

NIGERIA PRIMARY

ENGLISH

Teacher's Guide 1

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Phonics

- 1 Pronounce the sound /ɪ/ and /i:/ clearly and let the pupils repeat after you several times.
- 2 Guide the pupils to pronounce the words in the Sound bank.
- 3 Let the pupils identify words with the sounds /ɪ/ and /i:/.
- 4 Guide the pupils through the words in Activity A.
- 5 Read the sentences in Activity B aloud and let each pupil repeat after you.
- 6 Guide the pupils to complete the exercises.

Listening and speaking

- 1 Read the dialogue aloud with expression.
- 2 Let the pupils listen carefully.
- 3 Explain unfamiliar words to the pupils.
- 4 Organise the pupils into pairs and let them practise the dialogue.
- 5 Guide the pupils to answer the Exercise 1 orally before writing in their notes.
- 6 Read the greetings and responses with the pupils.
- 7 Let pupils practise the greetings in pairs and guide them to complete Exercise 2.

Reading

- 1 Pupils should be able to identify and pronounce the name of each common object found in the classroom.
- 2 Ask the pupils to observe the pictures carefully.
- 3 Point to each object and pronounce its name.
- 4 Let pupils repeat after you.
- 5 Ask individual pupils to name objects shown in the pictures.
- 6 Guide the pupils to complete the reading exercises.

Grammar

- 1 Define noun and illustrate it with many examples under the categories of person, place and thing.
- 2 Let the pupils give their own examples of nouns in the different categories.
- 3 Let the pupils identify nouns in sentences.
- 4 In Exercise 1, let the pupils read the words under the given pictures and say if they are persons, places or things.
- 5 In Exercise 2, let the pupils read the given sentences and say the nouns in them.
- 6 In Exercise 3, let the pupils look around their classroom and say the names of the things that they see.
- 7 Teach the pupils to add an 's' to singular nouns to make them plural.
- 8 In Exercise 4, let the pupils look at the pictures and circle the correct word after the example.

Composition

- 1 Read the speech bubbles with the pupils.
- 2 Discuss the information provided by Dora.
- 3 Ask the pupils questions about themselves such as 'What is your name?' 'How old are you?', 'What school do you attend?'
- 4 Let pupils answer orally.
- 5 Guide pupils to complete the composition exercise using information about themselves.
- 6 Encourage pupils to read their responses aloud.

Phonics

- 1 Pronounce the sound /æ/ and /ɑ:/ clearly and repeatedly. Let the pupils listen and repeat after you.
- 2 Draw the pupils' attention to the pictures of the cat and the car in the pupils' book. Explain that the word cat contains the short vowel sound /æ/, while the word car contains the long vowel sound /ɑ: /.
- 3 Guide the pupils to read the words in the Sound bank.
- 4 Let the pupils identify words containing the target sounds.
- 5 Guide the pupils through Activity A.
- 6 Read the sentence in Activity B aloud and let the pupils repeat after you.
- 7 Guide the pupils to complete Exercise C.

Listening and speaking

- 1 Read the dialogue aloud with expression and let pupils listen carefully.
- 2 Read the dialogue again and let pupils repeat after you.
- 3 Explain unfamiliar words such as celebrated, lesson, and television.
- 4 Describe 'what' questions to the pupils.
- 5 Organise the pupils into pairs and let them act out the dialogue.
- 6 Encourage the pupils to ask and answer the questions in pairs.
- 7 Allow volunteers to present their answers to the class.

Reading

- 1 Ask the pupils to look at the playground picture.
- 2 Discuss what they can see in the picture.
- 3 Read the passage aloud while the pupils listen.
- 4 Read the passage again and let the pupils read after you.
- 5 Explain unfamiliar words such as playground, swing, slide, seesaw, and break time.
- 6 Ask questions based on the passage.
- 7 Guide pupils to complete the 'True' or 'False' exercise.

Vocabulary

- 1 Ask the pupils to study the pictures carefully.
- 2 Point to each picture and pronounce its name.
- 3 Let the pupils repeat after you.
- 4 Discuss where each object can be found.
- 5 Guide the pupils to complete the exercise.

Grammar

- 1 Explain that a common noun names any person, place, animal, or thing.
- 2 Give examples from the classroom and school environment.
- 3 Let the pupils provide additional examples.
- 4 Guide the pupils through Exercises 1 and 2.
- 5 Explain that a proper noun is the name of a particular person, place, or thing.
- 6 Draw attention to the examples in the textbook.
- 7 Show how proper nouns begin with capital letters.
- 8 Guide the pupils through Exercises 1 and 2.

Writing

- 1 Demonstrate correct letter formation on the board.
- 2 Read the words aloud with the pupils.
- 3 Let the pupils trace the words with their fingers.
- 4 Guide the pupils to copy the words into their exercise books.
- 5 Check the pupils' posture, pencil grip, and handwriting.

Phonics

- 1 Pronounce the sound /ɒ/ and /ɔː/ clearly and repeatedly. Let pupils listen and repeat after you.
- 2 Draw pupils' attention to the pictures of the clock and horse and explain the differences in sound.
- 3 Explain that clock contains the sound /ɒ/ while horse contains the sound /ɔː/.
- 4 Guide the pupils to pronounce the words in the Sound Bank.
- 5 Let the pupils identify the target sounds in the words.
- 6 Guide the pupils through Activity A.
- 7 Read the sentences in Activity B aloud and let the pupils repeat after you.
- 8 Guide the pupils to complete Exercise C.

Listening and speaking

- 1 Show the pictures of the animals to the pupils.
- 2 Ask the pupils to name each animal.
- 3 Read the animal sounds aloud and let pupils repeat after you.
- 4 Encourage the pupils to imitate the sounds.
- 5 Discuss where the animals are commonly found.
- 6 Guide the pupils through Exercise 1.
- 7 Guide the pupils to complete Exercise 2.

Reading

- 1 Ask the pupils to observe the picture of the house.
- 2 Discuss the different parts of a house.
- 3 Read the passage aloud while the pupils listen.
- 4 Read the passage again and let pupils repeat after you.
- 5 Explain unfamiliar words such as bungalow, wardrobe, cabinet, and freezer.
- 6 Ask oral questions about the passage.
- 7 Guide the pupils to answer Exercise 1.
- 8 Guide the pupils through Exercise 2.

Grammar

- 1 Explain that a pronoun is a word used in place of a noun.
- 2 Introduce examples such as he, she, it, we, they
- 3 Discuss the examples in the textbook.
- 4 Show how nouns can be replaced by pronouns.
- 5 Give additional examples from the classroom.
- 6 Guide the pupils through Exercise 1.

Composition

- 1 Ask the pupils to talk about their mothers.
- 2 Discuss what mothers do at home and at work.
- 3 Read each sentence aloud while the pupils listen.
- 4 Allow pupils to complete the sentences using information about their mothers.
- 5 Encourage pupils to read their completed work aloud.

Phonics

- 1 Pronounce the sound /ʊ/ and /u:/ clearly and repeatedly. Let pupils listen and repeat after you.
- 2 Pronounce the word list under Sound bank and ask the pupils to repeat after you.
- 3 Draw the pupils' attention to the pronunciation difference between /ʊ/ and /u:/ sounds.
- 4 Let the pupils say the sounds and the words in Activity A.
- 5 Let the pupils repeat the sentences after you in Activity B.
- 6 Lead the pupils to say the words and underline the /ʊ/ and /u:/ sounds in the given words in Activity C.

Listening and speaking

- 1 Read the dialogue aloud with expression.
- 2 Let the pupils listen carefully.
- 3 Read the dialogue again and let pupils repeat after you.
- 4 Explain unfamiliar words such as pocket money, wisely, save, and piggy bank.
- 5 Organise pupils into pairs and let them act out the dialogue.
- 6 Discuss the importance of saving money.
- 7 Guide the pupils to answer the questions orally before writing.

Reading

- 1 Ask the pupils to look at the pictures and predict what the story may be about.
- 2 Read the passage aloud while the pupils listen.
- 3 Read the passage again and let the pupils read after you.
- 4 Explain difficult words such as achiever, allowance, errands, discipline, and savings.
- 5 Discuss Maya's character and action with the pupils.
- 6 Guide the pupils to answer the comprehension questions.

Vocabulary

- 1 Revise key words from the passage.
- 2 Read each sentence aloud.

- 3 Let the pupils identify suitable words from the word box.
- 4 Guide the pupils to complete the exercise.
- 5 Discuss the meanings of the completed sentences.

Grammar

- 1 Revise the meaning of a pronoun.
- 2 Use the examples in the textbook to explain how pronouns replace nouns.
- 3 Read each example aloud and let the pupils identify the pronouns.
- 4 Write additional examples on the board.
- 5 Guide the pupils through the exercise.

Writing

- 1 Read the words aloud with the pupils.
- 2 Demonstrate correct letter formation on the board.
- 3 Let the pupils trace the words with their fingers before writing.
- 4 Guide the pupils to copy the words into their exercise books.
- 5 Monitor posture, pencil grip, and handwriting.

Phonics

- 1 Pronounce the sound /ə/ and /ɜ:/ clearly and let the pupils repeat after you.
- 2 Lead the pupils to pronounce the word list under Sound bank.
- 3 Let them say the sound and the words in Activity A.
- 4 In Activity B, let the pupils repeat the sentences after you.
- 5 In Activity C, tell the pupils to say the words and underline the sounds.

Listening and speaking

- 1 Read the rhyme aloud with expression.
- 2 Let the pupils listen carefully.
- 3 Read the rhyme again and let the pupils repeat after you.
- 4 Explain unfamiliar words such as shore, perched, winked, and forest.
- 5 Discuss the meaning of rhyming words.
- 6 Let the pupils read the rhyme in groups and pairs.
- 7 Guide the pupils to answer the questions.

Reading

- 1 Ask pupils to name games they play and explain the meaning of games.
- 2 Discuss the difference between indoor and outdoor games.
- 3 Read the passage aloud while the pupils listen.
- 4 Let the pupils read after you.
- 5 Explain unfamiliar words such as indoor, outdoor, goalpost, and team.
- 6 Guide the pupils to answer the comprehension questions.

Vocabulary

- 1 Revise important words from the passage.
- 2 Read the sentences aloud.
- 3 Let the pupils choose suitable words from the word box.
- 4 Guide the pupils to complete the exercise.

Grammar

- 1 Write the full stop on the board.
- 2 Explain the uses of a full stop.
- 3 Read the examples in the textbook.
- 4 Write additional examples on the board.
- 5 Guide the pupils to answer the questions and complete each sentence with a full stop.

Composition

- 1 Ask the pupils to study the pictures and complete the sentences about their best foods.
- 2 Discuss healthy foods and balanced meals.
- 3 Guide the pupils to complete the sentences using the picture clues.
- 4 Encourage the pupils to read their completed work aloud.

Phonics

- 1 Pronounce the sound /ʌ/ and /e/ and let the pupils repeat after you.
- 2 Pronounce the word list under Sound bank and ask the pupils to imitate you.
- 3 Let the pupils say the words in Activities A and B.
- 6 Guide pupils to identify the target sounds in Exercise C.
- 7 Encourage pupils to use the words orally in simple sentences.

Listening and speaking

- 1 Read the rhyme *A Little Bird* aloud with expression.
- 2 Let the pupils listen carefully.
- 3 Read line by line and allow the pupils to repeat.
- 4 Discuss the actions in the rhyme and guide the pupils to recite the rhyme together.
- 5 Introduce the second rhyme, *Goosey Goosey Gander*.
- 6 Help the pupils identify repeated words and rhyming words.
- 7 Allow the pupils to perform the rhymes in groups.

Reading

- 1 Begin by asking the pupils to talk about their families.
- 2 Read the passage aloud and let the pupils read after you.
- 5 Explain unfamiliar words such as hardworking, complexion, neighbours, and member.
- 6 Ask questions to check understanding.
- 7 Guide the pupils to complete the exercises.

Grammar

- 1 Briefly explain how simple plurals of nouns are formed, i.e. by adding –s or –es.
- 2 Read out the sentences under the pictures and tell the pupils to imitate you.
- 3 In Exercise 1, let the pupils say and write the name of each of the objects in its plural form.
- 4 In Exercise 2, the pupils should give the plurals of the given words.

Writing

- 1 Write the words 'Ink, Jug, Kettle, and Lamp' on the board.
- 2 Read each word aloud.
- 3 Let the pupils identify the beginning letters.
- 4 Demonstrate correct letter formation.
- 5 Guide the pupils to trace and copy the words neatly into their exercise books.

Phonics

- 1 Pronounce the sound /p/ and /b/ and let pupils repeat after you.
- 2 Draw pupils' attention to the pictures of pepper, pen, bell, and bridge.
- 3 Guide pupils to read the words in the Sound bank.
- 4 Let pupils identify words beginning with p and b. Then, guide them through Activities A and B.
- 5 Let pupils practise saying the sentences clearly.
- 6 Guide pupils to underline the target sounds in Exercise C.

Listening and speaking

- 1 Read the dialogue aloud with expression.
- 2 Organise the pupils to act out the dialogue in class.
- 3 Let the pupils act out the dialogue.
- 4 Discuss the purpose of invitations.
- 5 Emphasise polite expressions such as 'Please', 'thank you', 'excuse me', 'you are welcome'.
- 6 Guide the pupils to answer the questions orally before writing.

Reading

- 1 Ask the pupils what they see on their way to school.
- 2 Read the passage aloud and let the pupils read in turns.
- 3 Explain unfamiliar words such as cyclist, hospital, attended, praised
- 4 Discuss road safety and helping others.
- 5 Guide the pupils to answer the comprehension questions.

Vocabulary

- 1 Explain that words with opposite meanings are antonyms.
- 2 Read each word aloud.
- 3 Let the pupils identify matching pairs.
- 4 Encourage the pupils to use each word in simple sentences.

Grammar

- 1 Explain that articles come before nouns.
- 2 Introduce 'a' and 'an'.
- 3 Identify the objects in the classroom and use them in sentences.
- 4 Emphasise that articles 'a' before consonant sounds and article 'an' before vowel sounds.
- 5 Read the examples together.
- 6 Guide the pupils to complete the exercises.

Composition

- 1 Ask the pupils to observe each picture carefully.
- 2 Guide the pupils to write a sentence under each picture to retell the story of the accident.
- 3 In the second exercise about the classroom, let the pupils write sentences about their class.
- 4 Encourage correct punctuation and spelling.

Phonics

- 1 Introduce the sounds /f/ and /v/ to the pupils.
- 2 Demonstrate the correct mouth position for each sound.
- 3 Guide the pupils to pronounce the words in the Sound Bank.
- 4 Let the pupils identify words beginning with f and v.
- 5 Read the sentences in Activity B.
- 6 Guide the pupils to underline the target sounds in Exercise C.
- 7 Encourage the pupils to think of additional examples.

Listening and speaking

- 1 Discuss greetings used in the morning, afternoon, and evening.
- 2 Model each greeting and response.
- 3 Let the pupils practise in pairs.
- 4 Emphasise good manners and respect.
- 5 Encourage role-play activities.
- 6 Explain that commands tell someone what to do and read each command aloud.
- 7 Let the pupils act out the commands.

Reading

- 1 Ask the pupils how they learned to read simple words.
- 2 Read the passage aloud to the pupils.
- 3 Let the pupils read in turns.
- 4 Explain sight words and sounding out words.
- 5 Guide the pupils through the comprehension exercises.

Vocabulary

- 1 Ask pupils to read out the words.
- 2 Guide them to complete the sentences.
- 3 Let them pronounce each word and act it out.
- 4 Introduce new vocabulary like letters, decode, sight words, bright, and frown.

Grammar

- 1 Explain that possessive pronouns show ownership.
- 2 Introduce the pupils to pronouns like mine, yours, his, hers, ours, theirs and its.
- 3 Tell the pupils to study the pictures and read the sentences under them.
- 4 Ask pupils to identify the owners of different objects.
- 5 In the exercises, the pupils should underline the correct possessive pronouns in the given sentences.
- 6 Provide additional classroom examples.

Writing

- 1 Write the letter 'M' on the board and demonstrate the correct stroke pattern.
- 2 Guide the pupils to trace the letter 'M' in the air using their fingers.
- 3 Pronounce the /m/ sound clearly and let pupils repeat after you.
- 4 Read each word aloud and have pupils repeat them several times.
- 5 Ask the pupils to write five words beginning with 'M'.

Phonics

- 1 Introduce the sounds /t/ and /d/ using the pictures of the train, tap, drum and desk.
- 2 Pronounce the /t/ and /d/ sound clearly and ask the pupils to repeat after you.
- 3 Draw attention to the position of the tongue when producing both sounds.
- 4 Guide the pupils to pronounce the words in the sound bank.
- 5 Read the Activity A words and allow the pupils to repeat after you.
- 6 Read the sentences in Activity B and let the pupils repeat.
- 7 Guide the pupils to complete Exercise C.
- 8 Encourage the pupils to mention other words containing the target sounds.

Listening and speaking

- 1 Read the poem aloud with expression.
- 2 Ask the pupils to listen carefully.
- 3 Read the poem line by line and allow pupils to repeat.
- 4 Explain the difficult words in the passage.
- 5 Guide the pupils to identify rhyming words.
- 6 Encourage group recitation.

Reading

- 1 Begin by discussing what bullying means.
- 2 Ask the pupils if they have ever seen someone being bullied.
- 3 Read the passage aloud while the pupils listen.
- 4 Allow the pupils to read after you and explain unfamiliar words to them.
- 5 Guide the pupils to answer the comprehension questions.
- 6 Encourage the pupils to speak to trusted adults when they face problems.

Vocabulary

- 1 Write the vocabulary words on the board.
- 2 Pronounce each word and allow the pupils to repeat.
- 3 Discuss the meaning of each word and use the words in simple sentences.

- 4 Encourage the pupils to use the words orally.
- 5 Let the pupils copy the meanings into their exercise books.

Grammar

- 1 Define a verb and give examples.
- 2 Allow the pupils to study the pictures illustrating verbs carefully.
- 3 Underline the verbs in each sentence.
- 4 Explain that every sentence needs a verb.
- 5 Allow the pupils to identify verbs in sentences.
- 6 Let the pupils act out the verbs.
- 7 Guide the pupils through Exercise 1 and explain why each answer is correct.
- 8 Complete Exercise 2 orally before writing.

Composition

- 1 Display the picture and allow pupils to observe carefully.
- 2 Ask the pupils what they can see in the kitchen and what the woman and girl are doing.
- 3 Guide the pupils to use complete sentences.
- 4 Help the pupils count visible objects.
- 5 Allow the pupils to complete the exercise.
- 6 Encourage the pupils to describe their own kitchen.

Phonics

- 1 Introduce the sounds /k/ and /g/ using the pictures.
- 2 Pronounce each sound clearly and let the pupils repeat after you.
- 3 Explain that /k/ is a voiceless sound while /g/ is a voiced sound.
- 4 Guide the pupils to pronounce the words in the sound bank.
- 5 Read the Activity A words and let the pupils repeat after you.
- 6 Read the sentences in Activity B and ask the pupils to repeat.
- 6 Guide the pupils to complete Exercise C.

Listening and speaking

- 1 Display the pictures of colours and shapes.
- 2 Name each colour and shape, then allow the pupils to repeat.
- 3 Point to objects in the classroom and ask the pupils to identify their colours.
- 4 Ask the pupils to identify shapes they can see around them.
- 5 Teach the pupils to use simple sentences such as.
- 6 Encourage pair work and questioning activities.

Reading

- 1 Begin by asking the pupils if they have visited their grandparents before.
- 2 Read the passage aloud while the pupils listen.
- 3 Let the pupils read after you.
- 4 Explain unfamiliar words such as village, welcomed and villagers.
- 5 Ask questions during reading to check understanding.
- 6 Guide the pupils to answer the comprehension questions.

Vocabulary

- 1 Read the words in the vocabulary box.
- 2 Explain the meaning of each word.
- 3 Ask the pupils to read the passage again.
- 4 Help the pupils locate where the words appear in the passage.

- 5 Guide the pupils to complete the exercise.
- 6 Encourage the pupils to make their own sentences.

Grammar

- 1 Revise the meaning of articles.
- 2 Explain that 'a' is used before words beginning with consonant sounds.
- 3 Explain that 'an' is used before words beginning with vowel sounds.
- 4 Write examples on the board.
- 5 Ask the pupils to identify whether words begin with vowel or consonant sounds.
- 6 Practise oral sentence construction.
- 7 Guide the pupils through the exercise.

Writing

- 1 Write the words on the board.
- 2 Demonstrate correct letter formation.
- 3 Emphasise proper spacing. Guide the pupils to trace the words with their fingers.
- 4 Allow the pupils to copy the words neatly into their exercise books.
- 5 Monitor posture and pencil grip.
- 6 Correct poorly formed letters immediately.

Phonics

- 1 Introduce the sound /s/ using the pictures of in the textbook.
- 2 Pronounce the sound clearly and ask pupils to repeat after you.
- 3 Draw attention to the different spellings of the /s/ sound.
- 4 Guide the pupils to read the words in the sound bank.
- 5 Read the Activity A words and allow the pupils to repeat it.
- 6 Read the sentence in Activity B with correct pronunciation and rhythm.
- 7 Help the pupils identify the /s/ sound in words and guide them to complete Exercise C.
- 8 Ask pupils to suggest other words containing the /s/ sound.

Listening and speaking

- 1 Read the poem aloud with expression.
- 2 Explain that a stanza is a group of lines in a poem, then read each stanza line by line and ask pupils to repeat.
- 3 Allow boys and girls to read alternate lines.
- 4 Explain difficult expressions such as, 'lend a hand', or 'lead by example'.
- 5 Discuss the message of the poem and encourage the pupils to memorise the poem.

Reading

- 1 Begin with a discussion on friendship and kindness.
- 2 Ask the pupils how they help their friends.
- 3 Read the passage aloud while the pupils listen.
- 4 Allow the pupils to read after you.
- 5 Explain unfamiliar words in the passage.
- 6 Guide the pupils to answer the questions.
- 7 Relate the lesson to real-life classroom situations.

Vocabulary

- 1 Read each description with the pupils.
- 2 Explain how to form a sentence from the given words and demonstrate using the example provided.
- 3 Guide the pupils to arrange the words correctly.
- 4 Encourage the pupils to read their sentences aloud.
- 5 Correct their sentence structures and punctuations where necessary.

Grammar

- 1 Explain that the simple past tense tells about actions already completed.
- 2 Give examples from pupils' daily experiences and write them on the board.
- 3 Ask the students to study the pictures of Abdullah's activities and ask them to describe what happened.
- 4 Guide the pupils to match the sentences to the pictures.
- 5 Emphasise time expressions such as yesterday and last week.

Composition

- 1 Ask the pupils if they have visited a library before.
- 2 Assist the pupils to study the picture of the school library and the labels.
- 3 Encourage questions.
- 4 Read the model sentences with pupils.
- 5 Guide the pupils to complete the exercise.
- 6 Let the pupils make simple sentences about their school library.

Phonics

- 1 Introduce the sound /z/ using the pictures of zip and zebra.
- 2 Pronounce the sound clearly and ask the pupils to repeat after you.
- 3 Guide the pupils to identify the /z/ sound at the beginning, middle and end of words.
- 4 Read the words in the sound bank together.
- 5 Explain that the /z/ sound can be represented by 'z' and sometimes 's'.
- 6 Lead the pupils through Activity A by naming the pictures.
- 7 Read the sentence in Activity B and allow the pupils to repeat.
- 8 Ask the pupils to identify words containing the /z/ sound.
- 9 Guide the pupils to complete Exercise C.

Listening and speaking

- 1 Begin by asking pupils their names and teach them how to introduce themselves politely.
- 2 Model the dialogue with a volunteer.
- 3 Ask practise questions such as, 'What is your name?', 'What is your father's name?', and 'What is your mother's name?'
- 4 Allow the pupils to practise in pairs.
- 5 Encourage complete sentences in their responses.
- 6 Correct any error in pronunciation and sentence structure.

Reading

- 1 Read the passage aloud while pupils listen.
- 2 Allow the pupils to read paragraph by paragraph.
- 3 Explain unfamiliar words like hygiene, germs, mosquito net, healthy, clapped
- 4 Ask the pupils what they do to keep clean.
- 5 Discuss the importance of personal hygiene.
- 6 Relate the lesson to the pupils' daily lives.
- 7 Guide the pupils to answer the questions.

Vocabulary

- 1 Revise the hygiene practices discussed in the passage.
- 2 Discuss each picture and its meaning.
- 3 Help the pupils connect each sentence with the correct hygiene practice.
- 4 Encourage complete oral responses before writing.

Grammar

- 1 Explain that verbs can show present actions or past actions.
- 2 Write examples on the board and read the examples with pupils.
- 3 Help the pupils identify present and past forms.
- 4 Ask the pupils to make simple examples orally.
- 5 Encourage comparison between present and past actions.

Writing

- 1 Write capital 'N' and small 'n' on the board.
- 2 Demonstrate correct formation.
- 3 Allow the pupils to trace the letters in the air.
- 4 Guide the pupils to copy the words carefully into their exercise notes.
- 5 Emphasise neat handwriting and correct spacing.

Composition

- 1 Ask the pupils to describe their bedrooms then let them list out items commonly found in a bedroom.
- 2 Let them study the picture carefully and identify the objects shown.
- 3 Encourage oral descriptions before writing.
- 5 Help the pupils use simple sentences.
- 6 Emphasise cleanliness and neatness.

Phonics

- 1 Display the pictures and ask the pupils to identify each object.
- 2 Pronounce the beginning sounds clearly and let pupils repeat after you.
- 3 Emphasise that every word begins with a sound.
- 4 Ask the pupils to mention other words beginning with the same sounds.
- 5 Guide the pupils to complete the exercise.
- 6 For 'sounds in the middle of words', Show them the pictures to identify each object.
- 7 Explain that some sounds occur in the middle of words.
- 8 Pronounce each word slowly and let the pupils listen carefully for the missing sound.
- 9 Guide the pupils to complete the words.
- 10 For letters at the end of words, ask the pupils to identify the pictures.
- 11 Explain that letters can also appear at the end of words, then pronounce the words clearly.
- 12 Guide the pupils to complete the missing ending letters.

Listening and speaking

- 1 Discuss the meaning of sincerity and explain that sincerity means being truthful and honest.
- 2 Read the poem aloud while the pupils listen.
- 3 Read line by line and allow the pupils to repeat.
- 4 Explain unfamiliar words such as sincerity, honest, cheat, fair
- 5 Discuss the values in the poem.
- 6 Encourage the pupils to memorise the poem.
- 7 Allow the pupils to recite individually and in groups.

Reading

- 1 Ask the pupils what honesty means.
- 2 Discuss examples of honest behaviour.
- 3 Introduce Hassan as a patriotic and honest citizen.
- 4 Read the passage aloud.
- 5 Allow the pupils to read after you.

- 6 Explain difficult words such as honour, taxes, security, honesty, hospital and syrup.
- 7 Discuss Hassan's good character.
- 8 Ask the pupils what they would do if they found a lost bag.
- 9 Ask the pupils what they learned from the story.

Vocabulary

- 1 Discuss words related to the passage.
- 2 Use each word in simple sentences.
- 3 Encourage the pupils to make their own sentences.
- 4 Explain meanings using familiar examples.

Composition

- 1 Read the passage 'Hardwork and Honesty' again with the pupils.
- 2 Ask the pupils to identify important facts about Hassan.
- 3 Guide the pupils to locate answers directly from the passage.
- 4 Discuss difficult words such as honour, independence, gathered, and hospital.
- 5 Allow the pupils to complete the exercise orally before writing.
- 6 Emphasise correct spelling and sentence formation.

Phonics

- 1 Pronounce the /ʃ/ sound clearly and repeatedly.
- 2 Let the pupils observe mouth movement while producing the sound.
- 3 Drill words from the sound bank.
- 4 Guide the pupils to identify the sound at the beginning, middle, and end of words.
- 5 Read the model sentence and allow repetition.
- 6 Assist the pupils in identifying the /ʃ/ sound in the exercise words.

Listening and speaking

- 1 Discuss situations where polite words are used.
- 2 Model short dialogues to the pupils.
- 3 Let the pupils role-play classroom and home situations.
- 4 Emphasise respectful body language.
- 5 Teach the pupils the song line by line.
- 6 Encourage the pupils to use the expressions daily.

Reading

- 1 Instruct the pupils to listen as you read the story.
- 2 Read the passage aloud.
- 3 Discuss the character of Tortoise and explain why boasting is wrong.
- 4 Relate the lesson to everyday life.
- 5 Let the pupils answer the questions by writing the answers in their notebooks.

Grammar

- 1 Write words ending in -ing on the board.
- 2 Tell the pupils to look at the pictures and lead them to read the sentences under them.
- 3 Tell the pupils the use of -ing words (i.e. to say what someone is doing now).
- 4 Let the pupils give their own examples of -ing words.
- 5 Demonstrate the actions physically.
- 6 In Exercise 1, tell the pupils to look at the pictures and say what each person is doing.
- 7 In Exercise 2, let them read the given words and add -ing to each one.
- 8 In Exercise 3, pupils should add -ing to the spaces in the given words.

Composition

- 1 Discuss who a neighbour is.
- 2 Ask pupils to describe their neighbours.
- 3 Read the passage together.
- 4 Complete the exercise orally before writing.
- 5 Guide the pupils to fill in the gaps with the correct words given in the box below into their exercise book.
- 6 Draw the pupils' attention to the correct use of 'each other'.
- 7 Encourage neat handwriting.

Phonics

- 1 Pronounce the /ʒ/ sound slowly and clearly.
- 2 Let the pupils repeat after the teacher.
- 3 Contrast the sound with /ʃ/ learned previously.
- 4 Drill words from the sound bank. Read the model sentence together.
- 5 Guide the pupils to identify the sound in words.

Listening and speaking

- 1 Explain the meaning and use of greetings and commands to the pupils.
- 2 Give them examples of greetings and commands.
- 3 Demonstrate greetings with the pupils.
- 4 Use role play to emphasize on the message and organise the pupils to practise the dialogues in class.
- 5 Teach correct responses to adults.
- 6 Emphasise respect and courtesy.
- 7 Encourage pupils to use greetings daily.

Reading

- 1 Read the passage aloud.
- 2 Discuss gender equality in simple language.
- 3 Explain that boys and girls deserve education.
- 4 Ask comprehension questions.
- 5 Relate the lesson to the pupils' lives.

Grammar

- 1 Explain that past tense tells about actions already completed.
- 2 Identify past tense words in the passage.
- 3 Let the pupils change present tense verbs into past tense.
- 4 Encourage oral sentence formation.

Writing

- 1 Demonstrate correct letter formation.
- 2 Let the pupils copy the given upper case and lower case words into their exercise books.
- 3 Ensure neat handwriting.
- 4 Encourage proper spacing.

Phonics

- 1 Begin by modelling the /θ/ sound.
- 2 Ask the pupils to place their tongue gently between their teeth and blow air out.
- 3 Read the words in the sound bank together with the pupils.
- 4 Let the pupils repeat the words individually and in groups.
- 5 Contrast /θ/ words with similar words that do not contain the sound.
- 6 Ensure each pupil is able to pronounce the sound /θ/ correctly and give their own examples of words containing the sound.

Listening and speaking

- 1 Explain simple commands to the pupils so as to revise what has been taught in the previous units.
- 2 Demonstrate commands to the pupils.
- 3 Gives commands and asks the pupils to perform them.
- 4 Direct the pupils to look at the pictures very carefully and read what is below them.
- 5 In Exercise 1, divide the pupils into pairs and let each pupil tell his/her partner what to do by using command or imperative sentences.

Reading

- 1 Begin by asking the pupils if they have ever borrowed something from a friend.
- 2 Show pictures of a pig and a tortoise.
- 3 Read the passage aloud while the pupils listen.
- 4 Read again and let the pupils repeat sentence by sentence.
- 5 Explain difficult words such as famine, borrow, grinding stone, and patient using simple language.
- 6 Ask simple oral questions after each paragraph to check understanding.
- 7 Emphasise the lesson of the story.

Vocabulary

- 1 Read the difficult words aloud such as forest, famine, borrowing and patience.
- 2 Let the pupils pronounce each word several times.
- 3 Explain the meanings using familiar examples from home and school.
- 4 Encourage pupils to use each word in a simple sentence.

Grammar

- 1 Write two simple words on the board and explain how compound words are formed.
- 2 Join the words to form a new word.
- 3 Let the pupils practise forming compound words orally before writing.
- 4 Guide the pupils to complete the exercises.

Composition

- 1 Guide the pupils to look at the picture of the dog carefully and complete the table below it with the words given in the box.

Phonics

- 1 Pronounce the /ð/ sound clearly and let the pupils repeat after you.
- 2 Practise oral drill with the word list under Sound bank with the pupils in class.
- 3 Draw the pupils' attention to the letters th in the words.
- 4 Let the pupils practise saying the words individually and in groups.
- 5 Guide the pupils to identify the /ð/ sound in words such as weather, the, other, there, those.
- 6 Encourage the pupils to make simple oral sentences using mother and father.
- 7 Ensure that pupils are able to differentiate between consonant /θ/ and /ð/.
- 8 Demonstrate the difference orally in class through correct pronunciation.

Listening and speaking

- 1 Sing the song 'Old Macdonald' in class using the classical rhythm associated with this song. (Check the Internet or nursery rhymes CDs.)
- 2 Let the pupils sing the song together repeatedly after you.
- 3 Explain that each paragraph of the rhyme is called a stanza.
- 4 Use actions and gestures to make the rhyme lively and enjoyable.
- 5 Allow the pupils to identify other animals and the sounds they make.

Reading

- 1 Begin by asking the pupils questions on safety.
- 2 Read the passage aloud while pupils listen.
- 3 Read again and allow the pupils to read after you.
- 4 Let the pupils indicate difficult words and phrases while you explain them.

Vocabulary

- 1 Read all the words in the box to the pupils.
- 2 Explain the meanings using simple examples.
- 3 Let pupils use each word in a sentence.
- 4 Guide pupils to complete the exercise independently.

Grammar

- 1 Explain the uses of contractions to the pupils. Show the pupils how the apostrophe replaces missing letters.
- 2 Exemplify contractions copiously.
- 3 Write examples on the board and let the pupils repeat each contraction several times.
- 4 In Exercise 1, let the pupils read each of the given sentences and write the shortened forms of the words in brackets and then use them to fill in the gaps. Show them examples.
- 5 In Exercise 2, tell the pupils to read the given sentences to find out the shortened forms of the words in brackets and then use them to fill in the gaps.

Writing

- 1 Guide the pupils to copy the given upper and lower case words in their exercise books. Demonstrate with a few examples on the chalkboard.

Phonics

- 1 Pronounce the /tʃ/ sound clearly and ask the pupils to repeat after you.
- 2 Use the sound bank words like church, children, chin, chicken, chalk, chair.
- 3 Draw attention to the spellings ch, tch, and ture.
- 4 Let pupils identify the /tʃ/ sound at the beginning, middle, and end of words.
- 5 Encourage the pupils to say simple sentences using the words.
- 6 Drill the words individually, in pairs, and as a class.

Listening and speaking

- 1 Read the rhyme in class and tell the pupils to repeat it after you.
- 2 Let the pupils read the rhyme on their own aloud.
- 3 Discuss the weather features mentioned in the poem (rain, thunder, clouds, sun, rainbow).
- 4 Use gestures and pictures to make the rhyme meaningful.
- 5 Ask the pupils to describe what happens when it rains.
- 6 Encourage expression and proper rhythm while reciting.
- 7 In Exercise 1, tell the pupils to read the poem again and fill in the gaps with words from the poem.

Reading

- 1 Read the passage aloud to the pupils.
- 2 Read again and allow the pupils to take turns reading.
- 3 Explain difficult words like banker, office, business, newspaper, television and folktales).
- 4 Discuss the importance of hard work, responsibility, and family life.
- 5 Highlight Mr Kusa's daily routine.
- 6 Ask the pupils to answer in complete sentences.
- 7 Encourage them to find answers directly from the passage.
- 8 Let the pupils answer orally before writing.

Vocabulary

- 1 Identify each picture and word with the pupils.
- 2 Let the pupils pronounce the words repeatedly.
- 3 Discuss how each item is used.
- 4 Ask the pupils to make simple sentences with the vocabulary words.

Grammar

- 1 Explain that every sentence begins with a capital letter.
- 2 Write examples on the board.
- 3 Show the difference between capital and small letters.
- 4 Let the pupils identify capital letters in storybooks and charts.
- 5 Emphasise neat handwriting.
- 6 In Exercise 2, tell the pupils to circle the capital letters at the beginning of each of the sentences.
- 7 In Exercise 3, let the pupils change the first letter in each sentence to a capital letter.

Composition

- 1 Guide the pupils to study the pictures in the Exercise and use them to fill in the gaps. Fill in the first two gaps for them.
- 2 Encourage the pupils to use complete sentences when reading the passage.
- 3 Help the pupils identify the occupations shown in the pictures.
- 4 Allow the pupils to talk briefly about their own families after the exercise.

Phonics

- 1 Introduce the /dʒ/ sound and pronounce it clearly.
- 2 Let the pupils repeat after you several times.
- 3 Use the sound bank words such as judge, jug, jump, giant, jam, jeep as examples to the pupils.
- 4 Draw attention to different spellings of the sound, such as j as in jam, jump, jeep dge as in judge, bridge as in giant, gem
- 5 Encourage the pupils to identify words with the /dʒ/ sound in their environment.
- 6 Let the pupils make simple oral sentences using the words.

Listening and speaking

- 1 Read the poem aloud while the pupils listen carefully.
- 2 Read it again and let the pupils perform the actions.
- 3 Discuss simple ways children can help protect the environment.
- 4 Emphasize good habits such as turning off taps, switching off lights, sweeping surroundings clean, planting trees, encourage participation and movement throughout the lesson
- 5 Ask the pupils to answer orally before writing.
- 6 Guide them to refer back to the poem.
- 7 Encourage complete responses.

Reading

- 1 Begin by discussing weather changes the pupils have noticed.
- 2 Read the passage aloud to the pupils.
- 3 Explain new words like climate change, environment, fuel, electricity, farmers, and rivers.

Vocabulary

- 1 Explain each vocabulary word using simple examples.
- 2 Relate the words to the pupils' daily experiences.
- 3 Use pictures where possible.

- 4 Encourage the pupils to use correct sentence structure.
- 5 Remind them that each sentence should relate to the Earth or environment.

Grammar

- 1 Explain that a full stop (.) is placed at the end of a complete sentence.
- 2 Write examples on the board.
- 3 Show the pupils what happens when a sentence has no full stop.
- 4 Let them identify where full stops should be placed.
- 5 Reinforce that every sentence must end with proper punctuation.
- 6 In Exercise 1, read each sentence aloud and ask pupils whether the sentence is complete.
- 7 Let the pupils put a full stop at the end of each sentence.
- 8 In Exercise 2, pupils should add capital letters and full stops to make the given sentences correct.

Writing

- 1 Demonstrate correct letter formation on the board.
- 2 Read each word aloud
- 3 Ask the pupils to trace the words in the air before writing.
- 4 Encourage neat handwriting and proper spacing.
- 5 Encourage neat handwriting and proper spacing.
- 6 Move around the classroom to assist pupils individually.

Phonics

- 1 Introduce the /m/ sound and pronounce it clearly.
- 2 Let the pupils place their hands on their lips and feel how the lips close when producing the sound.
- 3 Use the sound bank words such as monkey, mango, mouse, milk, moon, man.
- 4 Drill the words repeatedly and let pupils identify the sound at the beginning, middle, or end of words.
- 5 Draw attention to the spellings:
m as in man, money, milk, mouse
mm as in hammer, swimming, and summer
- 6 Encourage the pupils to mention other /m/ words they know.

Listening and speaking

- 1 Recite each rhyme aloud with rhythm and expression.
- 2 Encourage the pupils to join in after listening.
- 3 Explain the difficult words to the pupils.
- 4 Use actions to make the learning fun.
- 5 Guide the pupils to answer the questions under Exercise orally.
- 6 Guide the pupils to identify rhyming words from the poems.

Reading

- 1 Explain key vocabulary before reading (festival, masquerade, community, celebration, and yam)
- 2 Read the passage aloud.
- 3 Let the pupils read short sections after you.
- 4 During reading, ask simple questions to check their understanding.
- 5 Encourage the pupils to identify important events in the passage.

Vocabulary

- 1 Read the words in the box together with the pupils.
- 2 Discuss the meaning of each word and let the pupils use the words in oral sentences.
- 3 Encourage the pupils to reread the passage before filling the gaps

Grammar

- 1 Explain that a preposition shows the position or relationship of one thing to another.
- 2 Use classroom objects to demonstrate.
- 3 Read each sentence aloud.
- 4 Ask the pupils to identify the word showing position or relationship.
- 5 Guide them to underline only the preposition.
- 6 Give additional examples where necessary.

Composition

- 1 Under the Exercise, guide the pupils to each study the hospital picture with a partner in class and answer the given questions.
- 2 Let the pupils write the answers in their notebooks.
- 3 Lead a discussion about hospitals and healthcare workers.
- 4 Write a sample answer on the board for the pupils to copy.

Phonics

- 1 Introduce the /n/ sound clearly and slowly.
- 2 Let the pupils place a finger lightly on their nose while pronouncing /n/ to feel the vibration.
- 3 Use the sound bank words: nose, nurse, needle, nail, knife.
- 4 Encourage the pupils to identify other words that begin with /n/.
- 5 Follow all the instructions in the Activity section.

Listening and speaking

- 1 Sing or recite the poem with expression.
- 2 Explain unfamiliar words such as infant, cradle, affection and gazed.
- 3 Discuss the importance of mothers and caregivers.
- 4 Encourage the pupils to say kind things about their mothers.
- 5 In Exercise 1, explain that rhyming words end with similar sounds.
- 6 Ask the pupils to identify repeated words.

Reading

- 1 Read the passage aloud to the pupils.
- 2 Explain that medicines help people when used correctly but can be harmful when misused.
- 3 Explain some difficult words such as mixture, bedtime, prescribed, discharged, drug abuse, and public school.
- 4 Encourage the pupils to answer in complete sentences.
- 5 Guide the pupils to find answers directly from the passage.

Vocabulary

- 1 Read and explain difficult words like prescribed, taste, cough and drug abuse to the pupils.

Grammar

- 1 Explain to the pupils as words with the same or nearly the same meaning.
- 2 In exercise 1, read both columns aloud and explain the meanings before matching.
- 3 Encourage the pupils to draw lines between the matching synonyms.

Writing

- 1 Demonstrate correct letter formation on the board.
- 2 Draw the pupils attention to capital letters, small letters, spacing between words and maintaining neat handwriting.
- 3 Let them correctly copy the words into their notes.

Phonics

- 1 Introduce the /ŋ/ sound and let pupils listen carefully as you pronounce it.
- 2 Explain that the sound is usually heard at the end of words.
- 3 Let pupils repeat the sound several times.
- 4 Use examples from the sound bank
- 5 Give the teaching of this sound /ŋ/ extra attention as it is often difficult for second language learners to pronounce.

Listening and speaking

- 1 Read the rhyme aloud with expression.
- 2 Let the pupils listen first and then join in.
- 3 Explain unfamiliar words to the pupils.
- 4 Use finger counting to show how the number of passengers increases.
- 5 Guide the pupils to do the Exercise.

Reading

- 1 Read the story aloud in class.
- 2 Let the pupils study the pictures.
- 3 Let pupils read one paragraph at a time.
- 4 Conclude the story by discussing friendship with questions like, *'who is a good friend?'*, *'should friends steal from one another?'* and *'what should we do when someone makes a mistake?'*
- 5 For the exercises, guide the pupils to return to the passage for answers.

Grammar

- 1 Tell the pupils that capital letters are used to begin people's names. Show them by writing examples on the board.
- 2 In the Exercise, let the pupils rewrite the given sentences correctly using capital letters to begin people's names.

Composition

- 1 Read the sample composition aloud.
- 2 Allow the pupils to describe their fathers, then help them to complete the sentences.

Phonics

- 1 Introduce the /h/ sound by asking pupils to place a hand near their mouths and feel the air as they say /h/.
- 2 Pronounce the sound clearly and let the pupils repeat several times.
- 3 Use words from the sound bank to further explain to the pupils.
- 4 Ensure that the pupils can cite their own examples of words containing the /h/ sound.

Listening and speaking

- 1 Explain the meaning of farewell and gratitude to the pupils.
- 2 Explain the importance of saying 'thank you' when someone helps us or gives us something.
- 3 Divide the pupils into pairs and let them practise the dialogues in class after studying the pictures.
- 4 Discuss situations where pupils should express gratitude.
- 5 Allow the pupils to create their own simple dialogues.

Reading

- 1 Read the passage aloud.
- 2 Guide the pupils to study the pictures in the story.
- 2 Let them read the story and fill in the gaps with the right words from the box to complete the story.

Vocabulary

- 1 Explain each word using simple examples.
- 2 Ask the pupils to learn and use each word in an oral sentence.

Grammar

- 1 Explain what pronouns are and their uses.
- 2 Use sentence examples to illustrate the uses of pronouns.

Writing

- 1 In Exercise 1, let the pupils write out the names of the pictures.
- 2 In Exercise 2, tell the pupils to arrange the letters to form the names of the given objects.

Phonics

- 1 Introduce the /r/ sound by asking pupils to repeat it after you several times.
- 2 Pronounce the sound clearly and draw attention to how the tongue moves when saying /r/.
- 3 Use familiar words from the sound bank.
- 4 Ensure that the pupils are able to give word examples of their own.
- 5 Stress the /r/ sound in the available words and let the pupils repeat individually and in groups.

Listening and speaking

- 1 Read the rhyme aloud with expression.
- 2 Tell the pupils to study the pictures.
- 3 Explain that the rhyme teaches the days of the week in sequence.
- 4 Allow the pupils to repeat each line after you.
- 5 Discuss the events that happened on each day.
- 6 In the Exercise, let the pupils write out the days of the week mentioned in the rhyme in the correct order. Give them two examples.

Reading

- 1 Guide the pupils to study the pictures in groups.
- 2 Then read aloud and explain the sentence under each picture.
- 3 Explain some traffic rules mentioned in the passage.
- 4 In Exercise 1, pupils should write *Yes* or *No* accordingly if the statements are correct or not.
- 5 In Exercise 2, assist the pupils to learn the given words in pairs. Explain the words with examples.
- 5 Encourage them to explain their answers.

Vocabulary

- 1 In Exercise 2, assist the pupils to learn the given words in pairs. Explain the words with examples.

Grammar

- 1 Define and explain homonyms with copious examples given in the textbook.
- 2 Encourage oral participation.
- 3 Ask pupils to use the context of the sentence to determine the correct meaning.

Composition

- 1 Guide the pupils to study the pictures carefully.
- 2 Then guide them to write about their school by answering the given questions in complete sentences.
- 3 Guide them to combine the answers into a short composition.

Phonics

- 1 Introduce the /l/ sound and let pupils repeat it several times.
- 2 Draw attention to the position of the tongue behind the upper teeth when pronouncing /l/.
- 3 Pupils should be able to pronounce words containing the sound /l/ correctly.
- 4 Ask pupils to identify other words that begin with the /l/ sound.
- 5 Under exercise C, read each word aloud.
- 6 Ask pupils to identify and underline the letter(s) representing the /l/ sound.

Listening and speaking

- 1 Choose a boy and a girl to read the dialogue between Alhassan and Rashida.
- 2 Explain the terms *traditional*, *marriage*, *bride price*, *introduction*, and *successful*.
- 3 In Exercise 1, let the pupils answer the questions orally.
- 4 In Exercise 2, assist the pupils to learn the given words.

Reading

- 1 Read the passage aloud.
- 2 Let some pupils read parts of the passage in turns.
- 3 In Exercise 1, tell the pupils to write *Yes* or *No* if the given statements are correct or not about the passage.
- 4 Guide the pupils to study the pictures and use the words in the box to fill in the gaps correctly.

Grammar

- 1 Revise comma with the pupils.
- 2 Explain that a comma is used to separate items in a list before conjunctions such as *and*, *but*, *and* or when joining independent clauses.
- 3 Explain that a question mark is used at the end of a sentence that asks a question.
- 4 Let the pupils read each sentence in the exercises.
- 5 Ask what punctuation should be inserted in each sentence.

Writing

- 1 Ask the pupils to identify each animal or bird correctly.
- 2 Let them write the names neatly in their exercise books.
- 3 Encourage correct spelling and letter formation.

Phonics

- 1 Introduce the /aʊ/ sound and let the pupils repeat it after you.
- 2 Use examples from the sound bank to orally drill the pupils.
- 3 Ask the pupils to think of other words with the same sound.
- 4 For the exercises, ask the pupils to identify and underline the letters that make the /aʊ/ sound.

Listening and speaking

- 1 Explain to the pupils that a command tells someone to do something.
- 2 Allow the pupils to act out each command.
- 3 Encourage proper responses.
- 4 Let the pupils work in pairs.

Reading

- 1 Read the story aloud in class.
- 2 Discuss the moral of the story with the pupils.
- 3 Guide the pupils to answer the questions under the Exercise.

Grammar

- 1 Explain that the present continuous tense describes actions happening now.
- 2 Ask pupils to act out actions while their classmates describe them.
- 3 Let the pupils look carefully at the pictures and read the sentences under them aloud together.
- 4 Draw their attention to the '-ing' ending.
- 5 Let the pupils pronounce the words clearly.

Composition

- 1 Direct the pupils to complete the given sentences by looking at the pictures above the sentences.
- 2 Discuss daily activities before attempting the exercise.
- 3 Ask the pupils to write five sentences about the things they do every day.

Phonics

- 1 Introduce the sound /əʊ/ and let pupils repeat it several times.
- 2 Point to each picture and pronounce the words clearly.
- 3 Use examples from the sound bank to produce the /əʊ/ sound.
- 3 Lead the pupils to pronounce the words in the Sound bank.
- 4 Guide the pupils to do the exercises in Activities A, B, and C.

Listening and speaking

- 1 Read the rhyme aloud with expression.
- 2 Let pupils repeat line by line.
- 3 Explain unfamiliar words such as dying tree.
- 4 Help pupils identify rhyming words.
- 5 Let the pupils answer the questions in Exercise 1 and 2 orally.

Reading

- 1 Read the story aloud in class.
- 2 Discuss the moral of the story with the pupils.
- 3 Guide the pupils to answer the questions under the Exercise.

Grammar

- 1 Explain what abbreviations mean with examples.
- 2 Lead the pupils to read the sentences beside each picture.
- 3 In Exercise 1, let the pupils write the given abbreviations in full.
- 4 In Exercise 2, tell the pupils to copy the sayings correctly in small letters and capital letters into their notebooks.

Phonics

- 1 Introduce the sound /eɪ/ and let pupils repeat it several times.
- 2 Use the sound bank words.
- 3 Point to each picture.
- 4 Pronounce each of the words clearly and let the pupils repeat after you.
- 5 Ask the pupils to identify other words containing the /eɪ/ sound.

Listening and speaking

- 1 Begin the lesson by asking the pupils to repeatedly say familiar words such as black, frog, tree, stop, ship, church, and phone. Let them listen carefully to the sounds in each word.
- 2 Model the pronunciation of each cluster slowly first, for instance, /b/ + /l/ = bl and then pronounce it at normal speaking speed.
- 3 Encourage the pupils to repeat after you.
- 4 Emphasise that in consonant clusters, pupils can hear each individual sound, whereas in digraphs, they hear only one sound.
- 5 Allow the pupils to clap, tap desks, or raise fingers as they identify the number of sounds they hear in a cluster or digraph.
- 6 Ask the pupils to generate additional words containing clusters and digraphs.
- 7 Guide the pupils to identify whether a given word contains a consonant cluster or a digraph.

Reading

- 1 Read the story while the pupils follow from their textbooks.
- 2 Explain the moral lesson in the story.
- 3 Explain the unfamiliar words in the passage.
- 4 Pupils should be encouraged to answer the questions in their exercise books.

Grammar

- 1 Tell the pupils to write the punctuation marks as indicated in their textbooks.
- 2 Explain the uses of the comma, full stop and question mark with sentence examples.
- 3 In Exercise 1, let the pupils use a comma, full stop or a question mark to complete the given sentences.
- 4 In Exercise 2, tell the pupils to copy only the sentences that have a comma, full stop or question mark into their notebooks.

Composition

- 1 Explain the functions of the short hand (hour hand) and the long hand (minute hand) in telling the time.
- 2 Ensure that pupils understand how each hand helps to determine the correct time.
- 3 Read the sentence beneath each clock with the pupils to reinforce their understanding of the relationship between the position of the clock hands and the time shown.
- 4 In the Exercise section, guide pupils to study the pictures carefully and write about Kola's daily activities by completing the gaps in the given sentences in their exercise books.

Phonics

- 1 Introduce the /ʊə/ sound by pronouncing the words tourists, pure, manure, cure, and tour clearly. Let pupils repeat after you several times.
- 2 Draw the pupils' attention to the different letter combinations that can produce the /ʊə/ sound.
- 3 Guide the pupils to identify and underline the /ʊə/ sound in the given words.
- 4 Read the sentence in Activity B aloud and encourage pupils to repeat it with correct pronunciation and intonation.
- 5 In the Exercise, guide pupils to say each word aloud before identifying and underlining the /ʊə/ sound.

Listening and speaking

- 1 Sing this song melodiously according to its popular tune that you know of. (Check the Internet or nursery rhymes CDs.)
- 2 Ensure that the pupils repeat the song after you.
- 3 Pupils should be assisted to memorise the song.
- 4 Guide the pupils to answer the given questions orally or in writing.

Reading

- 1 Explain that in English, words are read from left to right.
- 2 Model the correct reading direction using the sentences in Exercise 1 and encourage pupils to follow with their fingers.
- 3 In Exercise 2, let the pupils underline two words that have the same sound in each sentence.
- 4 In Exercise 3, tell the pupils to read the given sentences from left to right and copy them into their notebooks.
- 5 In Exercise 4, use the first example to demonstrate how mixed-up words can be rearranged to form meaningful sentences. Then allow pupils to complete the remaining items independently in their exercise books.

Grammar

- 1 Define and give examples of a preposition.
- 2 Use the sentences under the picture to illustrate the use of prepositions.
- 3 In the Exercise, guide the pupils to answer the questions correctly.

Composition

- 1 Ask pupils to study the picture carefully and identify the people, objects, and activities taking place in the market.
- 2 Tell the pupils to study the picture again and complete the given sentences by using the scrambled words. You could assist the pupils to unscramble some words.

Phonics

- 1 Introduce the /ɔɪ/ sound by pronouncing the words coin, boy, toy, foil, oil, boil, and oysters clearly. Encourage the pupils to repeat after you.
- 2 Draw pupils' attention to the different spellings that can represent the /ɔɪ/ sound, such as oi and oy.
- 3 Read the sentence in Activity B aloud and let pupils repeat it several times with correct pronunciation.
- 4 In the Exercise, guide pupils to say each word aloud before underlining the /ɔɪ/ sound.

Listening and speaking

- 1 Sing this song following the classical or popular tune with which it is sung.
- 2 Instruct the pupils to repeat after you.
- 3 In the Exercise, let the pupils fill in the gaps with the right words from the song.
- 4 Encourage the pupils to learn the song by heart.

Reading

- 1 Organise the pupils to practise the dialogues in class.
- 2 Showing pupils a book and asking them to identify its visible parts.
- 3 Explain the main parts of a book, including the front cover, back cover, spine, title, pages, words, and pictures.
- 4 Encourage the pupils to point to each part as it is discussed.
- 5 In Exercise 1, tell the pupils to say the names of the parts of a book.
- 6 In Exercise 2, ask the pupils to label the parts of the book in the picture using the words in the box.

Grammar

- 1 Explain prepositions using the pictures and the sentence examples under them.
- 2 In the Exercise, let the pupils underline the prepositions in the sentences. Show them examples.

Composition

- 1 Ask the pupils to study the picture carefully.
- 2 Read through the words in the box and explain any unfamiliar vocabulary.
- 3 Encourage the pupils to use the words provided to fill in the gaps correctly.

Unit 31 Our favourite food

Phonics

- 1 Introduce the /eə/ sound by pronouncing the words hair, chair, bear, pear, aeroplane, and staircase clearly. Encourage the pupils to listen carefully and repeat after you.
- 2 Ensure that each pupil is able to pronounce the sound /eə/ correctly.
- 3 Read the sentence in Activity B aloud and allow the pupils to repeat it several times with correct pronunciation and expression.
- 4 In the Exercise, encourage the pupils to pronounce each word before identifying and underlining the /eə/ sound.

Listening and speaking

- 1 Sing the song and get the pupils to repeat it after you.
- 2 Display a calendar and help pupils identify the twelve months of the year.
- 3 Explain that different months have different numbers of days.
- 4 Encourage the pupils to complete the exercise independently and write their answers in their exercise books.

Reading

- 1 Read the passage aloud.
- 2 Help pupils interpret the table and understand how information can be organised using numbers.
- 3 In Exercise 1, encourage pupils to answer the comprehension questions in complete sentences.
- 4 In Exercise 2, guide pupils to select the table that correctly represents the information given in the passage.
- 5 Ensure that pupils complete the vocabulary exercise using information from the text and write their answers in their exercise books.
- 6 Help the pupils to read the bar chart and pie chart and answer questions on Exercises 1 and 2 under them.

Grammar

- 1 Define and exemplify antonyms. Use the textbook examples.
- 2 In Exercise 1, let the pupils circle the antonyms of the first word in each row.
- 3 In Exercise 2, tell them to draw a line to match each word to its antonym.

Writing

- 1 Read each sentence aloud and discuss its meaning with the pupils.
- 2 Draw attention to correct punctuation, including question marks and capital letters.
- 3 Direct the pupils to copy the given sentences into their exercise books.

Unit 32 Living with disability

Phonics

- 1 Introduce the /aɪ/ sound by pronouncing the words eye, tie, dice, smiling, bye, and type clearly. Encourage pupils to repeat after you.
- 2 Direct pupils' attention to the different spellings of the sound /ai/.
- 3 Guide the pupils to identify the target sound in the words provided and pronounce them correctly.
- 4 Read the sentence in Activity B aloud and allow pupils to repeat it with appropriate pronunciation and intonation.
- 5 In the Exercise, encourage the pupils to say each word aloud before identifying and underlining the /aɪ/ sound.

Listening and speaking

- 1 Read out the days of the week and make the pupils listen attentively.
- 2 Ask the pupils to mention the days of the week in the right order.
- 3 Let the pupils pay attention to the simple present tense verbs used to describe what takes place regularly in the sentences used.
- 4 In the Exercise, tell the pupils to look carefully at the pictures and fill in the gaps.

Reading

- 1 Read the passage aloud in class.
- 2 Explain unfamiliar words to the pupils.
- 3 In the Exercise, let the pupils answer the questions in writing. Check their sentence structures.
- 4 In Vocabulary, ask the pupils to fill in the gaps with words from the passage.
- 5 Encourage the pupils to share lessons they have learnt from the passage

Grammar

- 1 Explain what the simple present tense is used for.
- 2 Exemplify the simple present tense using the pictures and the sentences under them.
- 3 In the Exercise, let the pupils fill in the gaps with the correct words from the box.
- 4 Encourage pupils to describe some of their daily activities using simple present tense sentences.

Composition

- 1 Guide the pupils to study the picture of a bicycle and answer the questions.
- 2 Endeavour to teach the pupils parts of a bicycle, e.g. seat, pedals, handles, brakes, tyres, and wheels.

Unit 33 **Bala learns road signs**

Phonics

- 1 Introduce the /w/ sound by pronouncing the words watch, woman, whistle, wall, water, and web clearly. Encourage pupils to repeat after you.
- 2 Guide pupils to identify the /w/ sound in the given words and pronounce them correctly.
- 3 Read the sentence in Activity B aloud and allow pupils to repeat it with correct pronunciation and intonation.
- 4 In the Exercise, encourage pupils to say each word aloud before identifying and underlining the /w/ sound.

Listening and speaking I

- 1 Sing this song according to its classical or popular tune/rhythm. Check the Internet or nursery rhymes CDs.
- 2 The pupils should repeat the song after you many times.
- 3 The pupils should be encouraged to memorise the song.
- 4 In the Exercise, guide the pupils to answer the questions.

Listening and speaking II

- 1 Explain that signs and symbols help people communicate information quickly and easily.
- 2 Introduce the common signs and symbols shown in the dialogue, including emoji, hashtag, asterisk etc.
- 3 Discuss where these signs are commonly used in everyday life.
- 4 Read the dialogue aloud and allow pupils to take turns reading the different roles.
- 5 Guide pupils to answer the questions using information from the dialogue.

Reading

- 1 Read the first passage aloud and explain unfamiliar words such as junction, octagon, zebra crossing, and traffic.
- 2 Guide pupils to identify the different road signs mentioned in the passage and explain their meanings.

- 3 Encourage pupils to answer the comprehension questions in complete sentences.
- 4 Ensure that pupils complete both the comprehension and vocabulary exercises in their exercise books.
- 5 Read the second passage aloud and guide pupils to identify how Tolu showed respect to different people.
- 6 Encourage discussion about the importance of using appropriate titles when addressing people.
- 7 Guide pupils to answer the comprehension questions using complete sentences.
- 8 Ensure that pupils complete all vocabulary exercises in their exercise books.

Grammar

- 1 Revise the simple past tense with examples.
- 2 Guide the pupils to study the pictures and answer the questions that follow.

Writing

- 1 Discuss the pictures and the guiding words provided before pupils begin writing.
- 2 Explain how the words in the box can help them form simple descriptive sentences.
- 3 Guide pupils to write two sentences about each animal and object shown.
- 4 Encourage pupils to read their sentences aloud to the class.

Unit 34 How to treat a book with love

Phonics

- 1 Introduce the /ɪə/ sound by pronouncing the words ear, beer, fear, deer, tears, and near clearly.
- 2 Encourage pupils to listen carefully and repeat after you.
- 3 Draw the pupils' attention to the different letter combinations that can produce the /ɪə/ sound.
- 4 Guide pupils to identify the target sound in the words provided and pronounce them correctly.
- 5 Read the sentence in Activity B aloud and allow pupils to repeat it with appropriate pronunciation and expression.
- 6 In the Exercise, encourage pupils to pronounce each word before identifying and underlining the /ɪə/ sound.

Listening and speaking

- 1 Show pupils a book and asking them to identify its different parts.
- 2 Use the dialogue to explain the title, author, spine, pages, text, images, and chapters of a book.
- 3 Demonstrate how to read correctly by moving from left to right and from top to bottom on a page.
- 4 Encourage pupils to use their fingers to follow the words as they read.
- 5 Guide pupils to answer the comprehension questions using information from the dialogue.

Reading

- 1 Read the passage aloud and discuss the good book-handling habits demonstrated by Jide.
- 2 Emphasise important book-care practices such as keeping books clean, turning pages gently, and avoiding folding pages.
- 3 Guide pupils to answer the comprehension questions in complete sentences and write their answers in their exercise books.

Vocabulary

- 1 Guide pupils to match each word with its correct meaning by referring to the passage.
- 2 Encourage pupils to read each sentence carefully before selecting the correct word from the box.
- 3 In Exercise 3, help pupils classify the words into parts of a book and body or other words.
- 4 Ensure that pupils complete all vocabulary activities in their exercise books.

Grammar

- 1 Describe an adjective and its functions.
- 2 Give the pupils simple examples of adjectives.
- 3 Use the adjectives in sentences and write them on the board.
- 4 In Exercise 1, let the pupils underline the adjectives in the given sentences. Use no. 1-3 as examples.
- 5 In Exercise 2, tell the pupils to circle the adjectives among the given words.

Writing

- 1 Ask the pupils to study each picture carefully before attempting the exercise.
- 2 Guide the pupils to identify the occupation represented in each picture.
- 3 Encourage the pupils to say the names aloud before writing them.
- 4 Check the pupils' notebooks for any spelling errors.

Phonics

- 1 Introduce the /j/ sound by pronouncing the words *yam*, *yes*, *yo-yo*, *uniform*, and *yacht* clearly. Encourage the pupils to repeat after you.
- 2 Draw pupils' attention to the different spellings that can produce the /j/ sound, particularly *y* and *u*.
- 3 Guide the pupils to identify the /j/ sound in the words provided and pronounce them correctly.
- 4 Read the sentence in Activity B aloud and allow pupils to repeat it with proper pronunciation and intonation.
- 5 Each pupil should be able to pronounce the sound /j/ correctly.

Listening and speaking

- 1 Organise the pupils to take turns to practise the dialogues in class. The pupils could do this in pairs.
- 2 Monitor the pupils' spoken English for grammatical or pronunciation errors.

Reading

- 1 Read the passage to the class.
- 2 Divide the pupils to take turns to read the passage aloud.
- 3 In Exercise 1, let the pupils write **True** or **False** accordingly if the sentence is correct or not.
- 4 In Exercise 2, tell the pupils to write out five words from the puzzle box and use them to complete the given sentences.
- 5 In Vocabulary, pupils should use the words in the box to complete the sentences.

Vocabulary

- 1 Revise the meanings of the words *tricked*, *pull*, *thanked*, *fox*, and *thirsty* before pupils begin the exercise.
- 2 Guide pupils to read each sentence carefully and choose the most suitable word from the box.
- 3 Encourage pupils to use context clues to determine the correct answers.
- 4 Allow pupils to read their completed sentences aloud.

Grammar

- 1 Explain what a question is and what an answer is.
- 2 Let the pupils answer the given questions with 'Yes, I do', 'No, I don't', 'Yes, I have', or 'No, I don't have.'
- 3 Encourage the pupils to practise asking and answering the questions orally before writing.

Composition

- 1 Assist the pupils to look carefully at the picture of a classroom and use the words in the box to complete the given sentences.
- 2 Guide the pupils to identify the positions of the people and objects shown in the picture.
- 3 Ask the pupils to explain their answers orally before writing them.

Unit 36 Binta – a true friend

Phonics

- 1 Follow the guide given in the previous units on the teaching of phonics.
- 2 Guide the pupils to identify the initial sounds /d/ and /b/.
- 3 In Exercise 1, guide the pupils to put the words in the table. That is, guide them to put the words respectively beginning with *b* and *d* in the correct columns.
- 4 In Exercise 2, guide the pupils to make words with the letters in the box by filling in the blank spaces under the pictures correctly.
- 5 In Exercise 3, let the pupils pick the correct word for each picture and tick it right.
- 6 In Exercise 4, tell the pupils to arrange the letters in each row to form the name of the object indicated in the picture.

Listening and speaking

- 1 Pronounce all the parts of the human body and let the pupils repeat them many times.
- 2 You could use a pupil to demonstrate the parts of the body to the class.
- 3 In the Exercise, let the pupils fill in the gaps to complete the names of parts of body. Let them say each word three times.

Reading

- 1 Read the passage aloud and discuss the events in the story.
- 2 Guide the pupils to identify how Binta and her family helped Maryam during a difficult period.
- 3 Guide the pupils to answer the comprehension questions in complete sentences.
- 4 Ensure that the pupils complete the comprehension and vocabulary exercises in their exercise books.

Grammar

- 1 Read the sentences and describe the functions of adjectives in them. Remind the pupils that adjectives describe nouns.
- 2 In the Exercise, tell the pupils to fill in the gaps in the given sentences with the words in the box.

Writing

- 1 Ask pupils to study the picture of the lion carefully before answering the questions.
- 2 Guide pupils to identify the animal and discuss its characteristics.
- 3 Encourage pupils to answer each question in complete sentences.
- 4 Ensure that pupils write their answers neatly in their exercise books.

Phonics

- 1 Name each picture and pronounce the words clearly for pupils to hear the initial sounds.
- 2 Encourage pupils to listen carefully to the beginning sound of each word before repeating it.
- 3 Guide pupils to identify the first letter that represents the initial sound in each word.
- 4 In Exercise 3, help pupils compare the beginning sounds of the words and identify those that start with the same sound.
- 5 In Exercise 4, draw attention to the ending sounds of the words and encourage pupils to listen for similarities.

Listening and speaking

- 1 Read the poem and let the pupils read after you.
- 2 Let each pair of pupils read the poem aloud.
- 3 Explain to them what *rhyme scheme* means. Give them examples.
- 4 In the exercise, let the pupils answer the questions orally.
- 5 Under listening and speaking 2, read the dialogue aloud and allow pupils to take turns reading the different roles.
- 6 Guide pupils to identify key points about print books and e-books from the discussion.
- 7 Ensure that pupils answer the exercise questions in their exercise books.

Reading

- 1 Read the passage aloud.
- 2 Select some pupils to read different parts of the passage.
- 3 Discuss the differences between print books and e-books presented in the story.
- 4 Guide pupils to answer the comprehension questions in complete sentences.
- 5 Ensure that pupils complete all exercises in their exercise books.

Grammar

- 1 In Exercise 1, let the pupils make six sentences from the table. Write an example on the board for them to copy.
- 2 In Exercise 2, let the pupils underline the noun in each sentence.

Composition

- 1 Guide the pupils to look carefully at the given words and use them to complete the sentences.

Unit 38

Building a clinic

Phonics

- 1 Explain what a syllable is. Give simple examples.
- 2 In Exercise 1, let the pupils listen to the sentences and clap to each syllable in the words. Demonstrate with no. 1 and 2.
- 3 In Exercise 2, read the sentences slowly and guide pupils to clap for each syllable in the highlighted words.
- 4 In Exercise 3, teach the pupils to draw lines to the correct words.

Listening and speaking

- 1 Read the poem aloud to the pupils.
- 2 Let them read the poem together.
- 3 Help them to identify the rhymes in the poem.

Reading

- 1 Read the passage and explain the difficult words and phrases.
- 2 Let the pupils answer the questions in complete sentences.
- 3 In Vocabulary Exercise 1, get the pupils to fill in the gaps with words from the passage.
- 4 In Vocabulary Exercise 2, assist the pupils to complete the given words by using the correct letters from the box.

Grammar

- 1 Explain that conjunctions are joining words used to connect words, phrases, or sentences.
- 2 Use simple examples from everyday situations to demonstrate how conjunctions work.
- 3 Guide pupils to identify the conjunctions in Exercise 1.
- 4 Encourage pupils to read each sentence carefully before selecting the most appropriate conjunction in Exercise 2.
- 5 Allow pupils to create their own sentences using different conjunctions.

Composition

- 1 In Exercise 1, let the pupils complete the sentences using the words in the box.
- 2 In Exercise 2, organise the pupils to work in pairs and make six sentences from the table. Write two examples on the board for the pupils to copy.