omar traveled to the countryside. He was there for three days. He could not watch TV and this made him bored. In the evening, he slept under the moon. The noise from the animals made him afraid.</p>
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	riding in a truck	stuck in traffic	slept under moon	climbed a mountain	busy bus stop	weak	awful	brave	afraid	strong
Hibo	P	P					✓			
Abdi				✓				✓		✓
Omar			✓						✓	
Hawa		✓			✓	✓	✓			

<b>Practice</b>	<p><b>Reader's theater</b></p> <p><i>Readers' Theater is simply a way to bring a story to life via one's voice. Students use their voice to convey the meaning through use of emotion and intonation and as well as use of gestures, but do not need to memorize lines or use props.</i></p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Read the story with students assigned as the different characters. One person should be the narrator (or that can be the instructor's role). The first reading can be "bland" to emphasize the point of the exercise.</li> <li>2. Elicit additional information from students to make the story more realistic and dramatic. E.g., Is a character sharing exciting news? Did the student sound excited when s/he read the line? Was a character in the dialogue upset about something? Did the student reading the line sound suitably upset?</li> <li>3. Reread part of the story, giving more emotion to the reading and gestures where suitable to model Readers'Theater to the rest of the class. Even the narrator should adopt a suitable tone. Encourage students to add emotion and gestures.</li> <li>4. Have students practice reading the story in groups relevant to the number of characters in the story.</li> </ol>
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Produce	<p><b>Write: Use the words below to write sentences.</b></p> <p><b>Production</b></p> <ol style="list-style-type: none"> <li>1. Encourage students to write sentences using the words in the book.</li> <li>2. Remind them to use the language focus structure. <b>Make + someone or something + adjective</b></li> <li>3. Give them an example</li> </ol>	
practice	<p><b>Ask and answer. Work with a partner. Use the words from the writing activity.</b></p> <p>Speaking</p> <ol style="list-style-type: none"> <li>1. Help your students to practice the structure</li> <li>2. Make the classroom a safe space to practice English</li> <li>3. Empower your students to speak English and accept making mistake</li> <li>4. Take note and give a general feedback after the activity without indicating who made mistakes</li> </ol>	
Produce	<p><b>Reading. Read about Ali's journey. Find four words about the feelings of the writer.</b></p> <p>This is a short descriptive writing task.</p> <ol style="list-style-type: none"> <li>1. Tell your students to read Ali's journey</li> <li>2. Tell them to find out 4 words about Ali's feelings <b>(bored, tired, excited, happy)</b></li> </ol> <p><b>Write a descriptive paragraph. Choose 1 option to write about.</b></p> <p><i>Option 1: Write about a journey you have been on.</i></p> <p><i>Option 2: Write about what a journey to Assamo might be like.</i></p> <ol style="list-style-type: none"> <li>1. Tell them to follow Ali's descriptive writing</li> <li>2. Push them to write a similar writing task</li> </ol> <p>Give confidence them to use the new vocabulary of the lesson</p> <p><b>Share. Share your writing with a friend. Listen and take notes.</b></p>	
Produce	<p><b>Class Brainstorm</b></p> <p>What are different activities that people do? Ex. taking photographs or taking pictures</p> <p><b>Survey. Work in a group.</b></p> <ol style="list-style-type: none"> <li>1. Choose one of the activities from the class brainstorm.</li> <li>2. Ask students how that activity makes them feel. Record the words.</li> <li>3. Make a bar graph of the responses. See a model in the book.</li> <li>4. Share your bar graph with another group.</li> </ol>	
Produce	<p><b>Think individually about the following question.</b></p> <p>Do you like working in groups? Why or why not?</p> <p><b>Pair with a partner and exchange ideas</b></p> <p>Discuss with a partner.</p> <p>How does working in groups make you feel. Why is working in a group important?</p> <p><b>Share your ideas with whole class</b></p> <p>Share your ideas with another group.</p>	

**Title of the lesson:** *Exploring the golf of Tadjoura*

**Objective(s):** By the end of this lesson students will be able to :

- Offer and ask for suggestion
- develop a persuasive writing

**New Vocabulary:**

*Trip, adventure, snorkeling, wave, sail, wind, east, west, north, south, land, treasure, tourists, diary search*

Language Focus: Offer and ask for suggestion

**Should** we \_\_\_\_? **Should** we go snorkeling? Yes, we **should**.

**Should** I take (a/an) \_\_\_\_\_? **Should** I take a guitar? No, you **shouldn't**

You **should** take (a/an) \_\_\_\_ instead. You **should** take a snorkeling mask instead

Procedures	Details	time
<b>Introduction/ connect to prior knowledge</b>  Page 1	<p><b>Title of the lesson:</b> <i>Exploring the golf of Tadjoura</i></p> <p>Start the lesson with a brief review about the previous lesson.</p> <ol style="list-style-type: none"> <li>1. Before you write title of the lesson, ask Ss to cite famous places for adventure in Djibouti. Records their answers.</li> <li>2. Tell them to open the book and ask them to look at describe what they see on the large picture. Use the prior knowledge question at the top of second page.</li> </ol>	
<b>Present</b>	<p><b>Page 2: Listen read and repeat.</b></p> <p>❖ <b>Presenting vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Tell your students to look at the picture above the reading passage.</li> <li>2. Have students listen and repeat the words</li> <li>3. Then read the text slowly twice and ask your students to listen to you carefully.</li> <li>4. Ask students to read the text and tell them to pay more attention to <b>words in bold</b>.</li> </ol> <p>Post reading stage. Discus with your students what they understood from the text and emphasis the <i>new vocabulary</i>.</p>	
<b>Practice</b>	<p><b>Page 3. Language focus</b></p> <ol style="list-style-type: none"> <li>1. Direct your students' attention to the grammar box at the top of the page.</li> <li>2. Introduce the <b>language focus</b></li> </ol> <p><i>Listen and say. Look at the pictures and complete the sentences.</i></p> <ul style="list-style-type: none"> <li>▪ Use the pictures to present the words and the meaning in context</li> <li>▪ Have your students read the sentences</li> <li>▪ Tell them to match the picture to the sentences</li> <li>▪ Tell them to look at the pictures and complete the sentences.</li> </ul> <p><b>Answers :</b></p> <p><b>1. diary 2. search 3. adventure 4.snorkel 5.land 6. Tourist</b></p>	

Practice	<p><b>Read.</b> Read each sentence. Choose the word to give the best suggestion.</p> <p>Write the correct sentence in your copybook.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1. We <b>shouldn't</b> throw plastics bags in the sea.</li> <li>2. We <b>should</b> protect whales and dolphins.</li> <li>3. We <b>should</b> take mask when snorkeling.</li> <li>4. We <b>should</b> respect and protect the environment.</li> <li>5. We <b>shouldn't</b> leave rubbish on the beach.</li> </ol>	
Practice	<p><b>Dictogloss. Listen.</b></p> <p>In a Dictogloss, students practice multiple skills, plus use grammar and vocabulary to reconstruct a text that is read to them.</p> <p>Preparation Select appropriate text.</p> <p>Procedure</p> <ol style="list-style-type: none"> <li>1. Introduce the topic and key vocabulary. Review grammar points, if necessary.</li> <li>2. Read the chosen text once, allowing students to simply listen. Read it again and have students take notes. The point is not to get every word, but the main ideas, so don't read it as slowly as you would a dictation.</li> <li>3. In pairs/small groups, have students work together to reconstruct the text, paying attention to punctuation, spelling, and the main ideas. The focus is on communication.</li> <li>4. Have pairs/small groups share their versions with other pairs/small groups.</li> <li>5. Compare students' texts with the original and discuss the differences between them</li> </ol> <p><i>Tell your students to :</i></p> <ol style="list-style-type: none"> <li>1. Listen to learn about suggestions for taking an adventure.</li> <li>2. Listen again. Take notes about what you hear.</li> <li>3. Work in groups to write what your teacher said.</li> <li>4. Compare students' texts with the original and discuss the differences between them</li> </ol> <p><b>Dictogloss Passage:</b></p> <p>Do you want to have an adventure? You should take a trip to Kenya and Tanzania. I think you will enjoy it. Before you go, you should find someone to help plan your trip. Ask friends about places to visit. They can tell you what you should and shouldn't do. Here are my suggestions. First, you should climb Mount Kilimanjaro. It is the tallest mountain in Africa. You should also see wild animals. Go to the animal parks to watch lions, elephants, and giraffes. Be careful. Wild animals can be dangerous. You shouldn't go by yourself. It is better to go with a lot of people.</p>	
Practice	<p><b>Reader's theater</b></p> <p><i>Readers' Theater is simply a way to bring a story to life via one's voice. Students use their voice to convey the meaning through use of emotion and intonation and as well as use of gestures, but do not need to memorize lines or use props.</i></p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Read the story with students assigned as the different characters. One person should be the narrator (or that can be the instructor's role). The first reading can be "bland" to emphasize the point of the exercise.</li> <li>2. Elicit additional information from students to make the story more realistic and dramatic. E.g., Is a character sharing exciting news? Did the student sound excited when s/he read the line? Was a character in the dialogue upset about something? Did the student reading the line sound suitably upset?</li> </ol>	

	<p>3. Reread part of the story, giving more emotion to the reading and gestures where suitable to model Readers' Theater to the rest of the class. Even the narrator should adopt a suitable tone. Encourage students to add emotion and gestures.</p> <p>4. Have students practice reading the story in groups relevant to the number of characters in the story.</p>	
<b>Produce</b>	<p><b>Write. Production</b></p> <p>Remind them to use the language focus structure. <b>Should/shouldn't</b></p> <p>1. Write three sentences about what you shouldn't do at school.</p> <p>2. Write three sentences about what you should do instead.</p> <p><b>Ex. I shouldn't do my homework in class. I should do my homework at home instead.</b></p> <p>NB:</p> <ul style="list-style-type: none"> <li>➤ Encourage them to write simple and short sentences.</li> <li>➤ Help them to generate ideas</li> <li>➤ Give support when they can't express their ideas in English</li> </ul>	
<b>practice</b>	<p><b>Ask and answer. Work with a partner. Use the words from the writing activity.</b></p> <p>Speaking</p> <p>1. Help your students to practice the structure</p> <p>2. Make the classroom a safe space to practice English</p> <p>3. Empower your students to speak English and accept making mistake</p> <p>4. Take note and give a general feedback after the activity without indicating who made mistakes</p>	
<b>Produce</b>	<p><b>Reading</b></p> <p>Read Hasna's paragraph about what people should do when visiting Djibouti.</p> <p><b>Find two reasons why you should or should not do something.</b></p> <p><b>Answers</b></p> <p>1. You should go snorkeling in November. It the best time to see whale sharks.</p> <p>2. You should not make a lot of noise. It scares the birds.</p> <p><b>Write. Persuasive writing. Choose 1 of the options.</b></p> <p>Write a paragraph about what you should and shouldn't do.</p> <p>Option 1: Going to the zoo.</p> <p>Option 2: Taking a trip on a bus or train.</p> <p><b>Tips :</b></p> <ol style="list-style-type: none"> <li>1. Tell them to follow Hasna's model paragraph</li> <li>2. Push them to write a similar paragraph</li> <li>3. Encourage them to use the lesson new vocabulary</li> </ol> <p><b>Share. Share your writing with a friend. Listen and take notes.</b></p>	



Produce



### Class Brainstorm

What kind of adventures or trips do people take?

Record class responses on the board

### Poster. Work in a group.

1. Choose a topic from the class brainstorm.
2. Make a poster about the adventure or trip.
3. Explain what you should and shouldn't take.
4. Explain what you should and shouldn't do.
5. Share your poster with another group.

Produce

### Think-Pair-Share

**Think individually about the following questions.**

Have you been on an adventure or trip before? What did you take with you?

**Pair with a partner and exchange ideas**

Discuss with a partner what you should and shouldn't take on an adventure with the kids on the picture.

**Share your ideas with whole class**

Share your ideas with another group

**Title of the lesson:** *Travel stories*

**Objective(s):** By the end of this lesson students will be able to :

Say what happened in the past.  
Say what a story is about.

**New Vocabulary:**

*Rainforest, motorcycle, suitcase, helicopter, world, passport, luggage, camping, ticket, backpack, motorbike, storm, thunderstorm, castle, camp*

Language Focus: Go for a + noun

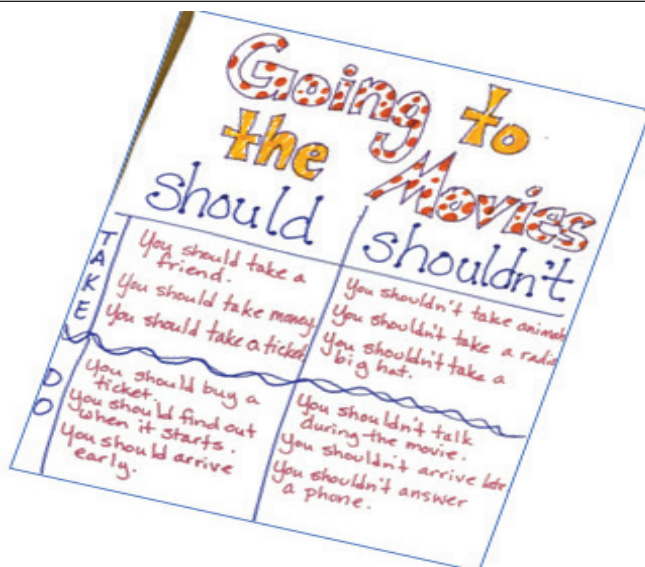
I **go for a** \_\_\_\_\_. I **go for a** run every day at 5:00 pm.  
She/he **goes for a** \_\_\_\_\_. She **goes for a** picnic in Arta every weekend.  
I'm **going for a** \_\_\_\_\_. I'm **going for a** swim at the hotel.  
I want to **go for a** \_\_\_\_\_. I want to **go for a** ride on a helicopter to see the mountains.

<i>Procedures</i>	<i>Details</i>	<i>time</i>
<b>Introduction/ connect to prior knowl- edge</b>  Page 1	<p><b>Title of the lesson: Travel stories</b></p> <p>Start the lesson with a brief review about the previous lesson.</p> <ol style="list-style-type: none"> <li>1. Before you write title of the lesson, ask Ss to cite famous places for adventure in Djibouti. Records their answers.</li> <li>2. Tell them to open the book and ask them to look at describe what they see on the large picture. Use the prior knowledge question at the top of second page.</li> </ol>	
<b>Present</b>	<p><b>Page 2: Listen read and repeat.</b></p> <p>❖ <b>Presenting vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Tell your students to look at the picture above the reading passage.</li> <li>2. Have students listen and repeat the words</li> <li>3. Then read the text slowly twice and ask your students to listen to you carefully.</li> <li>4. Ask students to read the text and tell them to pay more attention to <b>words in bold.</b></li> </ol> <p>Post reading stage. Discus with your students what they understood from the text and emphasis the <i>new vocabulary</i>.</p>	
<b>Practice</b>	<p><b>Page 3. Language focus</b></p> <p><b>Listen, read, and repeat. Fill in the gaps.</b></p> <ul style="list-style-type: none"> <li>▪ Look at the pictures to help</li> <li>▪ Have your students read the story</li> <li>▪ Tell them to read the story and fill in the gaps.</li> </ul> <p><b>Answers :</b></p> <p>This is a story about an adventure. One day Aleksi went for a <b>camping</b> trip. He carried his luggage on his back in a <b>backpack</b>. It was a long journey. He went for a ride in a <b>helicopter</b> to the mountains. It was cloudy. It rained a lot. It was a <b>thunderstorm</b>. Aleksi was scared. He walked to a road. He saw a big building. It was a <b>castle</b>. He went inside. Now he is dry and happy.</p>	

<p><b>Practice</b></p>	<p><b>Write.</b> Use the words in each block to write sentences. Fill in gaps with your ideas.</p> <table border="1" data-bbox="316 165 1326 568"> <tr> <td>Last year</td> <td>I</td> <td>went for a</td> <td>walk</td> <td>_____ to</td> </tr> <tr> <td>Yesterday</td> <td>he</td> <td>go for a</td> <td>ride</td> <td>_____ in</td> </tr> <tr> <td>Two days ago</td> <td>she</td> <td>want to go for a</td> <td>swim</td> <td>_____ at</td> </tr> <tr> <td>Tomorrow</td> <td>we</td> <td>a</td> <td>trip</td> <td>_____ with</td> </tr> <tr> <td>Everyday</td> <td>they</td> <td>are going for a</td> <td>hike</td> <td>_____ on</td> </tr> <tr> <td></td> <td>you</td> <td>goes for a</td> <td>drive</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>run</td> <td></td> </tr> </table> <p><i>Examples to share with students:</i></p> <p>Last year I went for a walk in the mountains.  Every day he goes a ride in his brothers' car.  Tomorrow are going for a swim to the beach.  Tonight I want to go for a run at 7 p.m</p>	Last year	I	went for a	walk	_____ to	Yesterday	he	go for a	ride	_____ in	Two days ago	she	want to go for a	swim	_____ at	Tomorrow	we	a	trip	_____ with	Everyday	they	are going for a	hike	_____ on		you	goes for a	drive					run	
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			run																																	
<p><b>Practice</b></p>	<p><b>Listen.</b> Listen again and fill in the gaps.</p> <p><b>Answers</b></p> <p>My name is Kevin, and I am from Australia. I <u>went for a visit</u> to New York City. There was a big park called Central Park. I <u>went for a walk</u> in the park with my <u>aunt</u>. There are a lot of paths. We walked to the chess tables. I <u>went for a game</u> of chess. It was fun. Next, we <u>went for a ride</u> on a train to the beach. We <u>went for a swim</u> in the sea. In the afternoon, we <u>went for a ride</u> in a <u>helicopter</u>. We could see the city. One day it rained hard with a <u>thunderstorm</u>. So, we <u>went for tea</u> at a restaurant.</p>																																			
<p><b>Practice</b></p>	<p><b>.Reader's theater</b></p> <p><i>Readers' Theater is simply a way to bring a story to life via one's voice. Students use their voice to convey the meaning through use of emotion and intonation and as well as use of gestures, but do not need to memorize lines or use props.</i></p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Read the story with students assigned as the different characters. One person should be the narrator (or that can be the instructor's role). The first reading can be "bland" to emphasize the point of the exercise.</li> <li>2. Elicit additional information from students to make the story more realistic and dramatic. E.g., Is a character sharing exciting news? Did the student sound excited when s/he read the line? Was a character in the dialogue upset about something? Did the student reading the line sound suitably upset?</li> <li>3. Reread part of the story, giving more emotion to the reading and gestures where suitable to model Readers' Theater to the rest of the class. Even the narrator should adopt a suitable tone. Encourage students to add emotion and gestures.</li> <li>4. Have students practice reading the story in groups relevant to the number of characters in the story.</li> </ol>																																			

<p><b>Produce</b></p>	<p><b>Write</b></p> <p>Write five sentences. Use these phrases.</p> <ol style="list-style-type: none"> <li>1. went for a</li> <li>2. goes for a</li> <li>3. go for a</li> <li>4. going for a</li> <li>5. want to go for a</li> </ol> <p><b>Possible answers</b></p> <p>I went for a ride in my mum’s car</p> <p>He goes for a picnic to Assamo.</p> <p>We go for a dinner at the restaurant.</p> <p>We are going for a walk in the mountains</p> <p>He wants to go for a swim in the river.</p>	
<p><b>practice</b></p>	<p><b>Ask and answer. Work with a partner. Use the words from the writing activity.</b></p> <p>Speaking</p> <ol style="list-style-type: none"> <li>1.Help your students to practice the structure</li> <li>2.Make the classroom a safe space to practice English</li> <li>3.Empower your students to speak English and accept making mistake</li> <li>4.Take note and give a general feedback after the activity without indicating who made mistakes</li> </ol>	
<p><b>Produce</b></p>	<p><b>Read. Read about Maria.</b></p> <p>Tell students to read out Maria’s personal narrative.</p> <p><b>Speaking.</b> Use WH questions to explore the story ( Who, Where, When, What How, )</p> <p><b>What did she do on her trip?</b></p> <p><b>Answers</b></p> <p>She went for a tour to see the mountains</p> <p>She went for a hike to see the forest</p> <p>she went for a swim in a river</p> <p>she went for a ride on a bus</p> <p>She stayed in Ethiopia for ten days. It was an amazing adventure.</p> <p><b>Write a Personal Narrative.</b> Choose 1 option.</p> <p>Use go for a + noun in your writing.</p> <p>Option 1:About a trip. (I went for a _____.)</p> <p>Option 2:About what you do every day. (I go for a _____.)</p> <p><b>Share. Share your writing with a friend. Listen and take notes.</b></p>	

Produce



### Class Brainstorm

What kind of adventures or trips do people take?

Record class responses on the board

### Poster. Work in a group.

1. Choose a topic from the class brainstorm.
2. Make a poster about the adventure or trip.
3. Explain what you should and shouldn't take.
4. Explain what you should and shouldn't do.
5. Share your poster with another group.

Produce

### Think-Pair-Share

#### Think individually .

Think about all places you can go and the ways you can travel.

#### Pair with a partner and exchange ideas

Discuss with a partner.

What kind of adventure would you like to go on?

#### Share your ideas with whole class

Share your ideas with another group

**Module:3 Unit:7 Lesson:22**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

-Say what people do at work.

**New Vocabulary:** Some vocabulary are from grade 5 and some are new such as: driver, drive, farmer, businessman/woman, plant, fix, work, garage, make sure, prepare, task, job, adult mechanic, herder, teacher, cook, parent

**Language Focus (page 3):** Relative clause with who.

A \_\_\_\_\_ is a person **who** \_\_\_\_\_.                      A **farmer** is a person **who** plants food.  
 The \_\_\_\_\_ is the one **who** \_\_\_\_\_.                      The mechanic is the **onewho** fixes cars.

**Word Focus: (page 4) Who**

• The word '**who**' can be used to ask a question.

Ex. **Who** is your sister?

• '**Who**' is also a pronoun used to give more information about someone.

Ex. Kamil is my friend **who** lives in Obock.

	Materials	Details	Timing
<b>Introduction/ connect to prior knowledge</b> Page 1	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already. 2. Follow with the prior knowledge activity related to the big picture. 3. Teacher says: Today we will practice what people do at work. 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.	7-10mns
<b>Presentation</b> Page 2/ 3 :	Pictures / text	a) Teach your students about how to talk about what people do at work step-by-step using vocabulary on the big picture, under the pictures on the second page, in the text and the language focus with " <b>relative clause with who</b> ". b) Model each step. c) Have few students demonstrate the lesson following the model of the teacher. d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabulary they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b) Teacher asks the students to answer the question, which is at the end of the text. c) Teacher presents the grammar structure to the students, models it then asks a few students to demonstrate before the whole class do it in turns. d) Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Information for Teacher's Guide</b></p> <table border="1" data-bbox="504 353 1406 622"> <thead> <tr> <th></th> <th>brown</th> <th>blue</th> <th>green</th> <th>drives</th> <th>cares for</th> <th>cooks</th> <th>sells kids'</th> <th>fixes</th> <th>sells</th> </tr> <tr> <th></th> <th>sarong</th> <th>shirt</th> <th>pants</th> <th>people</th> <th>animals</th> <th>meals</th> <th>clothes</th> <th>truck</th> <th>fruit</th> </tr> </thead> <tbody> <tr> <td>Abdi</td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Halima</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Omar</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table> <p>Who is that wearing the blue shirt? Oh, that Halima sometimes cooks meals for her family. She has three kids and lives in Dikhil. She is the best mechanic who can fix any car or truck.</p> <p>Look over there. Who is that wearing the brown sarong? Oh, that Abdi had a big herd of camels and goats. He has a log of animals that he takes care of. He is a farmer too who sells his fruit at the market. His mangos are the best. They are very sweet.</p> <p>What about that person wearing the green pants? Ah, that is Omar. He is a young man who drives people to work. He has a car and helps a lot of us get to different places. On the weekends, he sells clothes at the market. You can find t-shirts, shoes, and dresses for kids at his shop. He will be a good businessman.</p> <p>7. <u>Presents</u> the language focus on page 4.</p> <p>a) Ask the students to listen to the Reader's theater.</p> <p>b) Read the '<i>Reader's theater</i>' for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader's theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</p>		brown	blue	green	drives	cares for	cooks	sells kids'	fixes	sells		sarong	shirt	pants	people	animals	meals	clothes	truck	fruit	Abdi	✓				✓				✓	Halima		✓				✓		✓		Omar			✓	✓			✓			<p>50-60mns</p>
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<p><b>Presentation</b></p> <p>Page 5</p>	<p>Picture / Text</p>	<p>1. Teacher presents and explains what a "<i>descriptive writing</i>" is.</p> <p>a) Ask the students to read carefully the text, which is an example of a descriptive writing.</p> <p>b) Ask the students to try to answer the question, which is in the instruction.</p>	<p>5-10mns</p>																																																		

<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a descriptive writing.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a descriptive paragraph about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill in the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	<p>This page has many productive activities such as “think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students to think about what jobs people do in our community.</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the <b>poster</b>.</p> <p>c) Ask the students to choose one of the jobs from the class brainstorm, and make a poster about the job.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints.</p> <p>a) Ask the students to think about the jobs people do in their community.</p> <p>b) Ask the students to discuss with a partner in their group ‘what jobs are important and why they are important.’</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
Supplemental Materials:			
Pre-Planning Notes:			
<b>Post-Lesson Reflection:</b>			



**Module:3 Unit:7 Lesson:23**

**Objective(s):In this lesson the teacher should help Ss to be able to :**

-Talk about what might happen.

**New Vocabulary: Some vocabulary are from grade 5 and some are new such as:**

cleaner, engineer, journalist, newspapers, fire station, police officer, pilot, airport, manager, tour guide, firefighter, designer, singer

**Language Focus (page 3): Might for Possibility.**

What do you want to be when you grow up?

I **might** want to be a \_\_\_\_\_ . I **might** want to be a police officer.

I **might** not want to be a \_\_\_\_\_ . I **might not** want to be an actor

**Word Focus: (page 4) Might**

**Might** is a helping verb. It must be used with another verb. We use **might** to tell people there is a possibility something will happen. What do you think you **might** do this weekend?

I **might** \_\_\_\_\_ this week.

	Materials	Details	Timing
<b>Introduction/ connect to prior knowledge</b> Page 1	Textbook	1.Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already. 2.Follow with the prior knowledge activity related to the big picture. 3.Teacher says: Today we will practice what might happen. 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.	7-10mns
<b>Presentation</b> Page 2/ 3 :	Pictures / text	a)Teach your students about how to talk about what people might be step-by-step using vocabulary on the big picture, under the pictures on the second page, in the text and the language focus with " <b>might for possibility</b> ". b)Model each step. c)Have a few students demonstrate the lesson following the model of the teacher. d)Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabulary they remember. a)Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b)Teacher asks the students to answer the question which is at the end of the text. c)Teacher presents the grammar structure to the students, models it then asks a few students to demonstrate before the whole class do in turns. d)Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p>6.Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p>a)Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Answers</b></p> <p>Listen and repeat. Then read. Tick T for True and F for false.</p> <table border="0"> <tr> <td>1. House cleaner's sell cars.</td> <td>T</td> <td>F</td> </tr> <tr> <td>2. We can see actors in movies.</td> <td>T</td> <td>F</td> </tr> <tr> <td>3. Pilots fly a train.</td> <td>T</td> <td>F</td> </tr> <tr> <td>4. Managers only work at banks.</td> <td>T</td> <td>F</td> </tr> <tr> <td>5. Planes arrive and depart from airports.</td> <td>T</td> <td>F</td> </tr> <tr> <td>6. All singers are movie stars.</td> <td>T</td> <td>F</td> </tr> </table> <p>Read and use the clues to complete the sentences.</p> <p>1. We like to draw. We might want to be designers.</p> <p>2. He doesn't like to build things. He <b>might not</b> want to be an <b>engineer</b>.</p> <p>3. I like to show people new places. I <b>might</b> want to be a <b>tour guide</b>.</p> <p>4. You don't like seeing people hurt. You <b>might not</b> want to be a <b>doctor</b>.</p> <p>5. She likes to talk about the news. She <b>might</b> want to be a <b>journalist</b>.</p> <p>6. We don't like to sing. We <b>might not</b> want to be <b>singers</b>.</p> <p>b) Ask the student to tell you what a dictogloss activity is to check if they will do what he is expecting from them if not refresh their memories and explain again what a dictogloss activity is.</p> <p>c)Tell the students to listen to the story of Ali, Bilan, and Omar, Hasna then do the activity of the dictogloss on page 3.</p>	1. House cleaner's sell cars.	T	F	2. We can see actors in movies.	T	F	3. Pilots fly a train.	T	F	4. Managers only work at banks.	T	F	5. Planes arrive and depart from airports.	T	F	6. All singers are movie stars.	T	F	<p>50-60mns</p>
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<p>Dictogloss. Listen Activity Page 3</p> <p>Ali is good at maths. He might be an engineer. He likes to build things. He might buildhouses and tall buildings. Ali doesn't like flying in planes. He might not want to be a pilot.</p> <p>Bilan loves adventures and meeting new people. She might want to be a tour guide. She might take people on trips to Day Forest. Bilan doesn't like writing. She might not want to be a journalist for the newspaper.</p> <p>Omar likes to draw and act. He might be an actor in a movie. He might design shows for athletes. Omar doesn't like to build things. He might not want to be an engineer.</p> <p>Hasna doesn't like cleaning. She might not want to be a cleaner. She likes going to the office with her mom. She might want to be a manager and work in an office.</p>		<p>7.Presents the language focus on page 4.</p> <p>a)Ask the students to listen the Reader theater.</p> <p>b)Read the '<i>Reader's theater's</i>' for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p>																			

		<p>d) Give to the students the opportunity to take part in practicing the Reader's theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the <b>writing</b> activity and the activity "<b>ask and answer</b>" on page 4 by modeling first to them.</p>	
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a "<i>Journal entry</i>" is.</p> <p>a) Ask the students to read carefully the text, which is an example of a journal entry.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a <i>journal entry</i>.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a <b>journal entry</b> paragraph about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill in the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	<p>This page has many productive activities such as "think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students to think about what jobs they know about.</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in pairs.</p> <p>b) Explains clearly and slowly to the students the game objective.</p> <p>c) Give an example as written in the textbook to the students by saying "If he/she might or might not want this job?" Then the whole work will be done by the students.</p> <p>d) The teacher monitors and bring support to the students in need.</p> <p>6. The teacher asks the students to do the "<b>think, pair, share</b>" activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints.</p> <p>a) Ask the students to think about what do they like to do?</p> <p>b) Ask the students to discuss with a partner in your group 'what jobs do they think might help their community the most?</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
Supplemental Materials:			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:3 Unit:7 Lesson:24**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

-Identify and describe people’s job,

**New Vocabulary:** Some vocabulary are from grade 5 and some are new such as:

**design repair artist actor act (v) boss astronaut secretary photographer clown painter musician pirate football players film careful clever correct famous**

**Language Focus (page 3):** Could be is used to talk about wishes for the future.

Mahado \_\_\_\_\_ a pilot.

Mahado **could be** a pilot.

Hassan is **good at** French.

He is **good at** French teacher.

Hassan \_\_\_\_\_ a French teacher.

He **could be** a French teacher.

**Language Focus: Good +preposition\* at**

**Good at** is used to talk when someone is clever at doing something.

Ex. He is \_\_\_\_\_ football.

He is **good at** football.

My brother is \_\_\_\_\_ math.

My brother is **good at** math.

	Materials	Details	Timing
<b>Introduction/ connect to prior knowl- edge</b> Page 1	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already. 2. Follow with the prior knowledge activity related to the big picture. 3. Teacher says : Today we will practice what people do at work. 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.  a) Teach your students about how to talk about what people do at work step-by-step using vocabulary on the big picture, under the pictures on the second page, in the text and the language focus with " <b>Could be</b> "	7-10mns
<b>Presentation</b> Page 2/ 3 :	Pictures / text	b)Model each step. c)Have few students demonstrate the lesson following the model of the teacher. d)Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabulary they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b) Teacher asks the students to answer the question, which is at the end of the text. c) Teacher presents the grammar structure to the students, models it then asks a few students to demonstrate before the whole class do in turns. d) Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.	40-60mns

	<p><b>Listen and repeat.</b> Read and complete the sentences.</p> <ol style="list-style-type: none"> <li>1. I like to be silly. I am good at making people laugh. I could be a <b>clown</b> in the circus.</li> <li>2. I like to help. I am good at writing and talking. I could be a <b>secretary</b> and help the boss.</li> <li>3. I like to learn about space. I am good at math. I could be an <b>astronaut</b> and fly to the moon.</li> <li>4. I like to watch movies. I am good at pretending and acting. I could be an <b>actor</b> in a movie.</li> <li>5. I like to draw. I am good at making things. I could be an <b>artist</b> and make beautiful things.</li> <li>6. I like offices. I am good at speaking and listening. I could be a <b>boss</b>.</li> </ol> <p><b>Read and write.</b> Use the words and clues to complete the dialogue.</p> <p>Photographer musician actors artist painter football player mechanic</p> <ol style="list-style-type: none"> <li>1. I like to design things. I could be an <b>artist</b>.</li> <li>2. She likes music. She could be a <b>musician</b></li> <li>3. He likes to take pictures. He could be a <b>photographer</b>.</li> <li>4. They are good at sports. They could be <b>football players</b>.</li> <li>5. We like to act and pretend. We could be <b>actors</b>.</li> <li>6. He likes to repair cars. He is good at fixing things. He could be a <b>mechanic</b>.</li> </ol>	
<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <ol style="list-style-type: none"> <li>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</li> <li>b) Introduce to the student the listening activity and explain its objective. Make sure they understand what it is expected from them.</li> <li>c) Tell the students to listen the paragraph and do the activity of the listening on page 3.</li> </ol> <p><b>Page 3 Listening</b></p> <p>Josh has a big family. He has <b>three</b> sisters and two brothers. He is thinking about the jobs they will have when they are <b>older</b>. Amanda is the oldest. She is good at math. She likes to make sure everyone does their work. She could work at a bank and be the <b>boss</b>. Next is Grant. He likes to listen to the <b>news</b>. He is good at writing. He could be a <b>journalist</b>. His sister Katie loves football. She is a great kicker. She could be a football player. Mia likes to <b>paint</b>. She is good at drawing. She could be an <b>artist</b>. Noah is great at science. He loves planes. He could be a <b>pilot</b> or an astronaut. Josh loves to make people <b>smile</b>. He is good at telling stories. He likes animals and the <b>circus</b>. He could be a <b>clown</b> and make everyone happy.</p> <p>7. <u>Presents</u> the language focus on page 4.</p> <ol style="list-style-type: none"> <li>a) Ask the students to listen to the Reader’s theater.</li> <li>b) Read the ‘<i>Reader’s theater</i>’ for the students.</li> <li>c) Ask the students to practice it with their teacher who will be the narrator.</li> </ol>	<p>50-60mns</p>

		<p>d) Give to the students the opportunity to take part in practicing the Reader's theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</p>	
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what an "<i>Expository (Informational) writing</i>" is.</p> <p>a) Ask the students to read carefully the text, which is an example of an expository writing.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write an expository writing.</p> <p>a) Ask the students to write about the job they are interested in.</p> <p>b) Ask the students to write then an expository paragraph about the topic.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill in the table.</p>	30- 40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	<p>This page has many productive activities such as "think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students <i>how many jobs they can name</i>.</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the <i>Survey</i>.</p> <p>c) Ask the students to do a survey on jobs.</p> <p>d) The teacher monitors and bring support to the students in need.</p> <p>6. The teacher asks the students to do the "<b>think, pair, share</b>" activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints.</p> <p>a) Ask the students to think about all the jobs they have learned about.</p> <p>b) Ask the students to discuss with a partner in your group 'What do people need to be good at to do different jobs?'</p> <p>c) Ask the students to share their answers with another group.</p>	40- 60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
Pre-Planning Notes:			
<b>Post-Lesson Reflection:</b>			

**Module:3 Unit:7 Lesson:25**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

-Say what someone had to do.

-Say what someone has got to do.,

**New Vocabulary:** Some vocabulary are from grade 5 and some are new such as:

mobile phone message note telephone phone text send (v) video (n & v)  
 answer television (TV) show (n) ad channel news call (v) information

**Language Focus : Have got to ( present-tense)**

I **have got to** \_\_\_\_\_.

I **have got to** leave my mom a note.

She/He **has got to** \_\_\_\_\_.

She **has got to** call her grandparents.

They **have got to** \_\_\_\_\_.

They **have got to** listen to the news on the radio.

**Language Focus: Have got to (past tense)**

I **had to** \_\_\_\_\_.

I **had to** leave a note.

She **had to** \_\_\_\_\_.

She **had to** watch the news.

We **had to** \_\_\_\_\_.

We **had to** call our mom.

	Materials	Details	Timing
<b>Introduction/ connect to prior knowledge</b> Page 1	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already. 2. Follow with the prior knowledge activity related to the big picture. 3. Teacher says: Today we will practice what someone has got to do/ had got to do? 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below. a) Teach your students about how to talk about <i>what someone has got to / had got to do?</i> step-by-step using vocabulary on the big picture, under the pictures on the second page, in the text and the language focus with <b>"have got "</b> and <b>"had got to"</b>	7-10mns
<b>Presentation</b> Page 2/ 3 :	Pictures / text	b) Model each step. c) Have a few students demonstrate the lesson following the model of the teacher. d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabulary they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b) Teacher asks the students to answer the question, which is at the end of the text. c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns. d) Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Listen and repeat.</b></p> <p><b>Answer Key</b></p> <p>1D</p> <p>2A</p> <p>3E</p> <p>4B</p> <p>5C</p> <p><b>Read. Complete the sentences.</b></p> <p>1. Her room is a mess. She <b>has got to</b> (present) clean-up her toys.</p> <p>2. He was sick. His mom <b>had to</b> (past) call the doctor.</p> <p>3. I love music. I <b>have got to</b> (present) learn how to play the drums.</p> <p>4. I went to my friend's house after school. I <b>had to</b> (past) to leave a note for my mom.</p> <p>5. She wants to watch TV. But she <b>has got to</b> (present) finish her homework first.</p> <p>6. They listened to the song. But they <b>had to</b> (past) listen to the advertisement first.</p> <p>7. We want to send messages to our friends. We <b>have got to</b> (present) get new cell phones first.</p> <p>b) Introduce to the student the listening activity and explain its objective. Make sure they understand what it is expected from them.</p> <p>c) Tell the students to listen to the paragraph and do the activity of the listening on page 3.</p> <p><b>Listen. Put a tic (P) mark under each thing the character is doing.</b></p> <table border="1" data-bbox="443 1281 1487 1742"> <thead> <tr> <th></th> <th>Farah</th> <th>Hasna</th> <th>Bilan</th> </tr> </thead> <tbody> <tr> <td>Send a message</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Write a note</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>Call</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Take photos</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Saw an advertisement</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Grandma</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>Dad</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Mom</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Sunny Hill</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>		Farah	Hasna	Bilan	Send a message	X			Write a note	X	X	X	Call			X	Take photos		X		Saw an advertisement		X		Grandma		X		Dad			X	Mom	X			Sunny Hill	X	X	X	<p>50-60mns</p>
	Farah	Hasna	Bilan																																							
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Dad			X																																							
Mom	X																																									
Sunny Hill	X	X	X																																							
	<p>Farah, Hasna, and Bilan went to Arta for a school trip yesterday. Farah's mom said he had to send her a message when they got to Arta. Farah didn't have a cell phone. He had to ask his friend Bilan to use her cell phone. Bilan said, "Sure, but first, I have got to call my dad "While Farah was waiting, they stopped to look at the hills in Arta. Hasna had to take photos to show her grandma. While she was taking photos, Hasna saw an advertisement on the phone booth. It said you could send messages. Hasna showed Farah. He went to ask his teacher if he could use the phone booth. His teacher asked why. Farah said, "My mom said I have got to send her a message when we get to Arta." Farah sent his message to his mom.</p>																																									



		<p>Bilan called her dad. Hasna took photos to show her grandma. At the end of the trip. All three had to write a thank you note to the manager at Sunny Hill.</p> <p>d) 7.Presents the language focus on page 4.</p> <p>a) Ask the students to listen to the Reader theater.</p> <p>b) Read the '<i>Reader's theater</i>' for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader's theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</p>	
<b>Presenta- tion</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a "Note writing" is.</p> <p>a) Ask the students to read carefully the texts, which are the example of a notes writing.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a note writing.</p> <p>a)Ask the students to write about the job they are interested in.</p> <p>b)Ask the students to write three short notes for each situation.</p> <p>c)Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill in the table.</p>	30- 40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip /Pictures	<p>This page has many productive activities such as "think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students how people share information.</p> <p>4.The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5.The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups of 2-3 people.</p> <p>b) Explains clearly and slowly to the students the poster objective.</p> <p>c) Give a hint to the students by saying to think about ways we share information. Then the whole work will be done by the students.</p> <p>c) The teacher monitors and bring support to the students in need.</p> <p>6. The teacher asks the students to do the "think, pair, share" activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints.</p> <p>a) Ask the students to think about 'What is information?'</p> <p>b) Ask the students to discuss with a partner in your group 'what do we need to share information?'</p> <p>c) Ask the students to share their answers with another group.</p>	40- 60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
Supplemental Materials:			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:3 Unit:7 Lesson:26**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

-Ask people to do something.

**New Vocabulary:** Some vocabulary are from grade 5 and some are new such as:

**email (n) email (v) camera form keyboard mouse laptop (computer) screen chat click e-book**

**information headphones turn off online use fix computer**

Language Focus: We use *COULD* for asking someone to do something:

Ex: \_\_\_\_you call me later?

Could you call me later?

\_\_\_\_he come to the meeting on time?

Could he come to the meeting on time?

\_\_\_\_you close the window?

Could you close the window?

**Language Focus:** We use *WOULD* for ask someone to do something:

Ex. \_\_\_\_\_ you open the window?

**Would** you open the window?

\_\_\_\_\_ he take us to train station?

**Would** he take us to train station?

	Materials	Details	Timing
<b>Intro-duction/ connect to prior knowledge</b> Page 1	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already. 2. Follow with the prior knowledge activity related to the big picture. 3. Teacher says: Today we will practice 'How to ask someone to do something.' 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below. a) Teach your students about how to talk about 'How to ask someone to do something' step-by-step using vocabulary on the big picture, under the pictures on the second page, in the text and the language focus with	7-10mns
<b>Presenta-tion</b> Page 2/ 3 :	Pictures / text	<b>COULD</b> for asking someone to do something and <b>WOULD</b> for ask someone to do something. b) Model each step. c) Have a few students demonstrate the lesson following the model of the teacher. d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabulary they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b) Teacher asks the students to answer the question, which is at the end of the text. c) Teacher presents the grammar structure to the students, models it then asks a few students demonstrate before the whole class do in turns. d) Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>	<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p>a) Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p><b>Listen and repeat.</b></p> <p>1-    <b>T F</b></p> <p>2-    <b>T F</b></p> <p>3-    <b>T F</b></p> <p>4-    <b>T F</b></p> <p>5-    <b>T F</b></p> <p><b>Read. Complete the dialogue.</b></p> <p>A. <b>Could</b> you fix the keyboard?</p> <p>B. I'm sorry, I <b>couldn't</b> fix it.</p> <p>A. <b>Could</b> he lend me his headphone?</p> <p>B. Yes, ask him.</p> <p>A. <b>Could</b> she send an email to her boss?</p> <p>B. No, she couldn't.</p> <p>A. <b>Could</b> you fill in the form?</p> <p>B. Yes, where is it.</p> <p>A. <b>Could</b> you take a beautiful picture?</p> <p>B. Yes, I could.</p> <p>b) Introduce to the student the listening activity and explain its objective. Make sure they understand what it is expected from them.</p> <p>c) Tell the students to listen to the paragraph and do the activity of the listening on page 3.</p>	<p>50-60mns</p>									
	<p><b>Page 3 Listening.</b></p> <p><b>Listen.</b> Listen to the information and cross out the words you hear.</p> <table border="1" data-bbox="435 1458 1281 1599"> <tr> <td>Headphones</td> <td>keyboard</td> <td>chat</td> </tr> <tr> <td>screen</td> <td>emails</td> <td>laptop</td> </tr> <tr> <td>Click</td> <td>camera</td> <td>computer</td> </tr> </table> <p>Samira has a new black laptop. It is big. She could write emails to her friends. She could use the keyboard. Her friends don't have laptops. But, they have phones. They could chat on the phone. They could talk to their teachers. Samira could play games with her laptop. She could use the mouse. She always moves the mouse. She could look at the screen. She could click the mouse. There is a noise on the laptop. She couldn't hear anything. She likes games. But, before playing games she has to do her homework.</p>	Headphones	keyboard	chat	screen	emails	laptop	Click	camera	computer	
Headphones	keyboard	chat									
screen	emails	laptop									
Click	camera	computer									

<b>Presenta- tion</b> Page 5	Picture / Text	1. Teacher presents and explains what a “ <b>Blog Entry</b> ” is. a) Ask the students to read carefully the texts, which are the example of a blog entry writing.	5-10mns
<b>Practice</b> Page 5		2. Tell the students that they will try to write a note blog entry writing. a) Ask the students to write about their parents’ mobile phones. b) What do they do with their phones? Describe your thought and feeling c) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill in the table.	30- 40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip /Pictures	This page has many productive activities such as “think, pair and share, write a book (or make a book), make a poster, play a game, class brainstorming etc. In this lesson: 3. The teacher asks the students <i>how people share information</i> . 4. The Ss give their answers then the teacher records and reports their answers on the board. 5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language. a) Put the students in small groups. b) Explains clearly and slowly to the students the poster objective. c) Give an example of poster and explain them to write “the similarities and differences.” Then the whole work will be done by the students. c) Give a hint to the students by saying to think about the similarities and the differences of the gadgets we communicate with. Then the whole work will be done by the students. c) The teacher monitors and bring support to the students in need. 6. The teacher asks the students to do the “ <b>think, pair, share</b> ” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints. a) Ask the students to think about Think about the similarities and differences between a laptop and a mobile phone. b) Ask the students to discuss with a partner in your group ‘Discuss how they are the same and different’ c) Ask the students to explain and share their answers with another group.	40- 60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
Supplemental Materials:			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:3 Unit:8 Lesson:27**

Objective(s):In this lesson the teacher should help Ss to be able to :

- talk about when I will do something.
- talk about when I won't do something.

**New Vocabulary:**

**Website newspaper advertisement digital internet surf (the internet) letter envelope post (v) postcar**

**Stamp (n) magazine article find (v) soon (adv) penpal tonight (adv) later (adv) search (v)**

Language Focus: (Page 3)Will and won't for the future

- Ex. I **will** \_\_\_\_\_. I **will** call you tonight.  
 She/He **won't** \_\_\_\_\_. She/He **won't** send the email tonight

**Word Focus : Soon** - in a short time

The word soon means in a short or small amount of time.

How soon? This is used ask when something will happen.

Ex. How soon will we get there?

As soon as possible is a phrase to tell someone you will do something as quickly as you can.

Procedure	Materials	Details	Timing
<b>Introduc- tion/ connect to prior knowledge</b>  Page 1	Textbook	1. Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabulary they know already. 2. Follow with the prior knowledge activity related to the big picture. 3. Teacher says: Today we will talk about 'when I will /won't do something.' 4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below. a) Teach your students about ' will /won't for the future' step-by-step using vocabulary on the big picture , under the pictures on the second page, in the text and the language focus with " <b>will / won't for the future.</b> " b) Model each step.	7-10mns
<b>Presentation</b>  Page 2/ 3 :	Pictures / text	c) Have a few students demonstrate the lesson following the model of the teacher. d) Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabulary they remember. a) Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b) Teacher asks the students to answer the question that is at the end of the text. c) Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns. d) Teacher proceeds with the pictures and vocabulary under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.	40-60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p>6. Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the vocabulary under them.</p> <p><b>Listen and repeat.</b></p> <p><b>Answers.</b></p> <p>1- stamp</p> <p>2-digital</p> <p>3-internet</p>	<p>50-60mns</p>
		<p>4-magazine</p> <p>5-website</p> <p>6-postcards</p> <p>Write. Use words and phrases from each block to write as many sentences as possible.</p> <p>1- I will write an email tomorrow.</p> <p>2-They will search the information soon.</p> <p>3-He won't surf that website as soon as possible.</p> <p>4-She won't buy that postcard next week.</p> <p>5-We will read the magazine tonight.</p> <p>6-You will send an email this evening</p> <p>7-He won't find these envelopes today.</p> <p>b) Introduce to the student the listening activity and explain its objective. Make sure they understand what it is expected from them.</p> <p>c) Tell the students to listen to the paragraph and do the activity of the listening on page 3.</p> <p><b>Page 3 Listening. Fill-in the missing information.</b></p> <p>Sam will send an email to his friends tonight. He will invite them to see his new computer.They will surf the internet and play games. Sam will chat with his friend Yahya in Djiboutitomorrow. They will use an app on their cell phones. Sam's sister Emily will use the computer</p> <p>too. She won't search for games to play. She will find her favorite magazine to read. Emily won't chat with her friend. She will write a letter to Fathia today. She will buy a stamp and mail her letter soon. Both Emily and Sam won't use the computer on weekdays. They will do homework and play outside.</p> <p>7. Presents the language focus on page 4.</p> <p>a) Ask the students to listen to the Reader's theater.</p> <p>b) Read the Reader's theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader's theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity "ask and answer" on page 4 by modeling first to them.</p>	

<b>Presentation</b> Page 5	Picture / Text	1. Teacher presents and explains what a “Pen Pal letter” is. a) Ask the students to read carefully the text, which is an example of a pen pal letter writing.	5-10mns
<b>Practice</b> Page 5		2. Tell the students that they will try to write a Pen Pal letter writing. a) Ask the students to write a pen pal and share things they like to do. b) Ask the students to share with a partner their writing that they will read for him or her then they will ask to take notes and fill in the table.	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	This page has many productive activities such as “think, pair and share, write a book (or make a book), make a poster, play a game, do a survey, class brainstorming etc. In this lesson: 3. The teacher asks the students “what are the different ways we can communicate with people? 4. The Ss give their answers then the teacher records and reports their answers on the board. 5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language. a) Put the students in small groups. b) Explains clearly and slowly to the students the Role Play’s objective. c) Give a hint to the students by using words they know to play the Role. Then the whole work will be done by the students. d) The teacher monitors and bring support to the students in need. 6. The teacher asks the students to do the “ <b>think, pair, share</b> ” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them a few hints. a) Ask the students to think about ‘ How people use technology.’ b) Ask the students to discuss ‘Why is it important to be able to communicate with people all over the world?’ ‘Is one way of communicating better than another?’ c) Ask the students to share their answers with another group.	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
<b>Supplemental Materials:</b>			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:3 Unit:9 Lesson:28**

**Objective(s):**In this lesson the teacher should help Ss to be able to :

-Describe what something is made of.

**New Vocabulary:** Some vocabulary are from grade 5 and some are new such as lamp, bicycle, book-case, electricity, sunglasses, tractor, gold, silver, wheel, metal, bracelet, stone, fabric, wool, carpet, key.

**Language Focus (page 3):** Ask what something is made of.

Is (it/this) **made of** \_\_\_\_\_? Is (it/this) **made of** wool?

Yes, it is **made of** \_\_\_\_\_. Yes, it is **made of** wool.

No, this isn't. It is **made of** \_\_\_\_\_. No, this isn't made of wool. It is **made of** cotton.

**Language Focus (page 4):** **The use of the singular and plural form with " made of".**

What is \_\_\_\_\_ **made of**? What is the chair **made of**?

What are these \_\_\_\_\_ made of? What are these lamps **made of**?

The \_\_\_\_\_ is made of \_\_\_\_\_. The lamps are **made of** glass and metal.

Procedure	Materials	Details	Timing
<p><b>Introduction/ connect to prior knowledge</b> Page 1</p>	Textbook	<p>1.Start the class by refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already.</p> <p>2.Follow with the prior knowledge activity related to the big picture.</p> <p>3.Teacher says: Today we will practice describing what something is made of.</p> <p>4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.</p>	7-10mns
<p><b>Presentation</b> Page 2/ 3 :</p>	Pictures / text	<p>a)Teach your students about how to talk about what something is made of step-by-step using vocabularies on the big picture , under the pictures on the second page, in the text and the language focus with "<b>be made of</b>".</p> <p>b)Model each step.</p> <p>c)Have few students demonstrate the lesson following the model of the teacher.</p> <p>d)Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</p> <p>5. Teacher starts asking about the pictures to check which vocabularies they remember.</p> <p>a)Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</p> <p>b)Teacher asks the students to answer the question which is at the end of the text.</p> <p>c)Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns.</p> <p>d)Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</p>	40-60mns



<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p>6.Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the voacularies under them.</p> <p><b>Listen and say.</b>Read and complete the sentences.</p> <ol style="list-style-type: none"> <li>1. Children play with it. The <b>teddy bear</b> is made of wool.</li> <li>2. People put <b>rings</b> on their fingers. These are made of <b>silver</b>.</li> <li>3. <b>Sunglasses</b> keep sun and dirt out of our eyes. Some are made of metal and <b>plastic</b>.</li> </ol>	<p>50-60mns</p>
		<ol style="list-style-type: none"> <li>4. We use <b>lamps</b> to see at night. They can be made of plastic, glass, and metal.</li> <li>5. <b>Stones</b> are found on the beach. We can use <b>stones</b> to make things.</li> </ol> <p><b>Read and write.</b> Use the words and clues to complete the dialogue.</p> <p>stones      cotton      wood      glass      plastic</p> <p>Uncle: Nephew what gifts did you get for Eid.</p> <p>Nephew:I got a blue shirt from my mom. It is made of <b>cotton</b>.</p> <p>Uncle:What else did you get?</p> <p>Nephew: I got police, firefighter, and doctor toys. <u>They</u> are made of <b>plastic</b>.</p> <p>Uncle: Did you get anything else?</p> <p>Nephew: I got a mancala game. It <b>glass</b> and <b>wood</b>.</p> <p>Uncle: I played that game too. Our game was made of <b>stones</b>.</p> <hr/> <p>a)Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p>b)Ask the student to tell you what is a dictogloss to check if they will do what he is expecting from them if not refresh their memories and explain again what a dictogloss is.</p> <p>c)Tell the students to listen to the story of Bilan’s treasures then do the activity of the dictogloss on page 3.</p> <p><b>Page 3 listening</b></p> <p>Let me tell you about my treasures. These are the things that are special to me. People in my family gave them to me, or I found them. My first treasure is a necklace. It is made of gold and has my name on it. My parents gave it to me for Eid last year. The second treasure I have are my teddy bears. I have two of them. They are soft and made of brown fabric. I think the fabric is cotton or wool. I sleep with them at night. My third treasure is a box made of wood. I use it to collect rocks that I find on walks. I also put my Eid money in this box. My last treasure is my lamp. My lamp is made of plastic. I use it to read at night under the stars.</p> <p><b>Dictogloss.Listen.</b></p> <ol style="list-style-type: none"> <li>1. Listen to learn about <u>Bilan’s</u> treasures.</li> <li>2. Listen again and take notes.</li> <li>3. Work in a small group to write what you heard.</li> </ol>	

		<p>7. Presents the language focus on page 4.</p> <p>a) Ask the students to listen the Reader theater.</p> <p>b) Read the Reader theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity “ask and answer” on page 4 by modeling first to them.</p>	
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a “descriptive writing” is.</p> <p>a) Ask the students to read carefully the text which is an example of a descriptive writing.</p> <p>b) Ask the students to try to answer the question which is in the instruction.</p>	5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a descriptive writing their turn.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a descriptive paragraph about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>	30-40mns
<b>Production</b> Page 6	Textbook / Pencil / Paperclip / Pictures	<p>This page has many productive activities such as “think, pair and share, write a book( or make a book), make a poster, play a game, class brainstorming etc. In this lesson:</p> <p>3. The teacher asks the students to think about things made of “metal, glass, wood, wool, fabric, silver, gold, cotton.</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the game.</p> <p>c) Give a hint to the students by saying what something in the classroom is made of or things are made of. Then the whole work will be done by the students.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about things they have in their home.</p> <p>b) Ask the students to discuss with a partner in your group about what things they have in their home “are made of”.</p> <p>c) Ask the students to share their answers with another group.</p>	40-60mns
<b>Extension Activities</b>			
<b>Assessment</b>			
Supplemental Materials:			
<b>Pre-Planning Notes:</b>			
<b>Post-Lesson Reflection:</b>			

**Module:3 Unit:9 Lesson:29**

**Objective(s):In this lesson the teacher should help Ss to be able to :**

-Compare the past with their life of today.

**New Vocabulary: Some vocabulary are from grade 5 and some are new such as** cartoon, flashlight, video tape, DVD, crayons, electricity, waging machine, smartboard, umbrellas, pool, MP3 player, sundial.

**Language Focus(page 3) : Contrast with but**

In the past, \_\_\_\_\_ **but** today \_\_\_\_\_.

In the past, people used fireworks, **but** today they are not allowed.

**Language Focus(page 4): Contrast with instead**

They \_\_\_\_\_ instead. Years ago, people didn't watch TVs, **instead** they listened to the radio.

In the past, people didn't use cars. They walked everywhere **instead**.

Procedure	Materials	Details	Timing
<p><b>Introduction/ connect to prior knowl- edge</b></p> <p>Page 1</p>	Textbook	<p>1.Start the class refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already.</p> <p>2.Follow with the prior knowledge activity related to the big picture.</p> <p>3.Teacher says: Today we will practice comparing the past with their life of today and he starts reading for them the small paragraph on page 1 on the big picture to show them cartoons of the past and today.</p>	
<p><b>Presentation</b></p> <p>Page 2/ 3 :</p>	Pictures / text	<p>4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below.</p> <p>a)Teach your students about how to compare and contrast the past and life of today step-by-step using vocabularies on the big picture , under the pictures on the second page, in the text and the language focus with “ <b>but , instead</b>”.</p> <p>b)Model each step.</p> <p>c)Have few students demonstrate the lesson following the model of the teacher.</p> <p>d)Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus.</p> <p>5. Teacher starts asking about the pictures to check which vocabularies they remember.</p> <p>a)Teacher asks some students to read the text on their own after they listened and repeated after their teacher.</p> <p>b)Teacher asks the students to answer the question which is at the end of the text.</p> <p>c)Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns.</p> <p>d)Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure.</p>	<p>7-10mns</p> <p>40-60mns</p>

<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p>6.Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the voacularies under them.</p> <p><b>Listen and repeat.</b>Read and match to complete the sentences.</p> <ol style="list-style-type: none"> <li>In the past, music was played from tapes, <b>but today we use MP3 players.</b></li> <li>In the past, umbrellas were made from plants, <b>today they are made of fabric instead.</b></li> <li>In the past, we only swam in the ocean, <b>but today we swim in the pools.</b></li> <li>In the past, kids used chalk to draw, <b>but today they use cray-ons.</b></li> <li>In the past, we used <b>sundials</b> to tell time, <b>but today we use clocks or a cellphone.</b></li> <li>In the past, people didn't have <b>electricity</b>, <b>they used fire for heat or light instead.</b></li> </ol> <p><b>Answers in a short form:</b></p> <p><b>1F</b> <b>2E</b> <b>3A</b> <b>4D</b> <b>5C</b> <b>6B</b></p> <p>a)Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3. b)Ask the student to combine the parts using "but, instead" to get complete sentences.</p> <p><b>Read and write.</b> Combine the sentences with <u>instead</u> or <u>but</u>.</p> <ol style="list-style-type: none"> <li>Everyone used their hands to wash clothes <b>but</b> today many people use a washing machine.</li> <li>People used wood sticks to clean their teeth, <b>instead</b> today people use a plastic <u>toothbrush</u> .</li> <li>Kids used to make puzzles and games <b>but</b> today a lot of kids play with video games.</li> <li>People used to <u>listen</u> music on tapes <b>but</b> today people use to listen to music on an MP3 player.</li> <li>People got the news on the radio <b>instead</b> today people watch TV or use a computer.</li> </ol> <p>c)Tell the students to draw the chart on page 3 then listen to audio to cross out the words they hear .</p> <p><b>Listening: Page3</b></p> <p>In the past, people worked during the day. They needed the sun for light. At night, people used fire to light candles. In the past, people didn't have electricity. Today people use electricity. Now we use lamps and flashlights instead. Now people work at night too. Schools are different too. In the past, schools had one classroom, but now, schools have a lot of rooms. In the past, teachers used a chalkboard. Now, some teachers use a smartboard instead. In the past, students wrote on a slate. Now students use crayons and pens instead. In the past, we didn't learn English, but now, we learn English in school.</p>	<p>50-60mns</p>
		<p><b>Listen.</b> Draw this chart in your copybook.Listen and cross-out the words you hear.</p>	

		Day and Night			Schools		
		flashlight	electricity	candles	chalkboard	crayons	chair
		work	cartoon	MP3 player	eraser	smartboard	desk
		bookcase	sun	camera	English	playground	schoolbag
<p>7. Presents the language focus on page 4.</p> <p>a) Ask the students to listen the Reader theater.</p> <p>b) Read the Reader theater for the students.</p> <p>c) Ask the students to practice it with their teacher who will be the narrator.</p> <p>d) Give to the students the opportunity to take part in practicing the Reader theater as well practicing different characters to help them improve their reading.</p> <p>e) For more practice, ask the students to do the writing activity and the activity “ask and answer” on page 4 by modeling first to them.</p>							
<b>Presentation</b> Page 5	Picture / Text	<p>1. Teacher presents and explains what a “contrast writing” is.</p> <p>a) Ask the students to read carefully the text which is an example of a contrast writing.</p> <p>b) Ask the students to try to answer the questions which are in the instruction.</p>					5-10mns
<b>Practice</b> Page 5		<p>2. Tell the students that they will try to write a contrasting writing their turn.</p> <p>a) Ask the students to first choose one of the two given options.</p> <p>b) Ask the students to write then a contrasting paragraph about the topic of the option they chose.</p> <p>c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.</p>					30-40mns
<b>Production</b> Page 6	Textbook / Pencil	<p>This page has many productive activities such as “think, pair and share, write a book( or make a book), make a poster, play a game, class brainstorming , a Venn diagram etc. In this lesson:</p> <p>3. The teacher asks the students to think about what do we have today and people did not have in the past.</p> <p>4. The Ss give their answers then the teacher records and reports their answers on the board.</p> <p>5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language.</p> <p>a) Put the students in small groups.</p> <p>b) Explains clearly and slowly to the students the Venn diagram he or she is expecting from them.</p> <p>c) Give a hint to the students by asking them to first choose a topic, discuss about it then fill the diagram with words and pictures.</p> <p>d) The teacher monitors and bring support to students in need.</p> <p>6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints.</p> <p>a) Ask the students to think about what is different today from the past.</p> <p>b) Ask the students to discuss with a partner about things they did in the past and they don’t do now.</p> <p>c) Ask the students to share their ideas with another group.</p>					40-60mns
<b>Extension Activities</b>							
<b>Assessment</b>							
Supplemental Materials:							
Pre-Planning Notes:							
Post-Lesson Reflection:							

**Module:3 Unit:9 Lesson:30**

**Objective(s):**In this lesson the teacher should help Ss to be able to :  
 -Talk about the changing world by talking about what people used to do in the past.

New Vocabulary: Some vocabulary are from grade 5 and some are new such as underground, subways, trolleys, x-ray, robot, medicine, app, roller skates, net, invention, designs, ice skates, surfboard.

**Language Focus( page 3): Used to for talking about the past.**  
 People **used to** \_\_\_\_\_. People **used to** travel around the world in boats.  
 Why didn't people **use to** \_\_\_\_\_? Why **didn't** people **use to** travel by planes?  
 Why did people **use to** \_\_\_\_\_? Why **did** people **use to** travel by camel?  
 They didn't **use to** \_\_\_\_\_. They **didn't use to** have cars.  
**Word Focus( page 4): Different uses of Then**  
**Then** is used as an expression of **time**, as part of a **sequence**, or as a **consequence**.  
**Time:** Sorry I couldn't meet you yesterday, I was studying **then**.  
**Sequence:** First, boil the water, **then** add the tea.  
**Consequence:** If you finish your chores, **then** you can play video games.

Procedure	Materials	Details	Timing
Intro- duction/ connect to prior knowledge  Page 1	Textbook	1.Start the class refreshing their memories by asking them to tell you what they see on the big picture using vocabularies they know already. 2.Follow with the prior knowledge activity related to the big picture. 3.Teacher says: Today we will practice talking about the changing world by by talking about what people used to do in the past and he starts reading for them the small paragraphs on page 1 on the big picture to show them what people used to do in the past and they do today.	7-10 mns
Presenta- tion  Page 2/ 3 :	Pictures / text	4. Determine how you will proceed the lesson after the presentation of the first page. Write your lesson procedure in the pre-planning section below. a)Teach your students about how to show them the changing world by talking about the changing because of inventions, designs and what people used to do in the past and step-by-step using vocabularies on the big picture , under the pictures on the second page, in the text and the language focus with " <b>used to</b> ". b)Model each step. c)Have few students demonstrate the lesson following the model of the teacher. d)Teacher lets the whole class take turns to ask and repeat the vocabulary and the language focus. 5. Teacher starts asking about the pictures to check which vocabularies theyremember. a)Teacher asks some students to read the text on their own after they listened and repeated after their teacher. b)Teacher asks the students to answer the question which is at the end of the text. c)Teacher presents the grammar structure to the students, models it then asks few students demonstrate before the whole class do in turns. d)Teacher proceeds with the pictures and vocabularies under them related to the first activity on page 3 to show the students the use of the vocabulary and the grammar structure	40- 60mns

<p><b>Practice</b></p> <p>Pages 3/ 4</p>		<p>6.Practice doing the first activity on page 3 after the presentation and explanation of the pictures as well as the voacularies under them.</p> <p><i>Listen and repeat. Look at the pictures then complete the sentences. Write true or false.</i></p> <p>1. Ice skates are different from the roller skates because they don't have wheels. <b>True</b></p> <p>2. We ride waves of the ocean on a surfboard. <b>True</b></p> <p>3. A robot is a person not a machine. <b>False</b></p> <p>4. A net is only used to catch fish. <b>False</b></p> <p>5. X-ray helps us see the bones of a person <b>True</b></p> <p>a)Tell students that they will practice the vocabulary and the grammar structure through the first and second activities on page 3.</p> <p>b)Ask the student to complete the sentences with the affirmative or negative form of "used to" the sentences of the second activity on page 3.</p> <p><i>Read. Complete the sentences. Tick the true sentences.</i></p> <ol style="list-style-type: none"> <li>1. In The past, people didn't use to have ovens before there was electricity.✓</li> <li>2. Before the invention of books, people used to watch color televisions.</li> <li>3. Before the inventions of washing machines, people didn't wash clothes by hand.</li> <li>4. Why didn't people use to take x-rays? They didn't use to have the machines.✓</li> <li>5. In the <u>past</u>, people used to make medicines from plants when they were sick.✓</li> </ol> <p>c)Tell the students to listen to the audio then put a tick in the right box .</p>	<p>50-60mns</p>
		<p><b>Listening: Page 3</b></p> <p><b>First surfboards:</b></p> <p>For hundreds of years, the people have used surfboards to ride on the waves of the ocean. We think that the surfboards were invented in Hawaii. In the past, surfboards used to be made of wood. Now there are many different types or designs of surfboards.</p> <p><b>First subway:</b></p> <p>The London Subway ( Underground train ) which opened in 1863,was the first in the world. It used to be between Paddington and Farringdon . The subway had different parts made of metal, glass, plastic and fabric..</p> <p><b>First roller skates:</b></p> <p>First roller skates were invented in 1760 by John Joseph Merlin, a Belgian who entered a party with shoes having wheels. His first <b>roller skates</b> used to have metal wheels that were in- line. <a href="#">James Plimpton</a> from Massachusetts invented in 1863 the four-wheel roller skates to help people stop the roller skates. John Joseph Merlin invented the first roller skates but didn't know how to stop them..The first roller skates were made o wood and metal.</p> <p><b>Robots:</b></p> <p>First robot in history was a soldier blowing a trumpet. It was made In 1910 by Friedrich Kaufman from Germany.It was made of metal like most of robots . It was wearing gloves made of fabric. Robots are made of metal but are covered with different materials. They have different designs too.</p>	

Put a tick under each item to show what it is made of and where it was invented.

	Surfboard	Subway	Rollerskates	Robots
Glass		√		
Fabric		√		√
Wood	√		√	
Metal		√	√	√
Plastic		√		
Massachusetts,USA			√	
London, UK		√		
Wallonia, Belgium			√	
Hawaii, USA	√			
Dresden, Germany				√

<b>Presenta- tion</b> Page 5	Picture / Text	1. Teacher presents and explains what an “expository writing” is. a) Ask the students to read carefully the text which is an example of an expository writing. b) Ask the students to try to answer the question which is in the instruction.	5-10 mns
<b>Practice</b> Page 5		2. Tell the students that they will try to write an expository writing their turn. a) Ask the students to first choose one of the two given options. b) Ask the students to choose an invention then write an expository paragraph about it has helped people. c) Ask the students to share with a partner their writing that they will read for him or her then will ask to take notes and fill the table.	30-40 mns
<b>Production</b> Page 6	Textbook / Pencil/ /crayons	This page has many productive activities such as “think, pair and share, write a book( or make a book), make a poster, play a game, class brainstorming , a Venn diagram etc. In this lesson: 3. The teacher asks the students to share with their classmates how transportation has changed , how did people travel in the past and how they travel now. 4. The Ss give their answers then the teacher records and reports their answers on the board. 5. The teacher gives the students the opportunity to practice orally the vocabulary and the grammar structure. This time no more modeling. It is time to use the language. a) Put the students in small groups. b) Explains clearly and slowly to the students the poster he or she is expecting from them. c) Give a hint to the students by asking them to first choose a topic, discuss about it then make the poster writing some lines and drawing things on it . d) The teacher monitors and bring support to students in need. e) The teacher asks the students to share their poster with the class. 6. The teacher asks the students to do the “think, pair, share” activity. Time to write on their own some sentences using the vocabulary and the grammar structure after giving them few hints. a) Ask the students to think about all inventions they have learned. Are they always good? b) Ask the students to discuss with a partner about the good and bad things about different inventions. c) Ask the students to share their ideas with another group.	40-60 mns
<b>Extension Activities</b>			
<b>Assessment</b>			

Supplemental Materials:

**Pre-Planning Notes:**

**Post-Lesson** Reflection:



## Module 2

### Module 2: Consolidation and Integration

In this lesson, I will talk and write about...

- Senses and feelings
- Animals habitats and their babies
- Adventures

Procedures	Details	time
	<p><b>Class brainstorm</b></p> <p><b>In Unit 4: Remember as many words as you can about lesson 12, 13 and 14.</b></p> <ul style="list-style-type: none"> <li>▪ Check how many words in target vocabulary they remember</li> <li>▪ Tell them to use the words in sentences.</li> <li>▪ Assess their ability of mastering language focus and structures</li> <li>▪ Encourage them to self/ peer assess</li> </ul> <p><b>Example:</b></p> <p>The blanket <b>feel soft</b></p> <p>Flowers <b>smell good</b></p> <p>Bananas <b>taste sweet</b></p> <p>Melons <b>look like small pumpkins</b></p>	
	<p><b>Role play</b></p> <p><b>Writing and Speaking</b></p> <p>Let's say that you and your classmate went for a visit in a new village or city.</p> <p>Use words of sense to describe things, people and places. <b>Use words: feel like, taste like, smell like, look like, sound like</b></p> <ul style="list-style-type: none"> <li>❖ Give importance to sentences construction and accuracy</li> <li>❖ Capital letters and punctuations</li> <li>❖ Give them time to prepare</li> </ul>	
	<p><b>Game: Play the game with a partner or small group</b></p> <p>Make a spinner with a pencil and paper clip</p> <p>Take turns spinning spinner</p> <p>Use the word the spinner lands on in a question</p> <p><b>Question</b></p> <p>..... Name three things that</p>	

**Small group brainstorm.**

- Make a group of 4 students
- Remember as many animals as you can.

How much do you remember what you have learnt in unit 5.

Write as much sentences as you can with the following structure:

**A baby \_\_\_\_\_ is called a \_\_\_\_\_**

**The \_\_\_\_\_ is the \_\_\_\_\_ est animal**

**Adverbs only / everywhere / together**

**Dictogloss. Listen.**

A cat can have many babies at one time. The female cat puts all her babies together in the same place. A baby cat is called a kitten. Kittens are one of the best pet in the world. They can be the best friend of people.

Cats look like small tigers, but they don't sound the same. Tigers are one of the most dangerous animals in the zoo, but cats are one of the friendliest pet for people. Tigers can only be found in the zoo or wild world but cats can be found everywhere. Many people love cats, they feed them and keep them in their houses.

1. Listen to the short paragraph
2. Listen again. Take notes about what you hear.
3. Work in groups to write what your teacher said.
4. Check how similar is with the original text.

**Story Timeline:**

*is an activity that arranges events gradually in a story. It sets sequences of activity in order from the first to the last.*

Ask students to put the sentences of the story in the right order

**Here is the story timeline passage**

Bilan is a young girl who is 11 years old. Last summer, she went on holiday to Addis Ababa with her family.

They left Djibouti on June 29<sup>th</sup>. They travelled by bus Djibouti to Dire Dawa. Then, they took the train from Dire Dawa to Addis Ababa. Addis Ababa is very cold in the summer, but they stayed two month there.

One day she went for a trip to the Zoo. Bilan saw many different animals. Also she learnt some animals' sounds and what we call their babies in English. A baby cow is called a calf. She thinks the Elephant is the biggest and rabbit the smallest animal in the zoo. She touched the Elephant body, it feels like hard. But the body of horse is soft.

After a week, she went for a camel ride in the desert. She had good time in the desert. She enjoyed clean air and tasted different food.

Finally, Bilan and her family came back Djibouti on 29<sup>th</sup> of August.

	<p><b>BRAINSTORM</b></p> <p><b>Remember unit 6: <i>Lesson 18 and 19</i></b></p> <p><b>Recall as many descriptive words as you can with a classmate.</b></p> <p><b>Write 8 sentences with (make + someone + adjective) and 10 sentences with should and shouldn't</b></p> <p><b>Role play:</b></p> <p><b>Practice a role play with your classmate where one of you has been on adventures and the other is planning to go for an adventure. Describe feeling and make suggestions.</b></p> <ul style="list-style-type: none"> <li>➤ Make sure students use the right words for suggestions and feeling</li> <li>➤ Engage all students into the task to develop their speaking performance</li> <li>➤ Tell students not afraid of making mistakes</li> </ul>	
Practice	<p><b>Make a book</b></p> <ul style="list-style-type: none"> <li>▪ Divide the class into groups of 4 or 6</li> <li>▪ Let's pretend that each group members are sibling</li> <li>▪ Suppose that each of them had a trip to a different place</li> <li>▪ Encourage them to make a book about their trip</li> <li>▪ Involve everyone to express his/her feeling towards the trip</li> <li>▪ Let students present their book in front of class</li> </ul> <p>For example:</p> <p>Student 1. Last summer we went for a trip holiday to Gabileh. I liked very much. The weather made me happy.</p> <p>Student 2</p> <p>Student 3</p> <p>Student 4</p>	
Produce	<p><b>Situation</b></p> <p>This is an important summative assessment task.</p> <p>Encourage your students to use the structure and vocabulary they learned so far in this module.</p> <p><b><i>You have been on an adventure. Describe the adventure.</i></b></p> <ul style="list-style-type: none"> <li>➤ <b>Say where you went</b></li> <li>➤ <b>How did you travel</b></li> <li>➤ <b>Describe what you saw, heard, touched, tasted and smelled</b></li> <li>➤ <b>Describe animals you saw on the adventure</b></li> </ul> <p><b><i>Choose a way to share your adventure.</i></b></p> <ol style="list-style-type: none"> <li>1. <b>Write and act out a role play</b></li> <li>2. <b>Write, draw, and read a book</b></li> <li>3. <b>Write and explain a timeline of events</b></li> <li>4. <b>Draw, write, and present a poster</b></li> </ol>	































