



# Learn English Level 2

" المستوى الثاني "

تنويه .. هذه الملزمة من حق المشترك فقط ولا يحق بيعها او استخدامها لأغراض تجارية .





# Training

## Program Guide

### **Training Program**

Learn English Level  
2

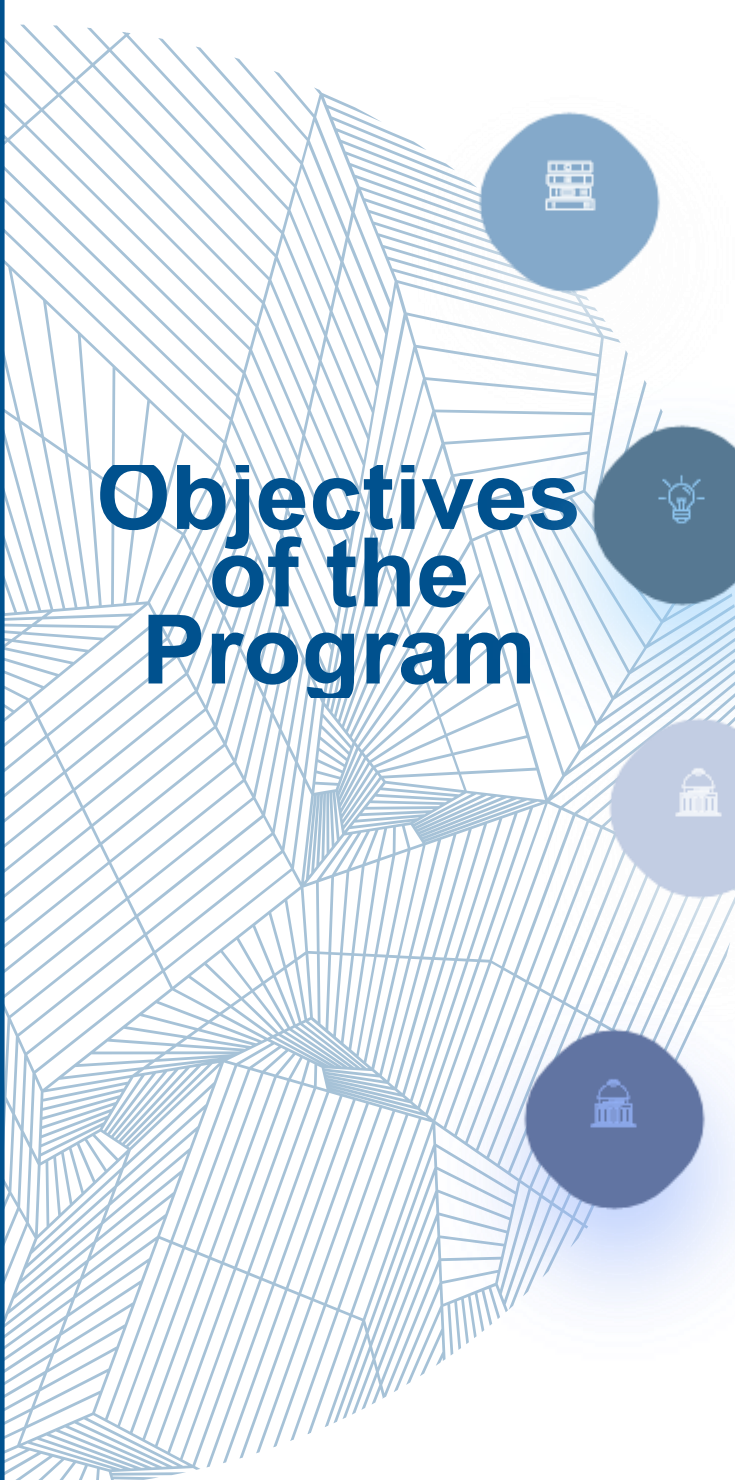
### **Target Audience**

Children from 7 to 13 years

### **The General Objective of the Program**

By the end of this 20-day English language course, children will have developed foundational skills in understanding and using everyday English vocabulary and phrases. They will be able to talk about days, weeks, and months, describe family members, express emotions, identify common jobs, and discuss food and health.





# Objectives of the Program



Students will be able to identify and use the names of days, weeks, and months. They will learn how to read and interpret dates on a calendar. Students will demonstrate their understanding through a short test.



Students will be able to recognize and name family members in English. They will practice discussing family members using simple sentences and create a basic family tree. The unit will conclude with a test to assess their knowledge.



Students will be able to identify and express common emotions using appropriate vocabulary. They will also learn the names of various jobs and understand the connection between jobs, tools, and places. Students will apply their knowledge in a test at the end of the unit.



Students will be able to identify popular foods and drinks, recognize the three main meals, and distinguish between healthy and unhealthy foods. They will also learn phrases related to health and nutrition. A final test will evaluate their comprehension and application of these concepts.



# Program

## Content

1

### Unit 1 :Calendar

- Days
- Weeks
- Months
- How to Read Dates?
- Test

2

### Unit 2 :Family Members

- Learning Family Member Names (Part 1)
- Learning Family Member Names (Part 2)
- Talking About Family Members
- Creating a Simple Family Tree
- Test

3

### Unit 3 :Feelings and Jobs

- Learning Words for Emotions
- Using Sentences to Express Emotions
- Learning Common Job Names
- Connecting Jobs with Tools and Places
- Test



# Program

## Content

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### Unit 4 :Food and Health

- Learning the Names of Popular Foods and Drinks
- Learning the Names of the Three Meals
- Identifying Healthy and Unhealthy Foods
- Learning Phrases Related to Health and Nutrition
- Test





# Training Program System



**Number of Hours:** ٢٠ Training  
Hours



**Number of Days:** ٢٠  
Day(s)



**Groups:** Participants  
are divided into  
(..... group(s))



**Registration:** Record  
your notes for the  
course at the end of the  
page.



"Preparation begins five minutes after the start of the training session".

"Reviewing the training Package and preparing well for the sessions".

"Commitment to having the training Package with you throughout the training program".

"Complete shutdown of mobile devices and no calls inside the training room".

"Attendance for all sessions is a requirement to obtain an excellent grade".

"Active participation and exchange of experiences are primary goals of the training program".

"Continuous practical application of the acquired skills in the training program ensures their retention".

"Comments and suggestions can be provided to the trainer or to the training supervisor at the training center and community service".

# Guideline





# **The Activities and Training Methods Used in the Program**



Discussion Session



Workshops



Individual and  
Group Exercises



Case Study



Role-playing





**Computer /  
Laptop**

**(Data Show)**

## **The Training Materials Used in the Program**

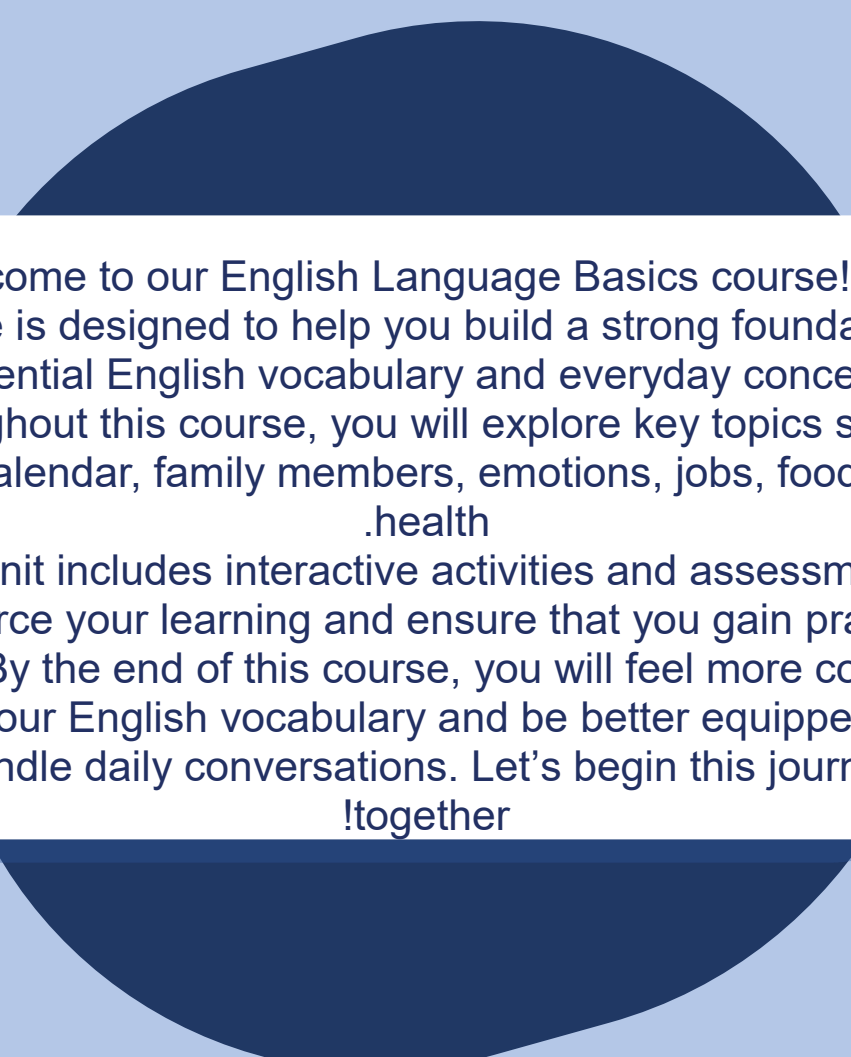
**Papers,  
Cards  
and Boards**

**The  
Whiteboard  
and Colored  
Pens**





# Introduction



Welcome to our English Language Basics course! This course is designed to help you build a strong foundation in essential English vocabulary and everyday concepts. Throughout this course, you will explore key topics such as the calendar, family members, emotions, jobs, food, and health.

Each unit includes interactive activities and assessments to reinforce your learning and ensure that you gain practical skills. By the end of this course, you will feel more confident in your English vocabulary and be better equipped to handle daily conversations. Let's begin this journey together!



**Qualification**

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**Name:**

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## Identification Card

**Scientific  
Experiences:**

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**Current  
Work:**

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**Marital  
Status:**

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**Your Goals  
upon  
Joining the  
Course:**

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# First Module

Day One



# Days



**Monday**



**Thursday**



**Tuesday**



**Friday**



**Wednesday**



**Saturday**

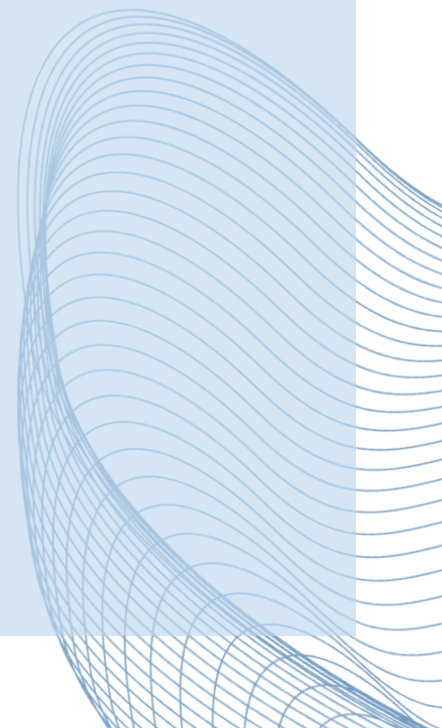


**Sunday**



## Repeat the names of the days

- Sunday,
- Monday,
- Tuesday,
- Wednesday,
- Thursday
- , Friday,
- Saturday.





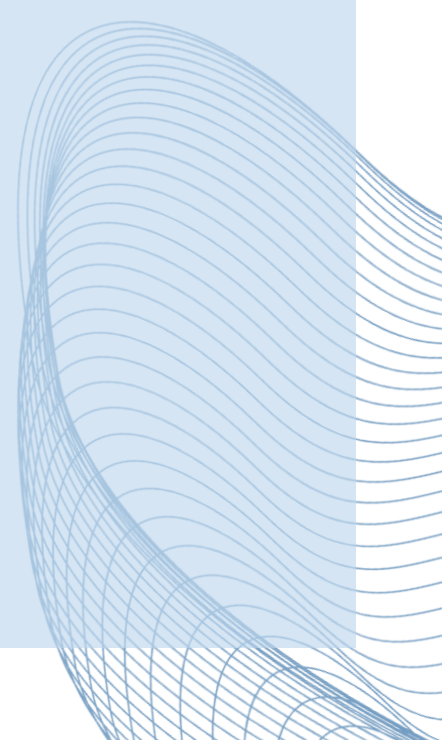
# Conversation

## Basic Questions and Answers

- **Teacher:** "What day is it today?"
- **Student:** "Today is Monday."
- **Teacher:** "What day was it yesterday?"
- **Student:** "Yesterday was Sunday."
- **Teacher:** "What day will it be tomorrow?"
- **Student:** "Tomorrow will be Tuesday."

## Planning Activities

- **Scenario 1:**
  - **Student A:** "Let's play soccer on Saturday!"
  - **Student B:** "That sounds fun! What about Friday?"
  - **Student A:** "I can't on Friday. I'm free on Saturday."
  - **Student B:** "Okay, let's play on Saturday then!"





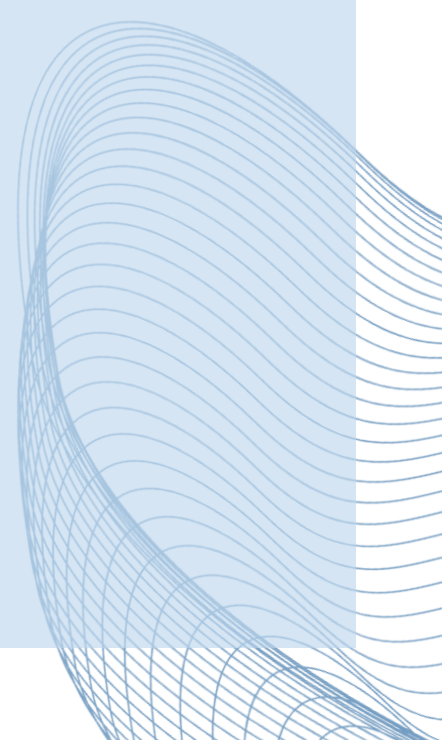
## Scenario 2:

- **Student A:** "When do we have our English class?"
- **Student B:** "We have English class on Wednesday."
- **Student A:** "And what about Math?"
- **Student B:** "Math is on Monday and Thursday."

## Daily Routine

- **Scenario:**

- **Teacher:** "What do you do on Sunday?"
- **Student:** "On Sunday, I visit my grandparents."
- **Teacher:** "And what do you do on Monday?"
- **Student:** "On Monday, I go to school and play football."



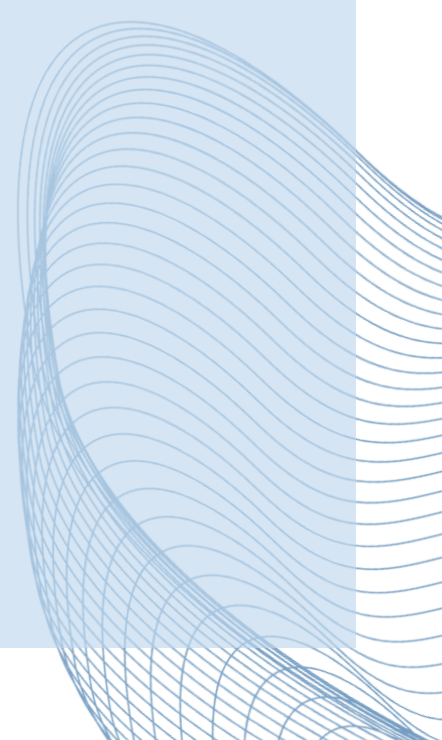


## Weekend Plans

- **Scenario:**
  - **Student A:** "What are you doing this weekend?"
  - **Student B:** "On Saturday, I'm going to the park. On Sunday, I'm going to a birthday party."
  - **Student A:** "That sounds fun! I'm going to the beach on Saturday."

## Class Schedule

- **Scenario:**
  - **Teacher:** "When is our next Science class?"
  - **Student:** "Our Science class is on Tuesday."
  - **Teacher:** "And when do we have Art?"
  - **Student:** "We have Art on Thursday."





# Activity Number 1



**Activity Name:** The Addams Family Song

## **The objective of the activity:**

- Students will be able to recite the days of the week in order through singing.



## **Executing the activity:**

- Teach students a simple and catchy song that includes the names of the days of the week.
- Example Song (to the tune of "The Addams Family"):
- Days of the week (clap clap)
- Days of the week (clap clap)
- Days of the week, Days of the week, Days of the week (clap clap)
- There's Sunday and there's Monday,
- There's Tuesday and there's Wednesday,
- There's Thursday and there's Friday,
- And then there's Saturday!
- (Repeat)



**Time:** 10  
minutes



**Activity:**  
Group



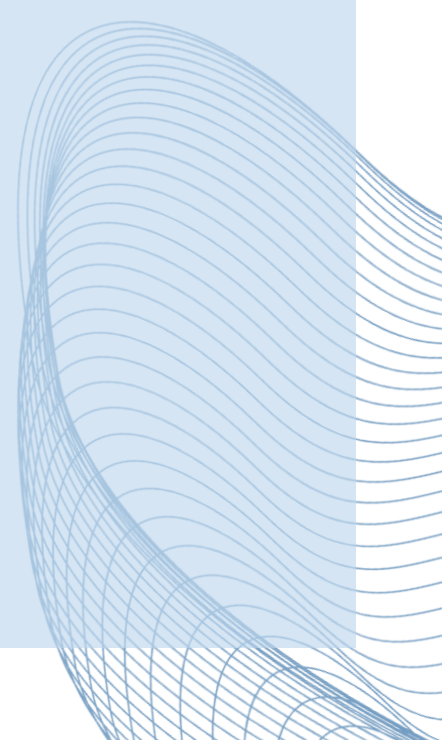
# Test

- **Instructions:** Fill in the blanks with the correct day of the week.

1. Today is Wednesday. Yesterday was \_\_\_\_\_.
2. Tomorrow will be \_\_\_\_\_ if today is Monday.
3. \_\_\_\_\_ comes after Thursday.
4. The weekend includes \_\_\_\_\_ and \_\_\_\_\_.
5. If today is Sunday, tomorrow will be \_\_\_\_\_.

- **Instructions:** Write the days of the week in the correct order, starting with Sunday.

**Answer:** \_\_\_\_\_





# Dictation time

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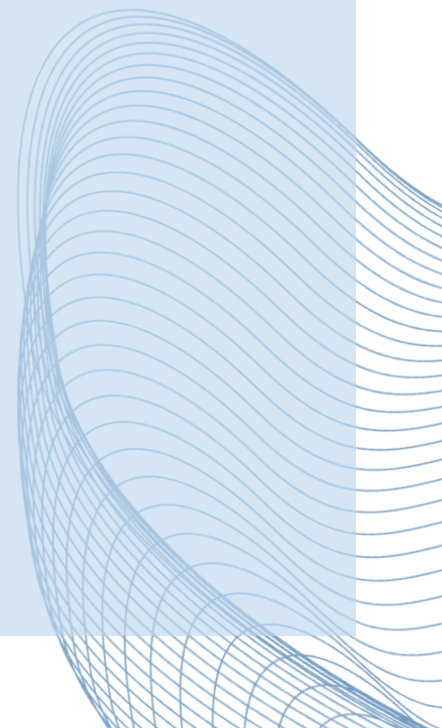
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# Homework

- **Instructions:** Fill in the missing days in the following sequences:
  - Monday, Tuesday, \_\_\_\_\_, Thursday
  - \_\_\_\_\_, Saturday, Sunday
  - Wednesday, \_\_\_\_\_, Friday
  - \_\_\_\_\_, Tuesday, Wednesday
  - Friday, \_\_\_\_\_, Sunday
- **Instructions:** Draw a picture of one activity you do each day of the week. Label each picture with the correct day.
  - Example:
    - **Monday:** "I go to school."
    - **Tuesday:** "I play soccer."
    - **Wednesday:** "I visit my grandparents."





End of

First Day





# First Module

Day Two



# Weeks

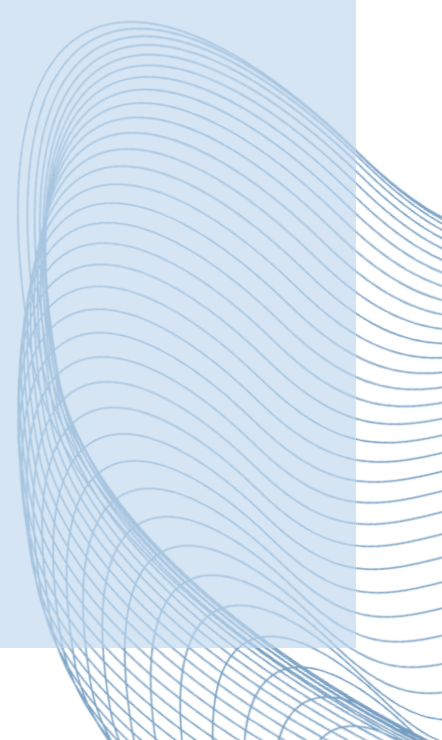
## Week

- **Definition:** A period of seven days.
- **Example Sentence:** "A week has seven days."

## Weekdays

- **Definition:** The days from Monday to Friday.
- **Example Sentence:** "Weekdays are Monday, Tuesday, Wednesday, Thursday, and Friday."

## Weekend

- **Definition:** The two days at the end of the week, Saturday and Sunday.
  - **Example Sentence:** "The weekend includes Saturday and Sunday."
- 



**Explain:** "A week is made up of seven days. These days are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday."





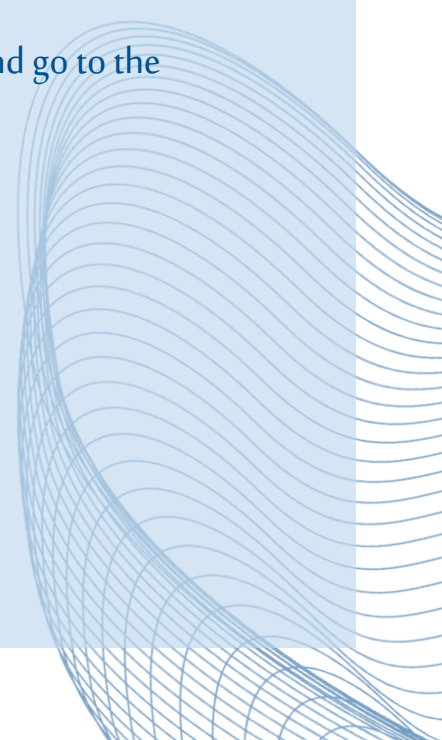
# Conversation

## Basic Questions and Answers

- **Scenario:**
  - **Teacher:** "How many days are there in a week?"
  - **Student:** "There are seven days in a week."
  - **Teacher:** "Can you name the weekdays?"
  - **Student:** "The weekdays are Monday, Tuesday, Wednesday, Thursday, and Friday."
  - **Teacher:** "What days are in the weekend?"
  - **Student:** "The weekend days are Saturday and Sunday."

## Discussing Daily Routines

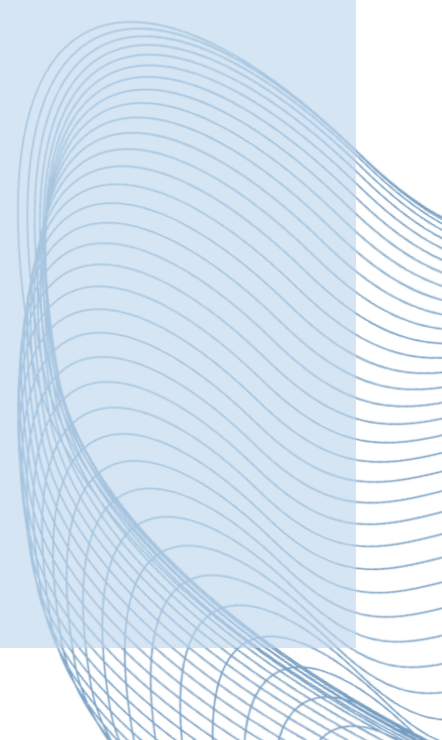
- **Scenario:**
  - **Student A:** "What do you do on weekdays?"
  - **Student B:** "On weekdays, I go to school and do my homework."
  - **Student A:** "What about weekends?"
  - **Student B:** "On weekends, I like to play with friends and go to the park."





## Planning Activities

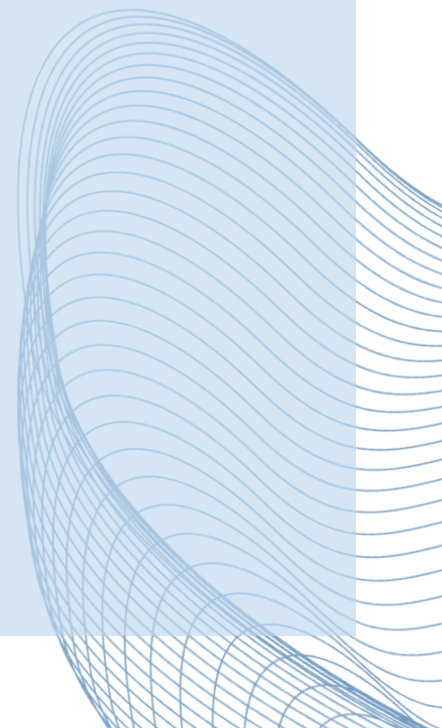
- **Scenario:**
  - **Student A:** "When can we have a playdate?"
  - **Student B:** "Let's plan it for Saturday. I'm busy on weekdays."
  - **Student A:** "Great! What do you usually do on Saturdays?"
  - **Student B:** "On Saturdays, I go to soccer practice and visit my grandparents."
- **Scenario:**
  - **Student A:** "What's your favorite day of the week?"
  - **Student B:** "My favorite day is Saturday because I don't have school and I can relax."
  - **Student A:** "I like Friday because it's the start of the weekend."





## Talking About School Schedule

- **Scenario:**
  - **Teacher:** "When do we have our art class?"
  - **Student:** "We have art class on Tuesday and Thursday."
  - **Teacher:** "What day is our PE class?"
  - **Student:** "PE class is on Monday and Wednesday."
- **Scenario:**
  - **Student A:** "When is your school library day?"
  - **Student B:** "Library Day is every Friday."
  - **Student A:** "What about your music class?"
  - **Student B:** "Music class is on Tuesday."





# Activity Number 2



## Activity Name: Weekly Routine Chart

### The objective of the activity:

- Help students understand the structure of a week by creating a visual representation of their weekly routines.



### Executing the activity:

- Explain to students that they will be creating a chart showing what they do each day of the week.
- Give each student a blank weekly calendar template with seven columns labeled Monday through Sunday.
- Ask students to draw pictures or write short sentences about what they do on each day of the week. For example:
  - Monday: "I go to school."
  - Tuesday: "I have a soccer practice."
  - Wednesday: "I visit my grandparents."
  - Thursday: "I have a dance class."
  - Friday: "I watch a movie."
  - Saturday: "I go to the park."
  - Sunday: "I relax with my family."
- Allow students to share their charts with the class and discuss their weekly routines.



**Time:** 10  
minutes



**Activity:**  
Group

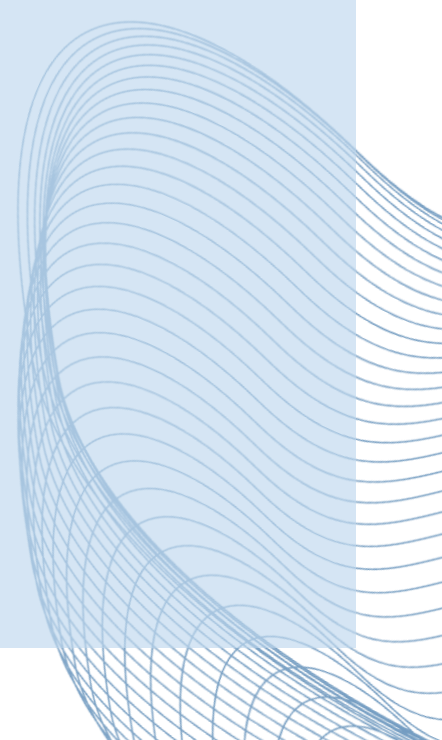


# Test

- **Instructions:** Match each day of the week with its correct category (Weekday or Weekend).

Day	Category
Monday	_____
Saturday	_____
Wednesday	_____
Sunday	_____
Friday	_____

- **Instructions:** Complete the sentences with the correct day or concept.

1. There are \_\_\_\_\_ days in a week.
  2. \_\_\_\_\_ and \_\_\_\_\_ are the weekend days.
  3. The days from Monday to Friday are called \_\_\_\_\_.
  4. \_\_\_\_\_ comes after Thursday.
  5. The day before Monday is \_\_\_\_\_.
- 



# Dictation time

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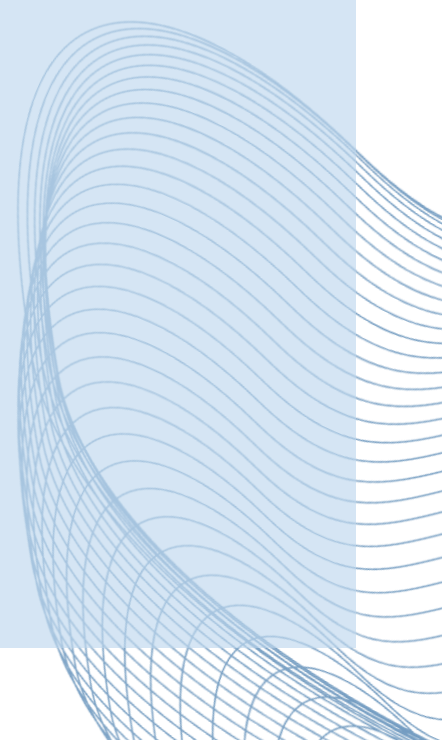


# Homework

## Daily Schedule Interview

- **Instructions:**
  - Interview a family member about their daily schedule. Ask them what they do on weekdays and weekends.
  - Write down their answers and compare them with your own weekly routine.

## Days of the Week Song

- **Instructions:**
    - Create or find a simple song or rhyme about the days of the week. Practice singing or reciting it at home.
    - Record yourself singing or reciting the song and bring it to the next class to share with your peers.
- 



End of

Second Day





# First Module

Day Three



# Months

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

AUGUST

SEPTEMBER

OCTOBER

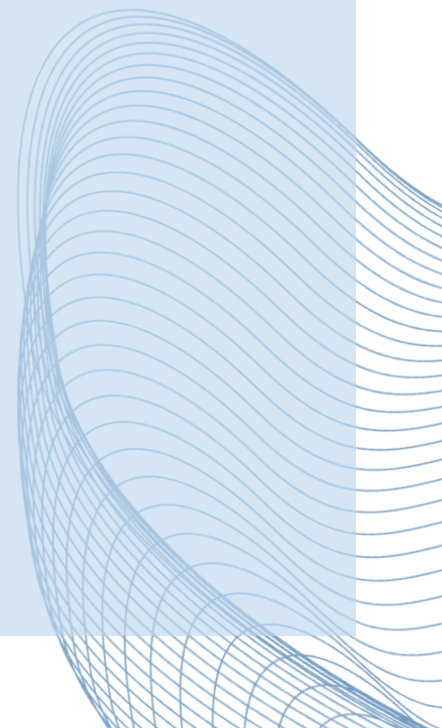
NOVEMBER

DECEMBER



## Vocabulary:

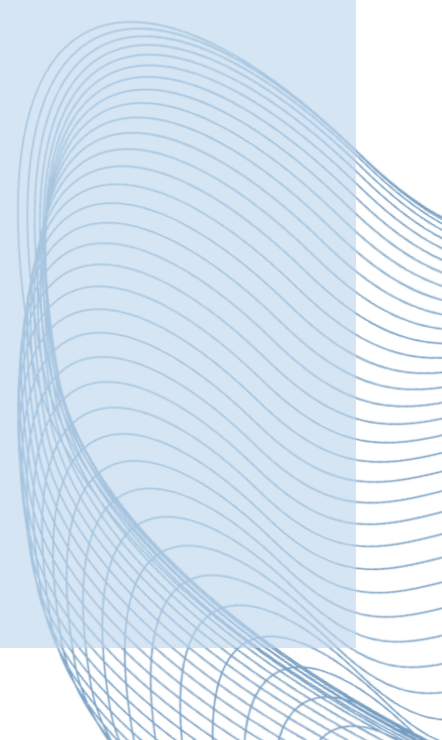
- Month
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December





## 1. Understanding Months

- **Definition:** A month is a period of time that makes up part of the calendar year. There are twelve months in a year.
- **Example Sentence:** "A year has twelve months."





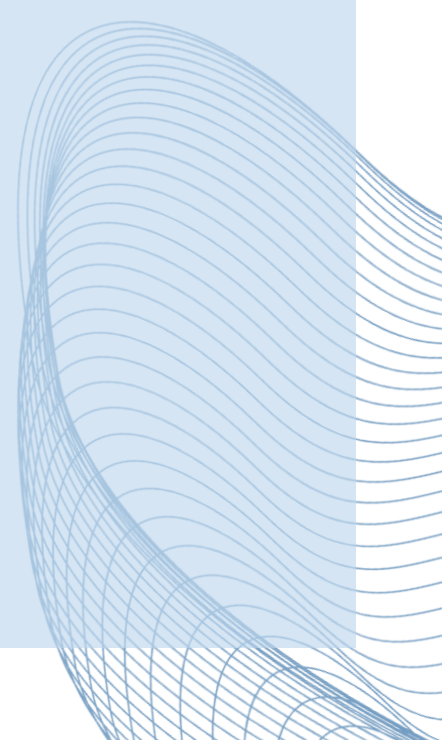
# Conversation

## Discussing Birthdays

- **Scenario:**
  - **Teacher:** "When is your birthday?"
  - **Student:** "My birthday is in May."
  - **Teacher:** "What month is before May?"
  - **Student:** "April is before May."

## Monthly Plans

- **Scenario:**
  - **Student A:** "What is your favorite month, and why?"
  - **Student B:** "My favorite month is December because I like winter holidays."
  - **Student A:** "Mine is July because of summer vacation."





# Activity Number 3



**Activity Name:** Birthday and Holiday Chart

## **The objective of the activity:**

- Connect personal experiences with the months.



**Materials:** Chart paper, markers.

## **Executing the activity:**

- Create a class chart with each month of the year.
- Ask students to write or draw their birthday and favorite holidays on the chart.
- Discuss how these special dates fall into different months.



**Time:** 10  
minutes

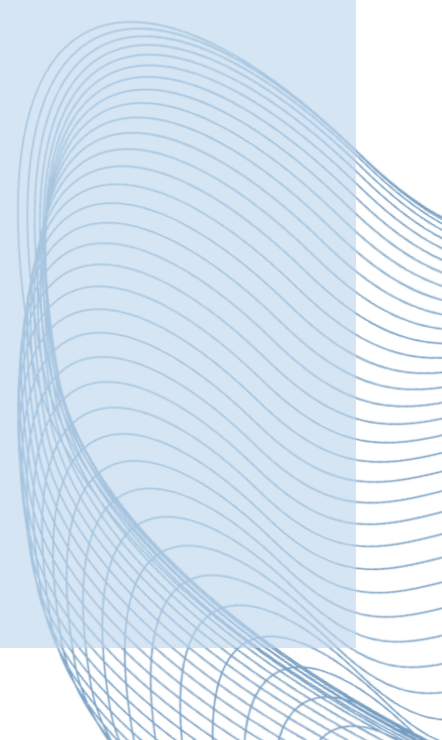


**Activity:**  
Group



# Test

- **Instructions:** Complete the sentences with the correct month.
  - The last month of the year is \_\_\_\_\_.
  - \_\_\_\_\_ is the month after June.
  - The month before August is \_\_\_\_\_.
  - The month with New Year's Day is \_\_\_\_\_.
  - \_\_\_\_\_ is the fourth month of the year.
- **Instructions:** Answer the questions about months.
  - What month comes after July?
  - Which month is in the middle of the year?
  - Name two months that are in winter.
  - What is the name of the month when school usually starts?
  - Which month is known for Halloween?





# Dictation time

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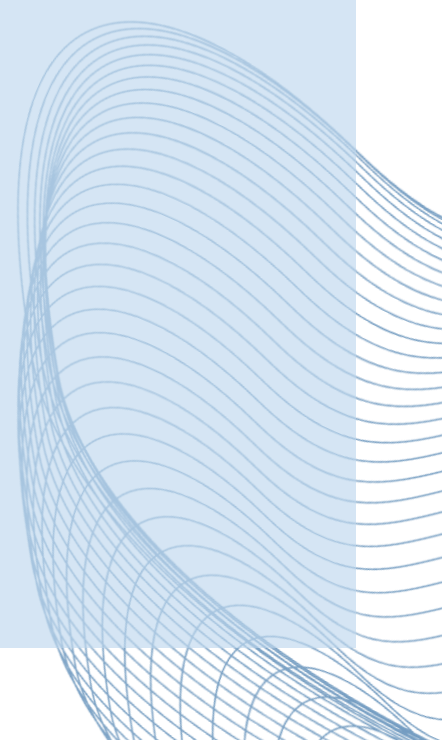


# Homework

## Monthly Journal

- **Instructions:**
  - Keep a journal for one month, noting down significant events, activities, or observations for each day.
  - Write a summary of what happened each month and reflect on your favorite month and why.

## Month Memory Match

- **Instructions:**
    - Create flashcards with the names of the months and their corresponding number.
    - Play a memory match game at home, matching the month names with their numbers.
- 
- A decorative graphic in the bottom right corner consisting of several concentric, wavy lines that create a sense of depth and movement, resembling a stylized wave or a series of overlapping curves.



End of

Third Day





# First Module

Day Four

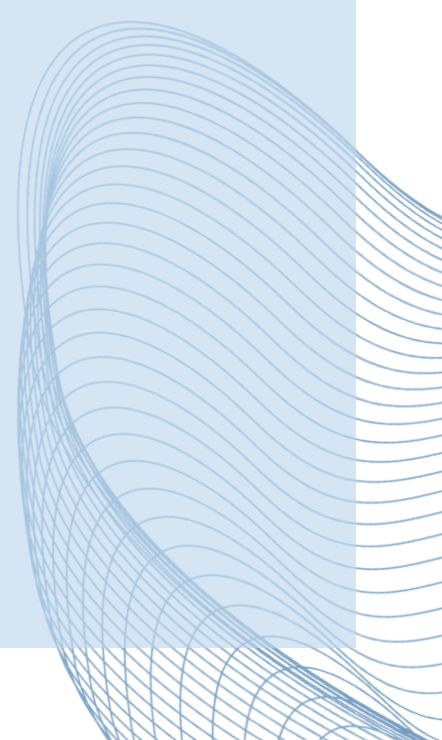


# How to Read Dates?

## Understanding Dates:

- **Definition:** A date specifies a particular day in the calendar year, usually formatted with the day, month, and year.
- **Components:** Day (1st, 2nd, 3rd, etc.), Month (January, February, etc.), Year (2024, 2025, etc.).

## Common Date Formats:

- **DD/MM/YYYY:** Common in many countries (e.g., 04/09/2024 for September 4, 2024).
  - **MM/DD/YYYY:** Common in the United States (e.g., 09/04/2024 for September 4, 2024).
  - **Month DD, YYYY:** Common in formal writing (e.g., September 4, 2024).
- 



# THE DATE IN ENGLISH

## DAYS

Use ordinal numbers

1 <sup>st</sup> - first	7 <sup>th</sup> - seventh
2 <sup>nd</sup> - second	8 <sup>th</sup> - eighth
3 <sup>rd</sup> - third	9 <sup>th</sup> - ninth
4 <sup>th</sup> - fourth	10 <sup>th</sup> - tenth
5 <sup>th</sup> - fifth	11 <sup>th</sup> - eleventh
6 <sup>th</sup> - sixth	etc.

## MONTHS

Capitalize the names of months

January - Jan.	July - Jul.
February - Feb.	August - Aug.
March - Mar.	September - Sept./Sep.
April - Apr.	October - Oct.
May - May	November - Nov.
June - Jun.	December - Dec.

## YEARS

Divide into two parts

**1989**  
nineteen eighty-nine

**1411**  
fourteen eleven

Year ends in 00

**1700**  
seventeen hundred

Year ends in 01-09

**1908**  
nineteen O eight

## 2000 - 2010

**2000**

two thousand

**2001-2010**

two thousand and  
+ number

**2002**

two thousand and two

**2004**

two thousand and four

**2007**

two thousand and seven

## 2011 - ...

Two different versions

**2016**

twenty sixteen  
two thousand sixteen

BC / BCE vs. AD / CE

BC - Before Christ

BCE - Before Common Era

AD - Anno Domini

CE - Common Era

## WRITTEN SPOKEN NUMBERS



MONTH + DAY

September 18

DAY + MONTH

18<sup>th</sup> September

Use the ordinal form of the number, even if the suffix (st, nd, rd, th) is not written

September  
eighteenth

the  
+ ordinal form  
of the number  
+ of + month

The eighteenth  
of September

MONTH/DAY/YEAR

**9/18/2023**  
(September 18, 2023)

DAY/MONTH/YEAR

**18/9/2023**  
(18<sup>th</sup> September 2023)



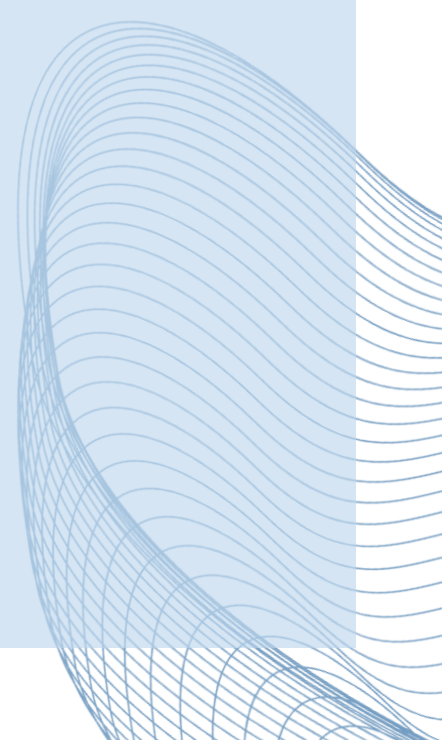
# Conversation

## Discussing Dates

- **Scenario:**
  - **Teacher:** "What is the date today?"
  - **Student:** "Today is September 4, 2024."
  - **Teacher:** "What is your birthday?"
  - **Student:** "My birthday is on December 25, 2024."

## Event Planning

- **Scenario:**
  - **Student A:** "When is the school party?"
  - **Student B:** "The school party is on October 15, 2024."
  - **Student A:** "Can you remind me of the date for the field trip?"
  - **Student B:** "The field trip is on 05/11/2024."



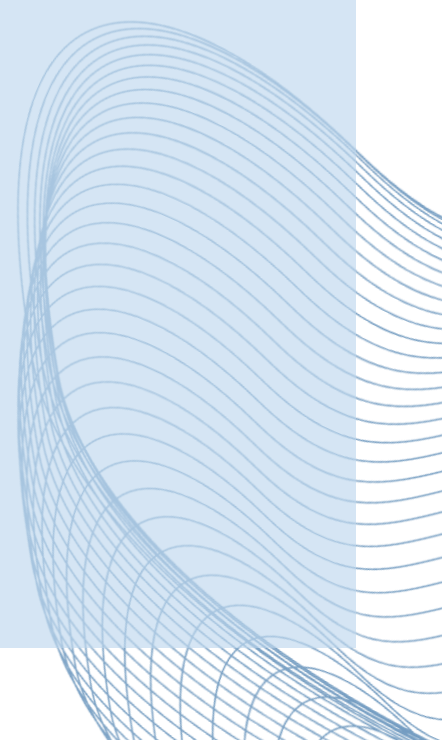


## Asking About Special Dates

- **Scenario 1: Birthdays**

- **Student A:** "When is your birthday?"
- **Student B:** "My birthday is on August 15, 2024."
- **Student A:** "How do you usually celebrate your birthday?"
- **Student B:** "I have a party with my friends and family."

- **Scenario 2: Anniversaries**

- **Student A:** "When is your anniversary?"
  - **Student B:** "Our anniversary is on June 1st."
  - **Student A:** "What do you usually do to celebrate?"
  - **Student B:** "We go out for a nice dinner and spend the day together."
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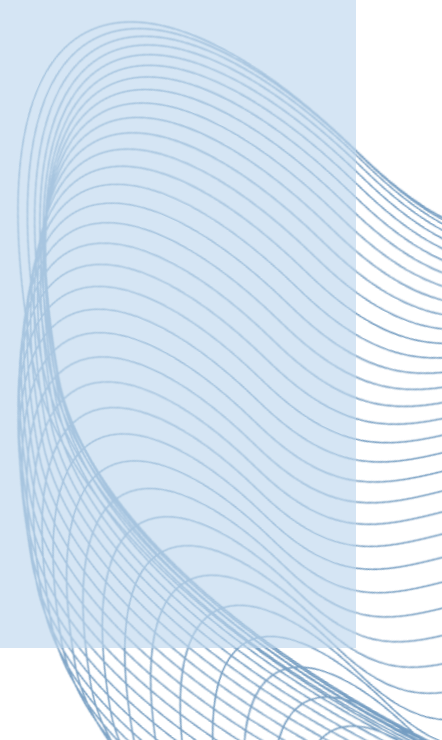


## Talking About School and Events

- **Scenario 1: School Events**

- **Student A:** “When is the school sports day?”
- **Student B:** “Sports day is on April 22, 2024.”
- **Student A:** “What events will be held on that day?”
- **Student B:** “There will be races, a relay, and a long jump competition.”

- **Scenario 2: Project Deadlines**

- **Student A:** “When is the project due?”
  - **Student B:** “The project is due on October 30, 2024.”
  - **Student A:** “Have you started working on it?”
  - **Student B:** “Yes, I’ve already finished the research part.”
- 



# Activity Number 4



## **Activity Name:** Date Matching Game

### **The objective of the activity:**

- Reinforce understanding of different date formats and how to read them.



### **Executing the activity:**

- Distribute cards with different date formats and written forms.
- Students match the format card with the correct written form card.
- Review the matches as a class and discuss any differences.



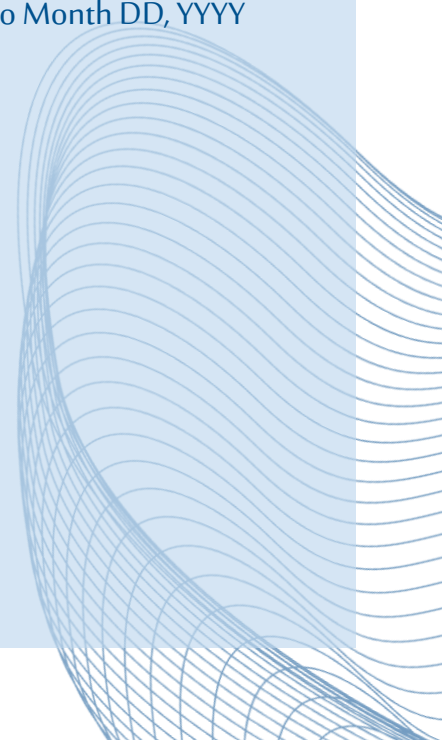
**Time:** 10  
minutes



**Activity:**  
Group



# Test

- **Instructions:** Determine if the following statements about dates are true or false.
    - 1. "02/30/2024" is a valid date format.
    - 2. "October 4, 2024" can be written as 10/04/2024.
    - 3. "March 31, 2024" is written as 31/03/2024 in DD/MM/YYYY format.
    - 4. "07/15/2024" refers to July 15th.
    - 5. "December 1, 2024" is correctly written as 12/01/2024.
  - **Instructions:** Answer the following questions based on given scenarios.
    - 1. You have a dentist appointment on April 10, 2024. Write this date in MM/DD/YYYY format.
    - 2. Your summer vacation starts on June 15, 2024. How would you write this date in DD/MM/YYYY format?
    - 3. If a project is due on September 30, 2024, how is this date written in Month DD, YYYY format?
    - 4. You have a holiday on 11/11/2024. Write this date in Month DD, YYYY format.
    - 5. A meeting is scheduled for 05/07/2024. Convert this date to Month DD, YYYY format.
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# Dictation time

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# Homework

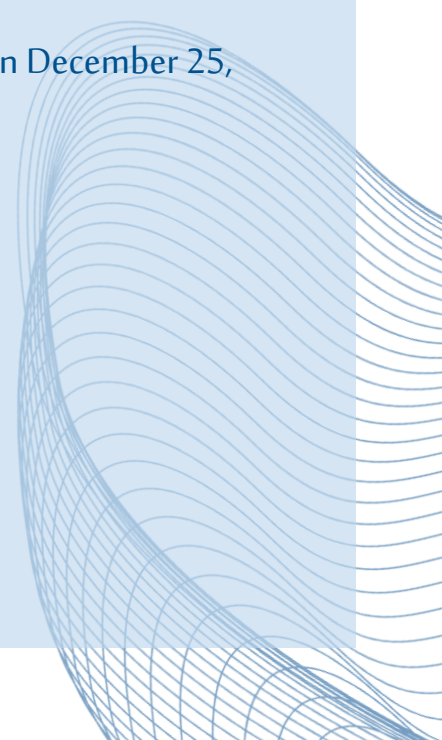
## Date Conversion Worksheet

- **Instructions:**
  - Complete a worksheet where students convert dates between different formats (e.g., DD/MM/YYYY to MM/DD/YYYY).
  - Example: Convert “23/11/2024” to “11/23/2024”.

## Date Diary

- **Instructions:**
  - Keep a diary for one week, writing the date at the top of each entry.
  - Practice writing the dates in different formats and using them in sentences.

## Calendar Review

- **Instructions:**
    - Review a calendar for a given month and write down the dates for specific events or holidays.
    - Write sentences using those dates (e.g., “Christmas is on December 25, 2024.”).
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End of

Fourth Day





# First Module

Day Five



# Test

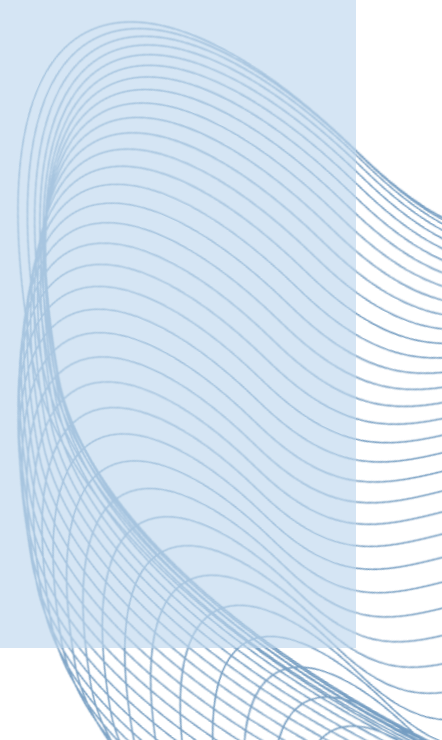
## Multiple Choice

- **Instructions:** Choose the correct answer for each question. (3 points each)

1. Which of the following is a weekend day?

- A) Wednesday
- B) Thursday
- C) Saturday
- D) Tuesday

2. How many weeks are there in a year?

- A) 52
  - B) 48
  - C) 50
  - D) 54
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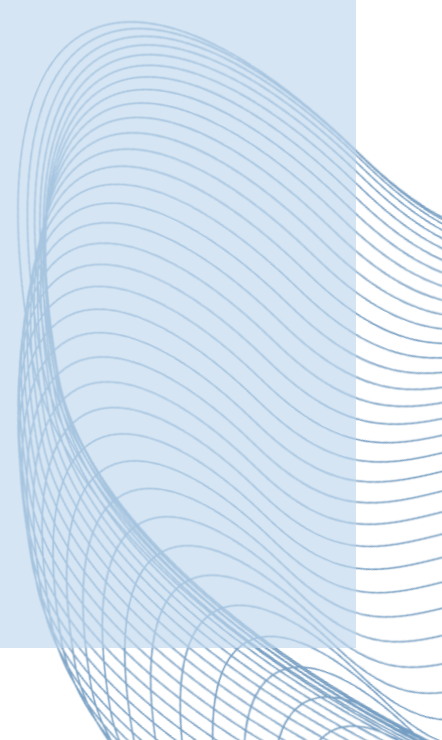
**3. What is the 7th month of the year?**

- A) June
- B) July
- C) August
- D) September

**4. Which format is used for writing dates in the United States?**

- A) DD/MM/YYYY
- B) MM/DD/YYYY
- C) YYYY/MM/DD
- D) Month DD, YYYY

**5. If today is March 25, 2024, how is this written in DD/MM/YYYY format?**

- A) 25/03/2024
  - B) 03/25/2024
  - C) March 25, 2024
  - D) 2024/03/25
- 



## Fill in the Blanks

**Instructions:** Fill in the blanks with the correct word or date format. (2 points each)

1. A week has \_\_\_\_\_ days.
2. The second month of the year is \_\_\_\_\_.
3. The 5th day of the week is \_\_\_\_\_.
4. \_\_\_\_\_ (March 15, 2024) is written as 15/03/2024 in DD/MM/YYYY format.
5. The weekend consists of \_\_\_\_\_ and \_\_\_\_\_.

## Matching

• **Instructions:** Match each date format with its example. (3 points each)

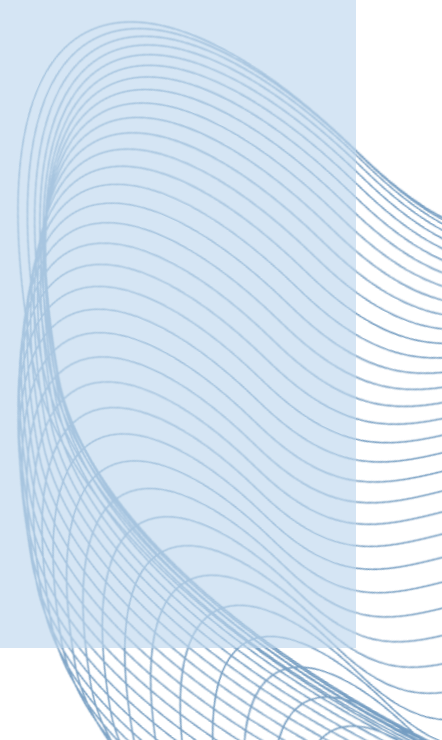
1. A) DD/MM/YYYY
  2. B) MM/DD/YYYY
  3. C) Month DD, YYYY
  4. D) YYYY/MM/DD
- 1) January 10, 2024
  - 2) 01/10/2024
  - 3) 2024/01/10
  - 4) 10/01/2024



## Short Answer

- **Instructions:** Answer the following questions in complete sentences. (5 points each)
  1. How would you write the date “April 20, 2024” in MM/DD/YYYY format?
  2. What are the names of the first three months of the year?
  3. If today is the 3rd day of the week, what day is it?
  4. How many weekdays are there in a week?
  5. Write the date “July 4, 2024” in DD/MM/YYYY format.

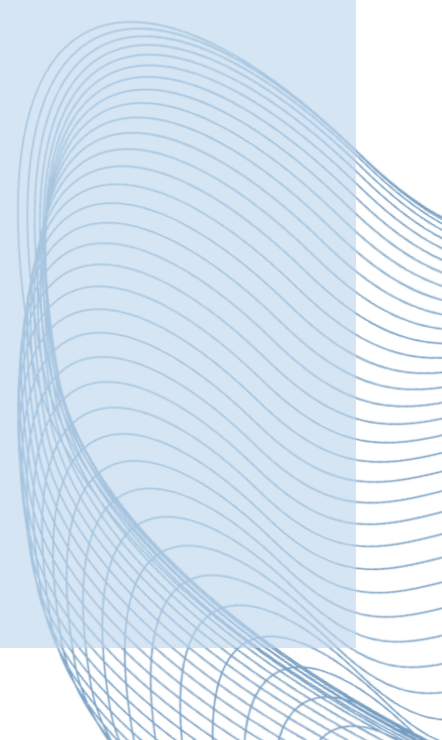
## Date Conversion

- **Instructions:** Convert the following dates to the specified format. (5 points each)
    1. Convert “15/08/2024” to Month DD, YYYY format.
    2. Convert “December 31, 2024” to DD/MM/YYYY format.
    3. Convert “09/12/2024” to Month DD, YYYY format.
    4. Convert “March 1, 2024” to MM/DD/YYYY format.
- 



## Scenario-Based Questions

- **Instructions:** Answer the following questions based on given scenarios. (10 points each)
  1. You have a dentist appointment on April 10, 2024. Write this date in DD/MM/YYYY format and MM/DD/YYYY format.
  2. Your birthday is on 07/11/2024. How would you say this date in Month DD, YYYY format?
  3. The conference is scheduled for November 5, 2024. How is this date written in YYYY/MM/DD format?
  4. If you have a meeting on the 2nd Monday of May 2024, what is the date? Write it in MM/DD/YYYY format.





End of

Fifth Day





# Second Module

Day Six





# Learning Family Member Names

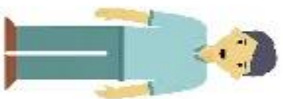
Ask students to repeat each term after you and discuss each family member's role.

- Father
  - Mother
  - Brother
  - Sister
  - Grandfather
  - Grandmother
  - Uncle
  - Aunt
  - Cousin
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**grandfather**



**father**



**brother**



**baby brother**



**uncle**



**cousin**



**grandmother**



**mother**



**sister**



**baby sister**



**aunt**



**cousin**



**Father:**

- **Definition:** The male parent of a child.
- **Example:** "My father's name is David."

**Mother:**

- **Definition:** The female parent of a child.
- **Example:** "My mother's name is Laura."

**Brother:**

- **Definition:** A male sibling.
- **Example:** "My brother is younger than me."

**Sister:**

- **Definition:** A female sibling.
- **Example:** "My sister loves to read."

**Grandfather:**

- **Definition:** The father of one's parent.
- **Example:** "My grandfather is retired."

**Grandmother:**

- **Definition:** The mother of one's parent.
- **Example:** "My grandmother makes delicious cookies."

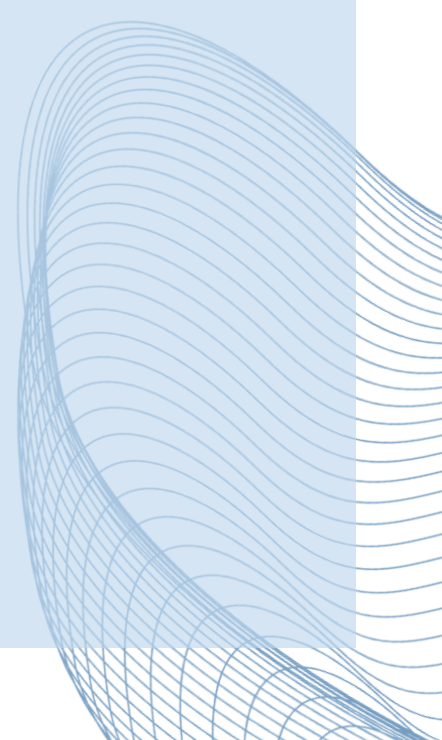
**Uncle:**

- **Definition:** The brother of one's parent, or the husband of one's aunt.
- **Example:** "My uncle teaches at a university."

**Aunt:**

- **Definition:** The sister of one's parent, or the wife of one's uncle.
- **Example:** "My aunt lives in another city."

**Cousin:**

- **Definition:** The child of one's uncle or aunt.
  - **Example:** "My cousin and I go to the same school."
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family

ESLFlashcards.com

Family



family

ESLFlashcards.com

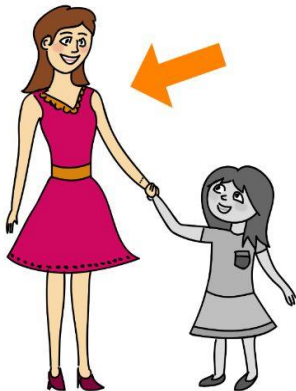
Family



family

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Family



mother

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Family



father

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grandmother

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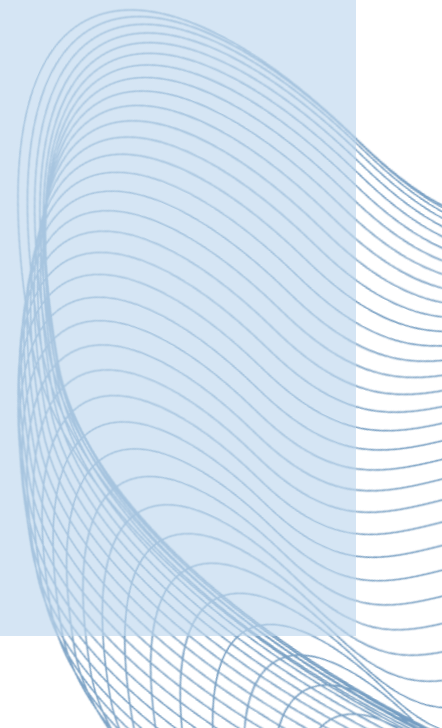
Family



# Conversation

## Dialogues:

- **Scenario 1:**
  - **Student A:** "Who is this?"
  - **Student B:** "This is my mother. Her name is Sarah."
  - **Student A:** "And who is he?"
  - **Student B:** "He is my father. His name is John."
- **Scenario 2:**
  - **Student A:** "Do you have any siblings?"
  - **Student B:** "Yes, I have a brother and a sister."
  - **Student A:** "What are their names?"
  - **Student B:** "My brother is David, and my sister is Emily."
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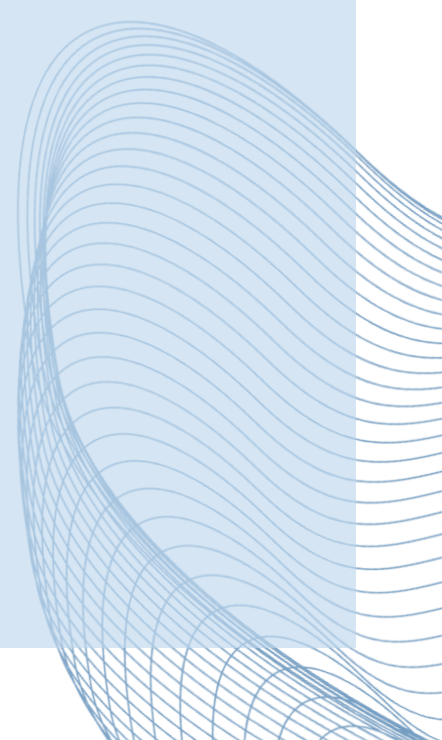


## Discussing Family Members

- **Scenario 1: Introducing Family Members**

- **Student A:** "Tell me about your family."
- **Student B:** "I have a small family. My father's name is Michael, and my mother's name is Linda. I also have one younger brother named Tom."
- **Student A:** "What does your father do?"
- **Student B:** "He is an engineer. And my mother is a teacher."

- **Scenario 2: Talking About Relatives**

- **Student A:** "Do you have any cousins?"
  - **Student B:** "Yes, I have two cousins. My cousin Emma is 10 years old, and my cousin Jake is 15."
  - **Student A:** "What do you like to do with your cousins?"
  - **Student B:** "We like to play soccer and go hiking together."
- 



# Activity Number 6



## **Activity Name:** Matching Exercise

### **The objective of the activity:**

- Reinforce knowledge of family member names through interactive activities.



### **Executing the activity:**

- Provide a list of family member names and a list of descriptions or roles.
- Students match each name to the correct description.  
Example:
- Names: Aunt, Brother, Grandmother
- Descriptions: 1) My mother's sister, 2) My father's mother, 3) My sibling who is a boy.



**Time:** 10  
minutes



**Activity:**  
Group



# Test

## Questions:

### 1. Fill in the Blanks:

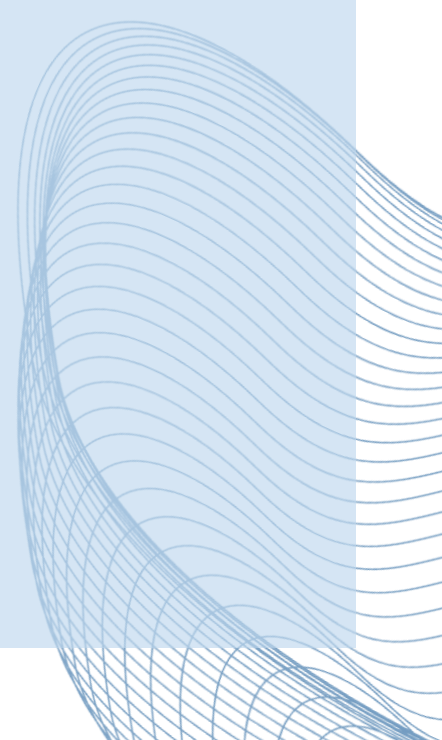
- "My mother's sister is my \_\_\_\_\_."
- "My father's son is my \_\_\_\_\_."

### 2. Multiple Choice:

- What is the term for the child of your aunt?
  - A) Cousin
  - B) Niece
  - C) Nephew
  - D) Sibling

### 3. Short Answer:

- Write a sentence introducing your family members.





# Dictation time

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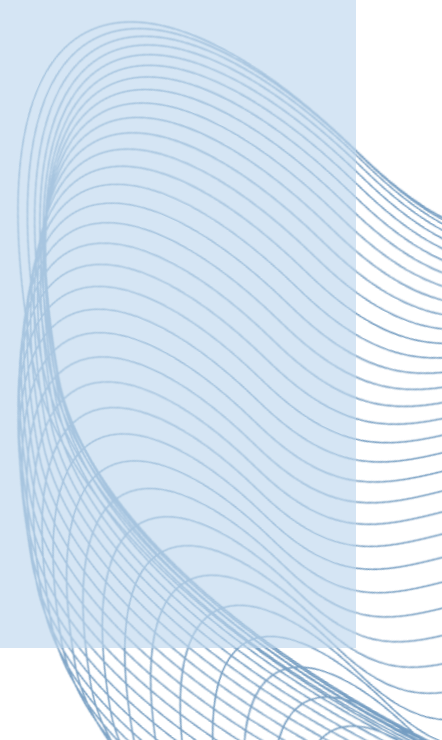
# Homework

**Instructions:** Match each family member with the correct role. Write the correct letter next to each number.

**Family Member:**

1. **Mother**
2. **Uncle**
3. **Grandmother**
4. **Cousin**
5. **Father**

**Roles:**

- A. **Your father's or mother's mother**
  - B. **Your parent's brother**
  - C. **Your parent's wife**
  - D. **Your parent's child**
  - E. **Your aunt's or uncle's child**
  - F. **Your parent's husband**
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End of

Sixth Day





# Second Module

Day Seven





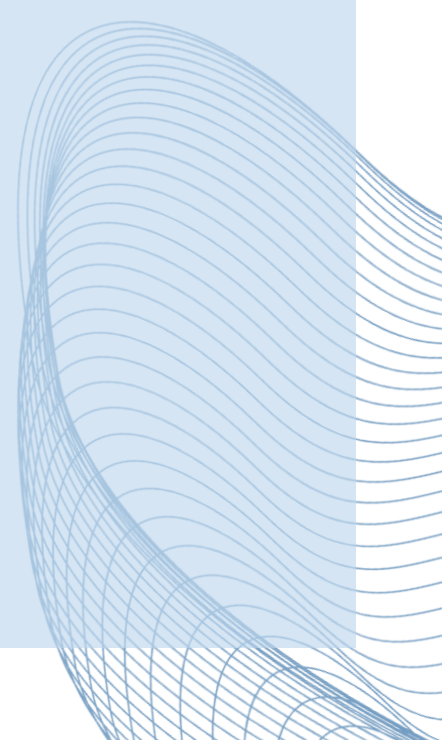
# Learning Family Member Names

## Parent-Child Relationships:

- **Father and Mother** are parents.
- **You** are their child.
- **Example Conversation:**
  - **Person A:** "Who is your father?"
  - **Person B:** "My father is John. He is a doctor."
  - **Person A:** "And who is your mother?"
  - **Person B:** "My mother is Emily. She is a nurse."

## Siblings:

- **Brother and Sister** are siblings.
- **Example Conversation:**
  - **Person A:** "Do you have any siblings?"
  - **Person B:** "Yes, I have one brother and one sister. My brother's name is Tom, and my sister's name is Alice."





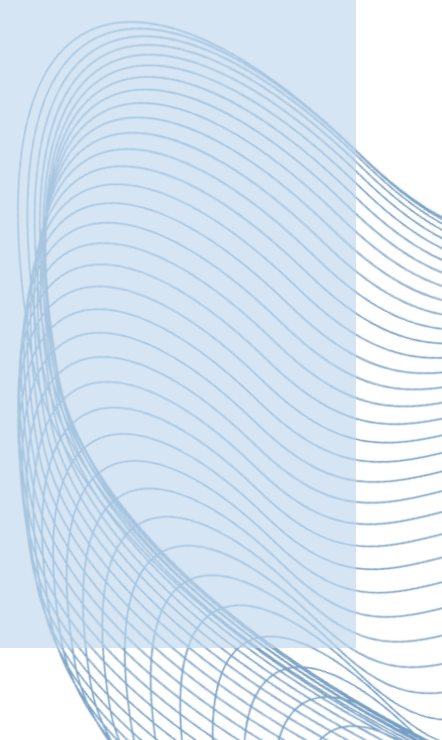
### Grandparents:

- **Grandfather and Grandmother** are the parents of your parents.
- **Example Conversation:**
  - **Person A:** "What do you call your grandparents?"
  - **Person B:** "I call them Grandpa and Grandma."

### Aunts and Uncles:

- **Uncle and Aunt** are the siblings of your parents or the spouses of your aunts and uncles.
- **Example Conversation:**
  - **Person A:** "Do you have any aunts or uncles?"
  - **Person B:** "Yes, I have an uncle named Mike and an aunt named Susan."

### Cousins:

- **Cousins** are the children of your aunts and uncles.
  - **Example Conversation:**
    - **Person A:** "Do you have any cousins?"
    - **Person B:** "Yes, I have two cousins, Lily and Jack. They are my aunt's children."
- 



# Conversation

## Talking About Extended Family

- **Scenario 1: Describing Extended Family Members**
    - **Student A:** "Do you have any aunts or uncles?"
    - **Student B:** "Yes, I have an uncle named Michael and an aunt named Sarah. Michael is my father's brother, and Sarah is my mother's sister."
    - **Student A:** "What do they do?"
    - **Student B:** "My uncle is a doctor, and my aunt is a professor."
  - **Scenario 2: Discussing Family Visits**
    - **Student A:** "When did you last see your cousins?"
    - **Student B:** "I saw my cousins, Lily and Jake, during the summer holidays. We went camping together."
    - **Student A:** "That must have been fun! What did you do?"
    - **Student B:** "We hiked, cooked meals over the campfire, and played games."
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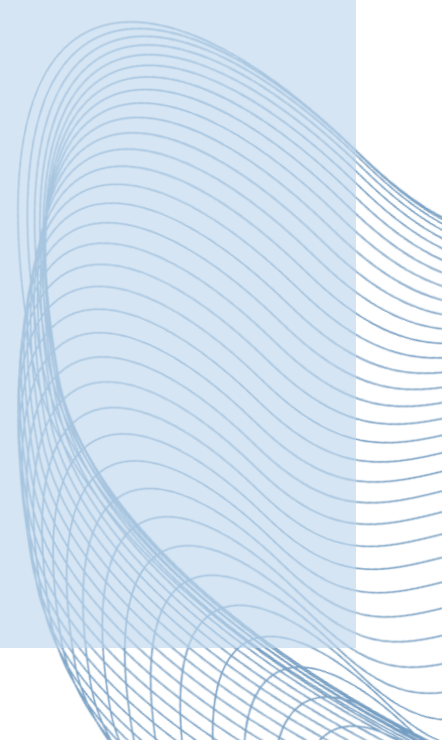


## Comparing Family Structures

- **Scenario 1: Different Family Sizes**

- **Student A:** "How is your family different from your friend's family?"
- **Student B:** "My family is smaller compared to my friend's family. I have just one sibling, but my friend has three brothers and two sisters."
- **Student A:** "Does that make a difference in how you spend time together?"
- **Student B:** "Yes, my friend's house is always busy and lively, while ours is quieter."

- **Scenario 2: Family Dynamics**

- **Student A:** "What are the advantages of having a big family?"
  - **Student B:** "In a big family, there's always someone to talk to or play with. But sometimes it can be noisy."
  - **Student A:** "And what about having a small family?"
  - **Student B:** "A small family can be more peaceful and easier to manage, but it might feel a bit quieter."
- 



# Activity Number 7



## Activity Name: Family Member Sorting

### The objective of the activity:

- Students sort family member names into categories.



### Executing the activity:

- **Preparation:** Create cards with family member names and categories (e.g., Immediate Family, Extended Family).
- **Activity:**
  - Students sort the cards into the correct categories.
  - Discuss why each family member belongs in their category.
  - Review any incorrect placements and explain the correct relationships.



**Time:** 10  
minutes



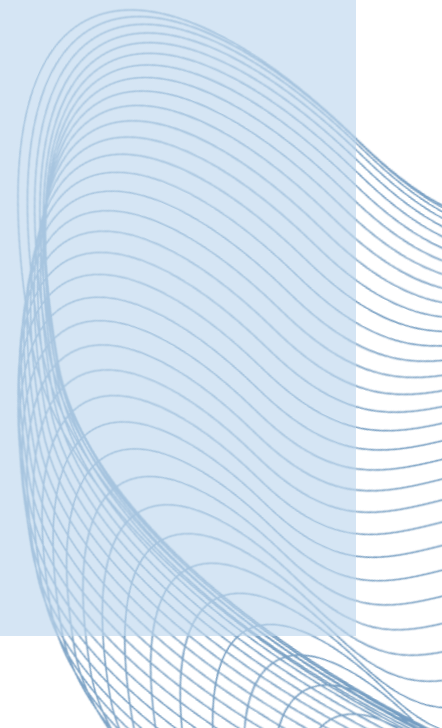
**Activity:**  
Group



# Test

Choose the correct answer for each question. Each question is worth 2 points.

1. **Who is your mother's father?**
  - ☐ A) Uncle
  - ☐ B) Grandfather
  - ☐ C) Cousin
  - ☐ D) Brother
2. **Which family member is the sibling of your parent?**
  - ☐ A) Aunt
  - ☐ B) Niece
  - ☐ C) Cousin
  - ☐ D) Grandparent
3. **Who are the children of your parents?**
  - ☐ A) Siblings
  - ☐ B) Grandparents
  - ☐ C) Aunts
  - ☐ D) Cousins
4. **If your father's sister has children, what are they to you?**
  - ☐ A) Cousins
  - ☐ B) Nephews
  - ☐ C) Siblings
  - ☐ D) Uncles





# Test

**5. What do you call your mother's mother?**

- A) Aunt
- B) Grandmother
- C) Niece
- D) Cousin

**6. Who is your uncle's wife?**

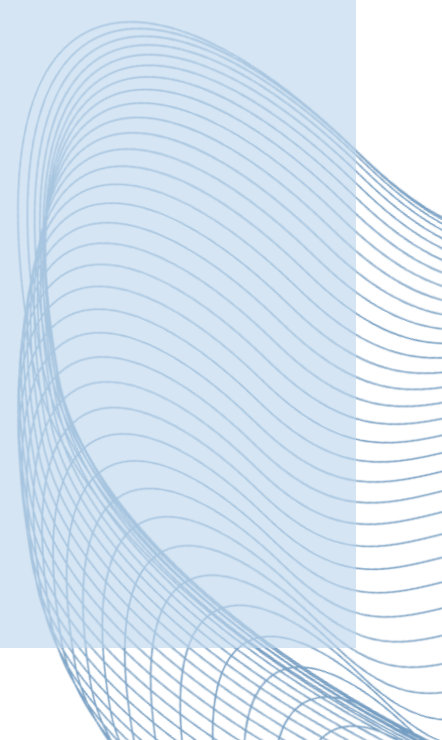
- a. A) Aunt
- b. B) Cousin
- c. C) Sister
- d. D) Nephew

**7. If your sister has a daughter, what is the daughter to you?**

- a. A) Niece
- b. B) Cousin
- c. C) Sister
- d. D) Aunt

**8. What relationship does your father's brother have with you?**

- a. A) Uncle
- b. B) Grandfather
- c. C) Cousin
- d. D) Brother





# Dictation time

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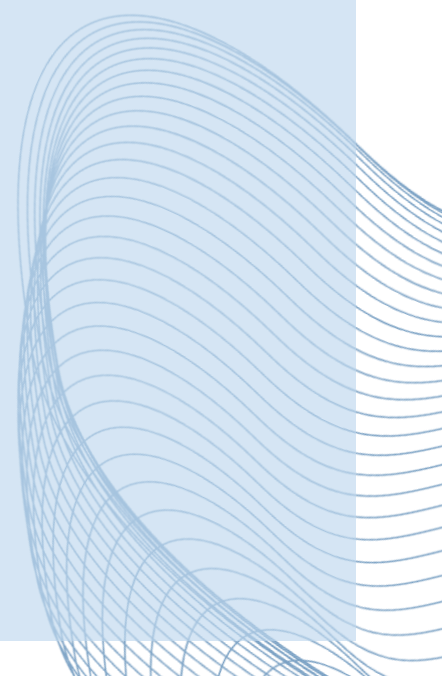


# Homework

**Complete the sentences with the correct family member term. Each question is worth 4 points.**

1. My mother's sister is my \_\_\_\_\_.
2. The son of my uncle is my \_\_\_\_\_.
3. My father's parents are my \_\_\_\_\_ and \_\_\_\_\_.
4. The daughter of my brother is my \_\_\_\_\_.
5. If my aunt has a husband, he is my \_\_\_\_\_.

**Answer the following questions in complete sentences. Each question is worth 4 points.**

1. Describe the relationship between your grandparents and you.
  2. Explain how you would introduce your cousin to a friend.
  3. What is the relationship between your mother and your father's sister?
  4. How are your siblings related to your parents?
  5. Describe the role of an aunt in a family.
- 



End of

Seventh Day





# Second Module

Day Eight





# Talking About Family Members

Introduce the following key terms to the students:

- **Family Members:**

- **Mother (Mom)**
- **Father (Dad)**
- **Brother**
- **Sister**
- **Grandfather (Grandpa)**
- **Grandmother (Grandma)**
- **Uncle**
- **Aunt**
- **Cousin**
- **Niece**
- **Nephew**
- **Son**
- **Daughter**

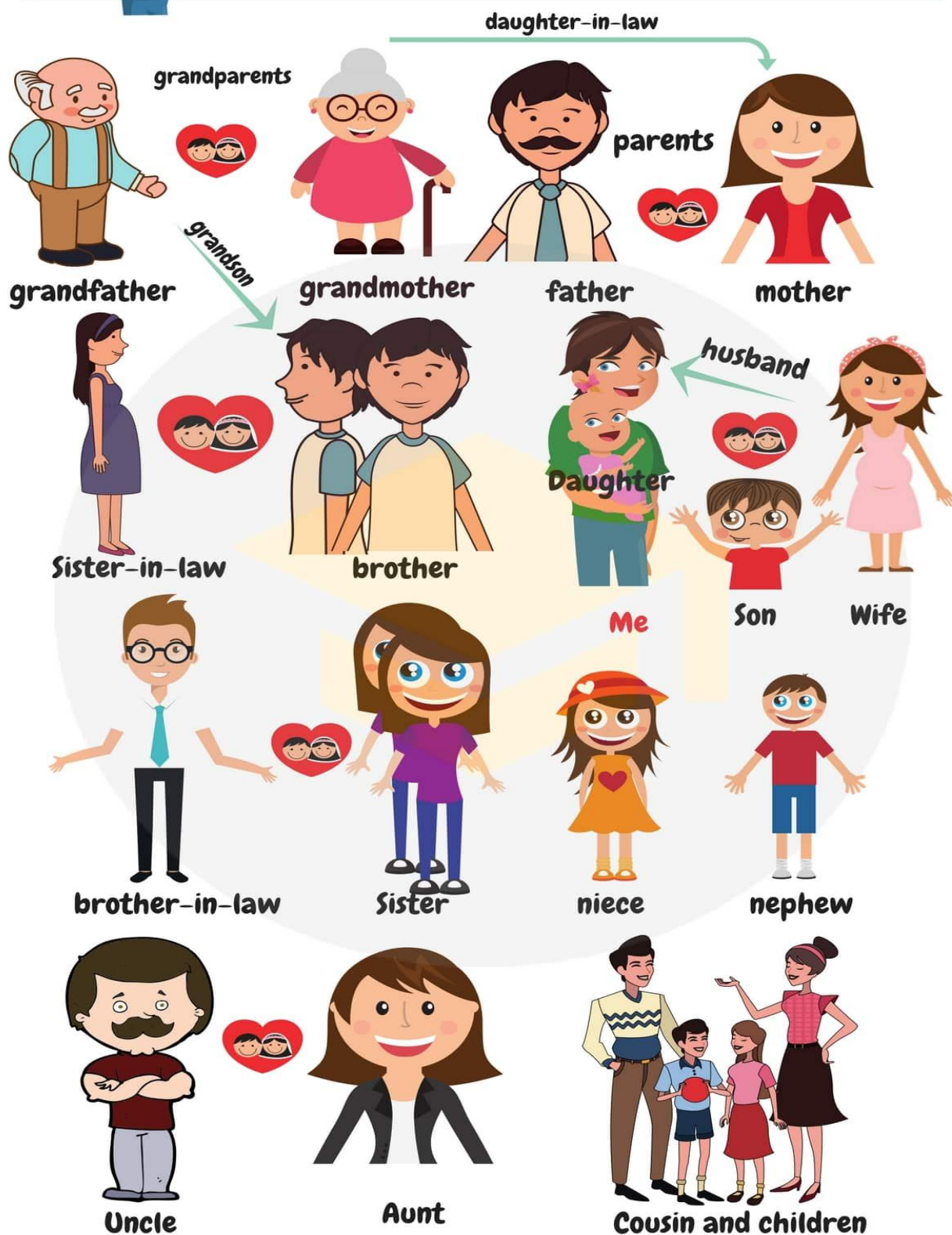
- **Relationship Terms:**

- **Parents**
  - **Children**
  - **Siblings**
  - **Relatives**
  - **In-laws**
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# Family Members 1





# Conversation

Students will practice talking about their family members using the vocabulary they have learned. Here are some example conversations:

**Example 1:**

**Student A:** "Who is your favorite family member?" **Student B:** "My favorite family member is my grandmother. She is very kind and always tells me stories."

**Example 2:**

**Student A:** "Do you have any siblings?" **Student B:** "Yes, I have one brother and two sisters. My brother is older, and my sisters are younger."

**Example 3:**

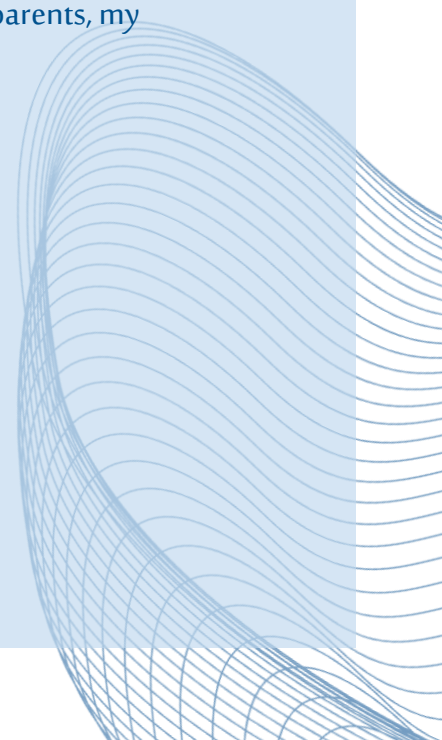
**Student A:** "What does your father do?" **Student B:** "My father is a teacher. He works at a local school."

**Example 4:**

**Student A:** "How often do you see your cousins?" **Student B:** "I see my cousins every weekend. We like to play games together."

**Example 5:**

**Student A:** "Who lives with you in your house?" **Student B:** "I live with my parents, my younger sister, and my grandmother."





# Activity Number 8



## Activity Name: Family Role-Play

### The objective of the activity:

- To help students practice speaking about family members and their relationships through a fun and interactive role-play exercise.



### Executing the activity:

- Create role cards with different family member roles (e.g., Mother, Father, Brother, Sister, Grandmother, Grandfather, Uncle, Aunt, Cousin).
- Write the roles on individual cards or pieces of paper.
- Prepare name tags or labels with these roles.
- Divide the class into small groups of 4-6 students.
- Give each student a role card and a name tag that matches their role.
- Instruct students to wear their name tags so that everyone can see their "family member" role.



**Time:** 10  
minutes



**Activity:**  
Group



# Activity Number 8



## Activity Name: Family Role-Play

### The objective of the activity:

- To help students practice speaking about family members and their relationships through a fun and interactive role-play exercise.



### Executing the activity:

- Ask each group to create a family scenario where they interact with one another according to their assigned roles.
- Some scenarios could include planning a family dinner, discussing a family vacation, celebrating a birthday, or talking about a weekend outing.
- Encourage students to use the vocabulary they've learned and speak in full sentences.
- Each group will then act out their scenario for the class.
- After each group has presented, hold a short discussion about the different family roles portrayed.
- Ask students to reflect on how the activity helped them better understand family relationships and how to talk about them.



**Time:** 10  
minutes



**Activity:**  
Group



# Test

## Section 1: True or False (20 points total)

Indicate whether each statement is true or false. Each question is worth 2 points.

1. **Your uncle is your parent's brother.**
  - ☐ True
  - ☐ False
2. **A cousin is your sibling's child.**
  - ☐ True
  - ☐ False
3. **Your grandmother is your mother's mother.**
  - ☐ True
  - ☐ False
4. **A nephew is the son of your sibling.**
  - ☐ True
  - ☐ False
5. **Your mother's sister is your aunt.**
  - ☐ True
  - ☐ False
6. **Your father's father is your uncle.**
  - ☐ True
  - ☐ False
7. **A niece is your aunt's daughter.**
  - ☐ True
  - ☐ False



# Test

8. **Your brother's wife is your sister-in-law.**

- ☐ True
- ☐ False

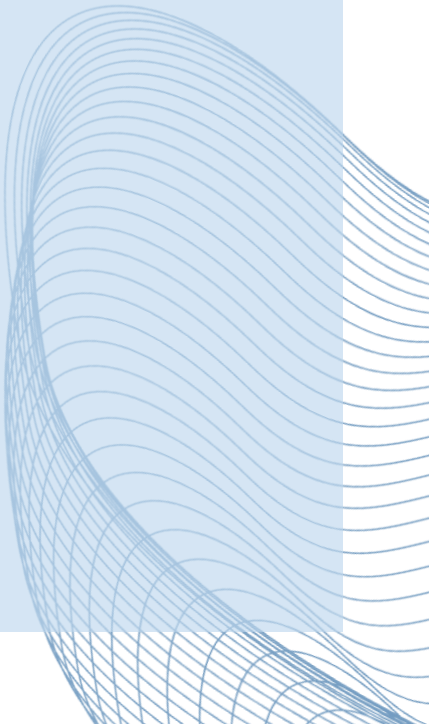
9. **Your parents' parents are your grandparents.**

- ☐ True
- ☐ False

10. **A cousin is the child of your aunt or uncle.**

- ☐ True
- ☐ False

**Complete the sentences with the correct family member term. Each question is worth 4 points.**

1. My father's brother is my \_\_\_\_\_.
  2. The daughter of my sister is my \_\_\_\_\_.
  3. My parent's mother is my \_\_\_\_\_.
  4. My mother's sister is my \_\_\_\_\_.
  5. The child of my uncle is my \_\_\_\_\_.
- 



# Dictation time

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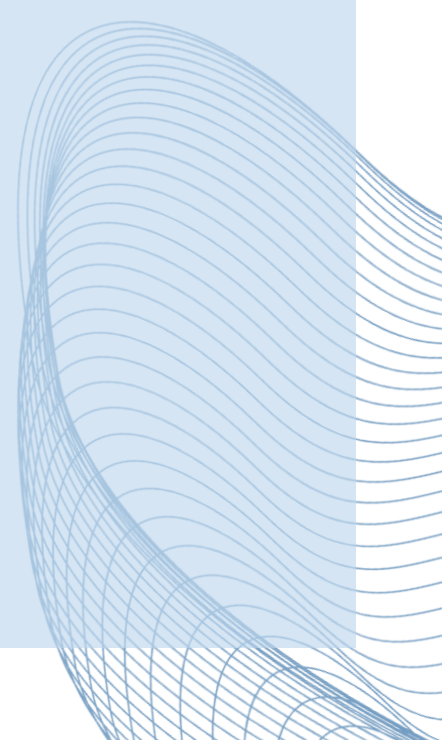
# Homework

## Assignment: Family Description Paragraph

1. Write a paragraph describing your family. Include details about each family member's role and relationship to you. Mention what they do (e.g., jobs, hobbies) and how you spend time together.

**Example:** "In my family, I have a mother, father, and two siblings. My mother is a nurse, and my father is a carpenter. I have one older brother who loves playing soccer, and a younger sister who enjoys reading books. We often go to the park together on weekends."

2. The paragraph should be at least 5 sentences long. Encourage students to use the vocabulary and phrases they have learned in class.





End of

Eighth Day





# Second Module

Day Nine

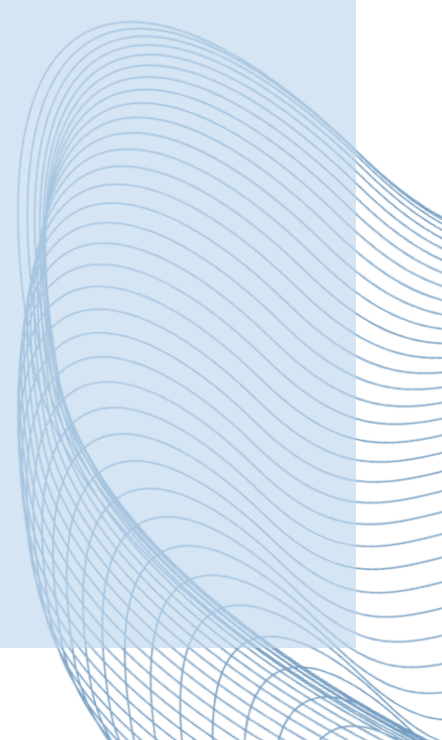




# Creating a Simple Family Tree

## Basic Family Tree Structure

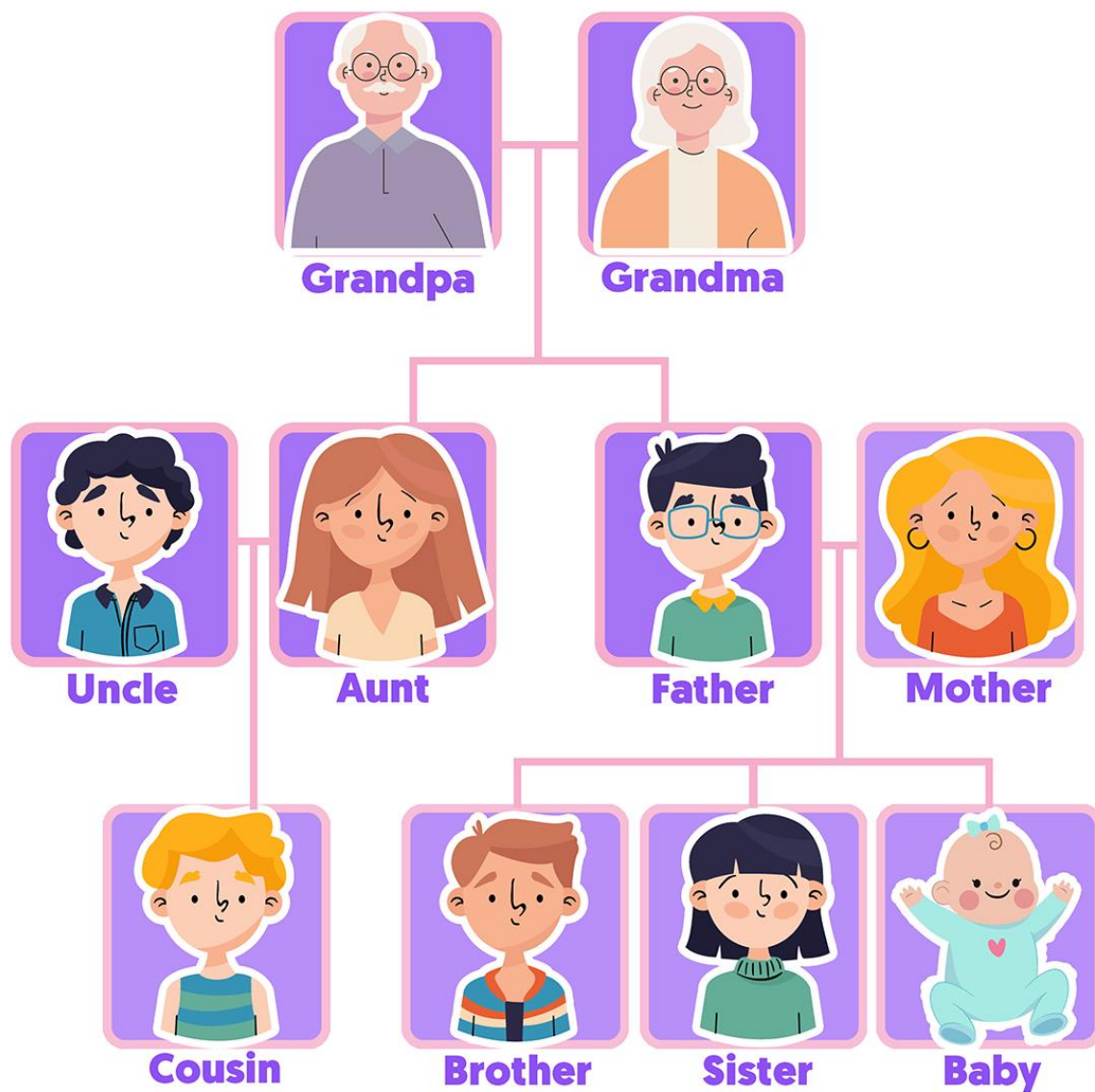
1. **Central Person:** Start with a central person (e.g., you or a fictional character) at the center of the tree.
2. **Parents:** Draw lines from the central person to their parents.
3. **Siblings:** Draw lines to siblings (brothers and sisters) of the central person.
4. **Grandparents:** Draw lines from the central person's parents to their parents (the central person's grandparents).
5. **Uncles and Aunts:** Draw lines from the central person's parents to their siblings (the central person's uncles and aunts).
6. **Cousins:** Draw lines from uncles and aunts to their children (the central person's cousins).





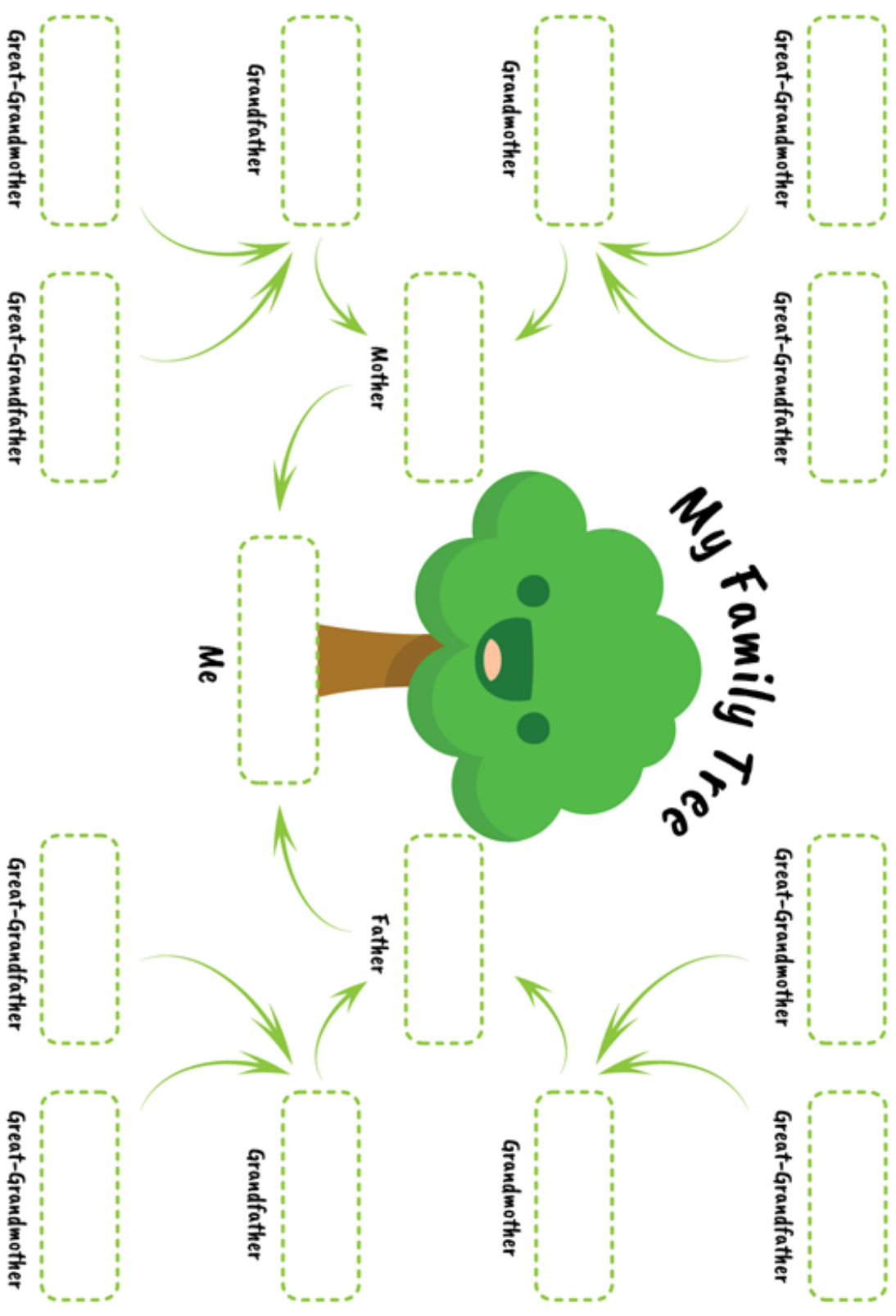
Here's a textual representation of a simple family tree:

# Family tree





# My Family Tree





# Conversation

## Example Conversation 1:

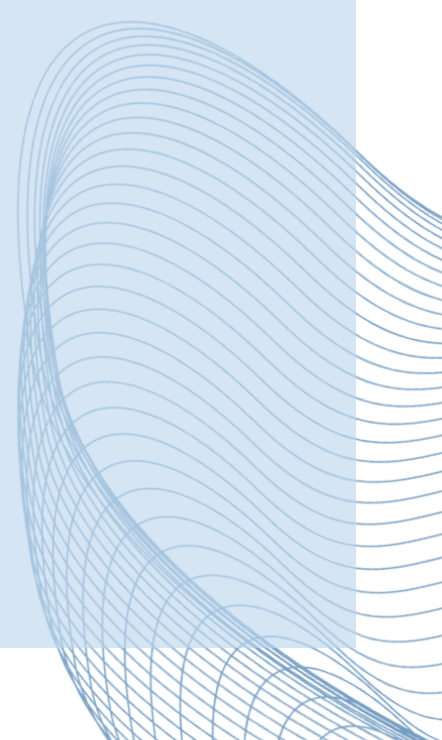
**Student A:** "Can you tell me about your family tree?" **Student B:** "Sure! My family tree starts with my grandparents. My grandmother and grandfather on my father's side had three children: my father, my uncle, and my aunt."

**Student A:** "Do you have any cousins?" **Student B:** "Yes, I have two cousins. They are the children of my uncle."

## Example Conversation 2:

**Student A:** "Who are the members of your immediate family?" **Student B:** "In my immediate family, there's my mother, father, and my younger sister. My father is the oldest of his siblings."

**Student A:** "What about your extended family?" **Student B:** "My extended family includes my grandparents, aunts, uncles, and cousins. We often get together during the holidays."





# Activity Number 9



## **Activity Name:** Family Tree Creation

### **The objective of the activity:**

- Reinforce knowledge of family member names through interactive activities.



### **Executing the activity:**

- Have students draw their own family trees.
- Ask them to label each member and write a sentence about each one (e.g., “This is my grandmother. Her name is Anna.”).
- **Materials:** Paper, markers, or online family tree tools.



**Time:** 10  
minutes



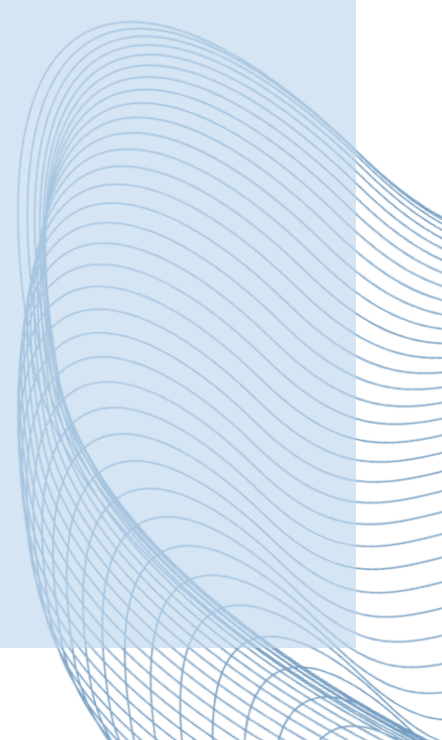
**Activity:**  
Group



# Test

indicate whether each statement is true or false. Each question is worth 2 points.

1. **Your grandparents are your parents' parents.**
  - ☐ True
  - ☐ False
2. **Your uncle is your father's brother.**
  - ☐ True
  - ☐ False
3. **Your cousin is your sibling's child.**
  - ☐ True
  - ☐ False
4. **Your aunt is your mother's sister.**
  - ☐ True
  - ☐ False
5. **A family tree only includes immediate family members.**
  - ☐ True
  - ☐ False





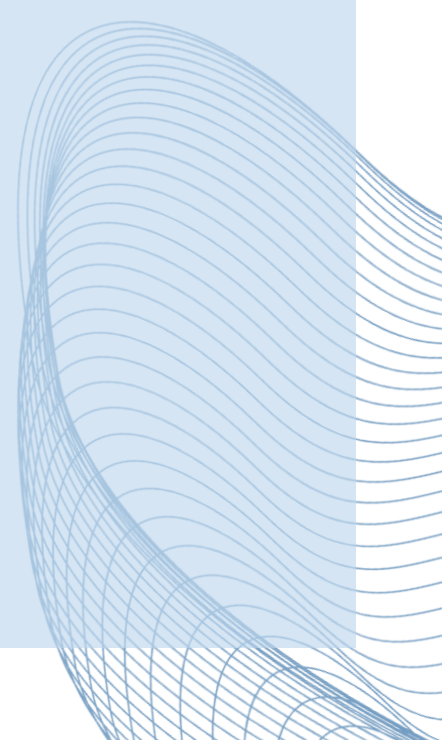
# Test

Complete the sentences with the correct family member term. Each question is worth 2 points.

1. The father of my mother is my \_\_\_\_\_.
2. My father's sister is my \_\_\_\_\_.
3. The son of my uncle is my \_\_\_\_\_.
4. The children of my siblings are my \_\_\_\_\_ and \_\_\_\_\_.
5. My parents' siblings are my \_\_\_\_\_ and \_\_\_\_\_.

Answer the following questions in complete sentences. Each question is worth 5 points.

1. Describe the structure of your family tree.
2. Explain the difference between your immediate family and your extended family.





# Dictation time

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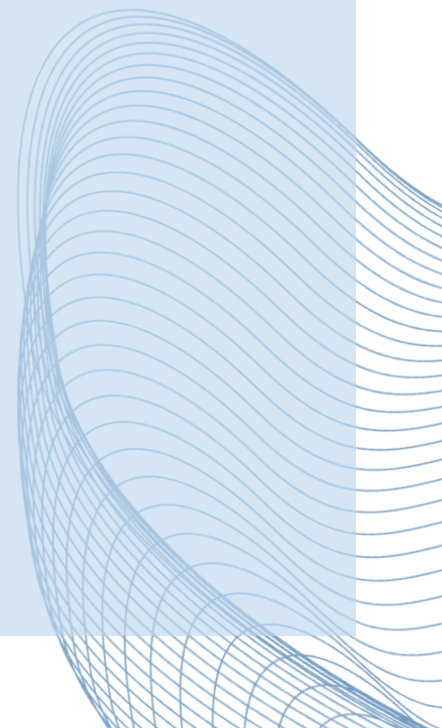
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# Homework

- **Family Tree Worksheet:** Complete a worksheet where students draw and label their family tree. Include a brief description of each family member (e.g., “My grandfather is named Robert. He is 70 years old.”).





# Homework

Name \_\_\_\_\_ Family Members

## Family Tree

Complete the family word for each label. Draw.

The diagram shows a family tree structure. At the top, there are two boxes connected by a horizontal line. Below this line, there are four boxes arranged in a row. The first two boxes are connected by a horizontal line, and the last two boxes are connected by a horizontal line. Below the first two boxes, there are two more boxes connected by a horizontal line. Below the last two boxes, there are two more boxes connected by a horizontal line. The diagram is decorated with leaves and a tree illustration.

g \_\_\_\_\_ g \_\_\_\_\_

a \_\_\_\_\_ u \_\_\_\_\_ m \_\_\_\_\_ f \_\_\_\_\_

c \_\_\_\_\_ c \_\_\_\_\_ s \_\_\_\_\_ b \_\_\_\_\_



End of

Ninth Day





# Second Module

Day Ten



# Test

**Instructions:** Choose the correct answer for each question. (2 points each)

**1. Who is your mother's brother?**

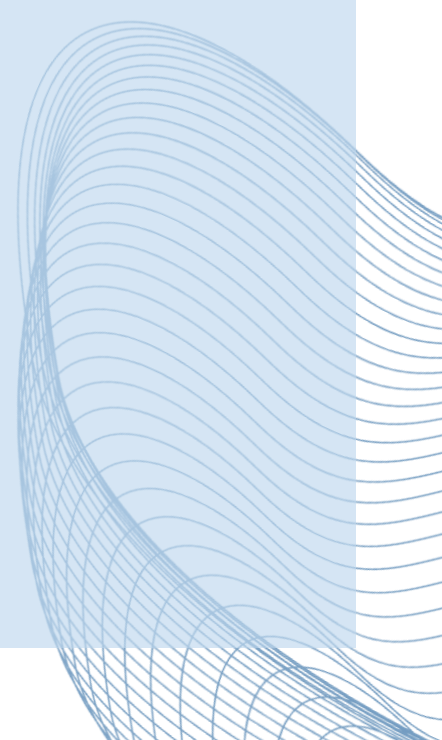
- A) Father
- B) Uncle
- C) Cousin
- D) Grandfather

**2. Your father's sister is called your:**

- A) Niece
- B) Cousin
- C) Aunt
- D) Grandmother

**3. Your grandmother's daughter is your:**

- A) Aunt
- B) Sister
- C) Mother
- D) Cousin

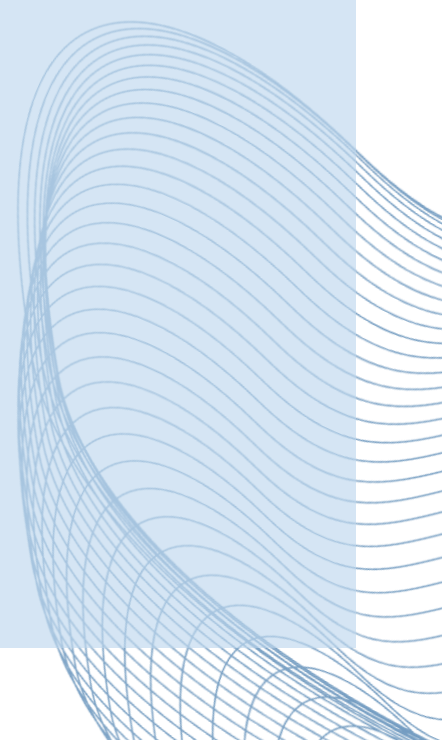




**4. Who is your uncle's child?**

- A) Sibling
- B) Cousin
- C) Nephew
- D) Niece

**5. Your father's father is your:**

- A) Uncle
  - B) Grandfather
  - C) Brother
  - D) Cousin
- 
- A decorative graphic in the bottom right corner consisting of numerous thin, overlapping, wavy lines that create a sense of motion and depth, transitioning from a light blue color to white.

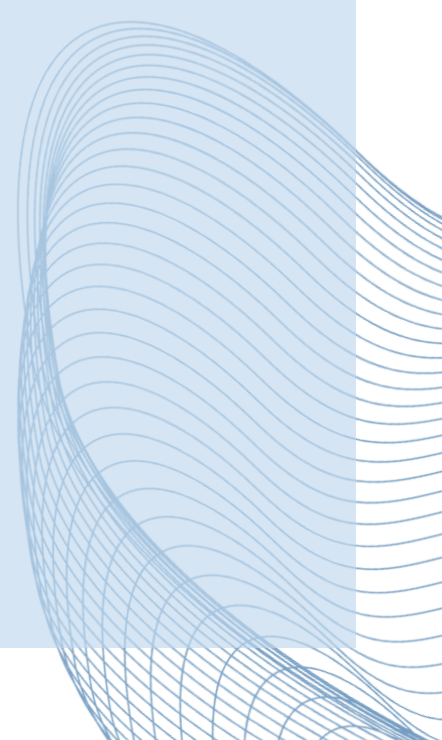


**Instructions:** Match each family member with their correct relationship. (2 points each)

1. **Grandmother**
2. **Brother**
3. **Cousin**
4. **Aunt**
5. **Father**

**Roles:**

- A. **Your parent's sister**
- B. **Your sibling's daughter**
- C. **Your parent's mother**
- D. **Your parent's son**
- E. **Your aunt's or uncle's child**





**Instructions:** Write "True" or "False" for each statement. (2 points each)

1. **Your sister's son is your nephew.**
2. **Your grandmother is your mother's mother.**
3. **Your cousin is your sibling's child.**
4. **Your uncle is your father's brother.**
5. **Your mother's sister is your aunt.**

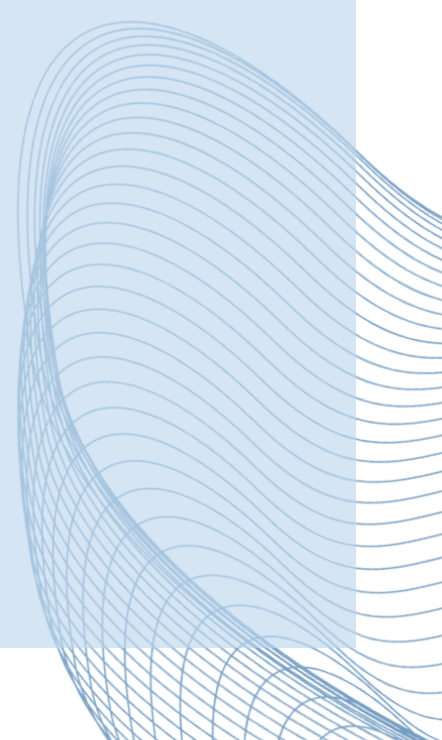
**Instructions:** Complete the sentences with the correct family member. (3 points each)

1. **My father's father is my \_\_\_\_\_.**
2. **My mother's sister is my \_\_\_\_\_.**
3. **The daughter of my aunt is my \_\_\_\_\_.**
4. **My father's brother is my \_\_\_\_\_.**
5. **The son of my sibling is my \_\_\_\_\_.**

**Instructions:** Answer the following questions in full sentences. (4 points each)

1. **Who do you live with in your immediate family?**
2. **How is your cousin related to you?**

**Instructions:** Draw your family tree. Label at least 6 family members, including yourself. (10 points)





End of

Tenth Day





# Third Module

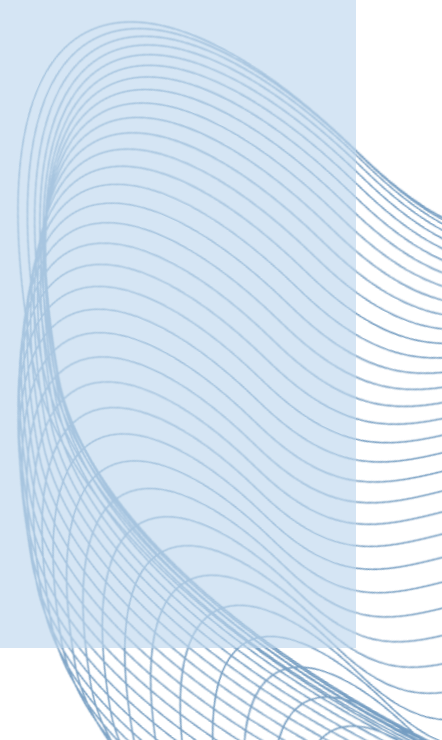
Day Eleven





# Learning Words for

## Vocabulary:

- **Angry** :Feeling strong displeasure or hostility.
  - **Confused**: Feeling unable to understand or think clearly.
  - **Loved: Feeling** cherished or cared for by someone.
  - **Sad**: Feeling sorrow or unhappiness.
  - **Tired: Feeling** in need of rest or sleep.
  - **Shy: Feeling** nervous or uncomfortable in the presence of others.
  - **Excited**: Feeling eager and enthusiastic.
  - **Happy**: Feeling joy or pleasure.
  - **Shocked** :Feeling surprised and upset.
  - **Surprised**: Feeling amazed or astonished, often unexpectedly.
  - **Upset**: Feeling troubled or distressed.
  - **Worried** :Feeling anxious or concerned about something.
- 



I am feeling...



**angry**

I am feeling...



**confused**

I am feeling...



**excited**

I am feeling...



**happy**







# Conversation

**Instructions:** Pair students up to practice using emotion words in short dialogues. Below are sample conversations.

## **Example Conversation 1:**

**Student A:** "How are you feeling today?" **Student B:** "I'm feeling happy because I got a good grade on my test!"

## **Example Conversation 2:**

**Student A:** "Why are you sad?" **Student B:** "I'm sad because my friend moved away."

## **Example Conversation 3:**

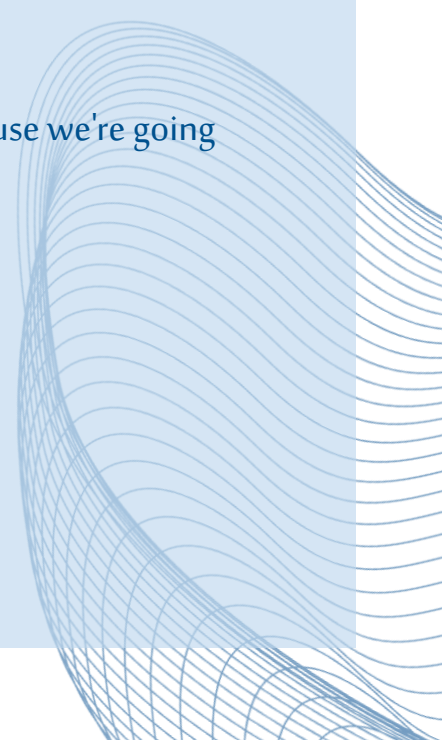
**Student A:** "What makes you angry?" **Student B:** "I get angry when someone takes my things without asking."

## **Conversation 4:**

**Student A:** "You look worried. What's wrong?" **Student B:** "I'm worried about the test tomorrow. I didn't study enough."

## **Conversation 5:**

**Student A:** "Why are you so excited?" **Student B:** "I'm excited because we're going to the amusement park this weekend!"





**Conversation 6:**

**Student A:** "You seem sad today. Are you okay?" **Student B:** "I'm sad because my pet is sick."

**Conversation 7:**

**Student A:** "I felt shocked when I saw the news. Did you hear about it?" **Student B:** "Yes, it was so surprising. I didn't expect that to happen."

**Conversation 8:**

**Student A:** "I'm feeling really tired. How about you?" **Student B:** "Me too. I stayed up late last night doing homework."

**Conversation 9:**

**Student A:** "Why do you look confused?" **Student B:** "I'm confused because I don't understand the math problem."

**Conversation 10:**

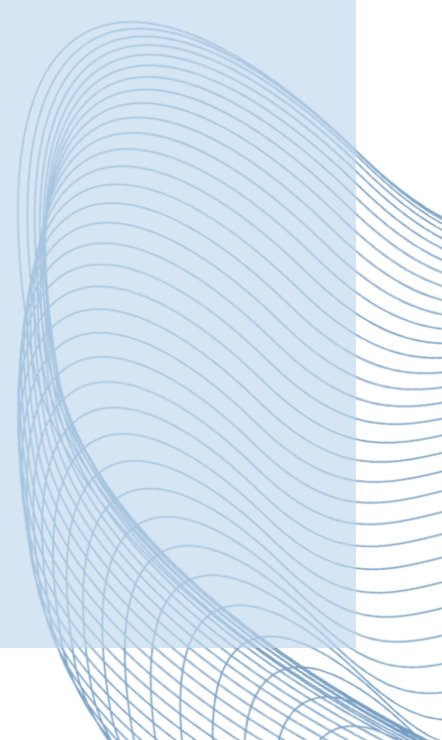
**Student A:** "You look upset. What happened?" **Student B:** "I'm upset because I lost my favorite toy."

**Conversation 11:**

**Student A:** "You look so happy! What's the good news?" **Student B:** "I'm happy because I just got a new puppy!"

**Conversation 12:**

**Student A:** "Why do you seem so shy today?" **Student B:** "I'm shy because I don't know anyone here."





# Activity Number 11



**Activity Name:** Emotion Charades

## **The objective of the activity:**

- Students sort family member names into categories.



## **Executing the activity:**

- Write different emotion words on slips of paper (e.g., happy, sad, angry, excited, scared, surprised).
- Put the slips in a hat or box.
- Have each student draw a slip and act out the emotion without speaking.
- The rest of the class guesses the emotion.



**Time:** 10  
minutes



**Activity:**  
Group



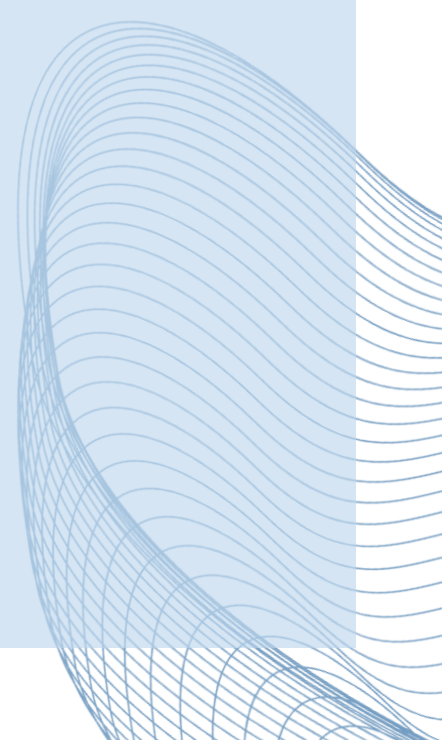
# Test

1. Which emotion do you feel when something wonderful happens?

- A) Sad
- B) Happy
- C) Angry
- D) Scared

2. What emotion do you feel when you watch a scary movie?

- A) Excited
- B) Surprised
- C) Scared
- D) Happy





# Test

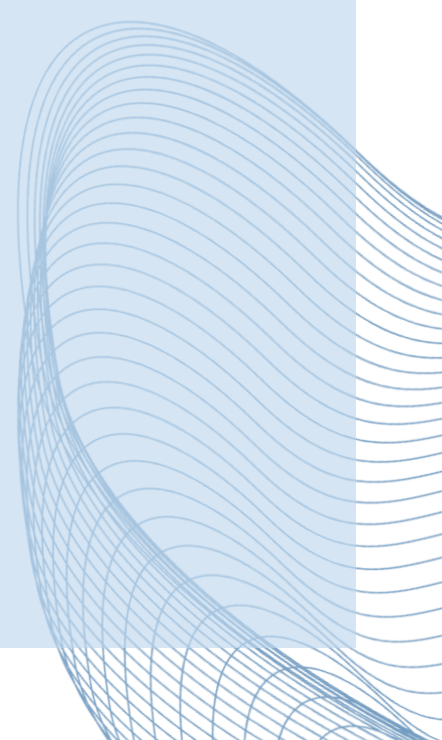
## Matching

1. **Happy**
2. **Angry**
3. **Sad**
4. **Excited**
5. **Scared**

## Descriptions:

- A. When you get a surprise gift.
- B. When someone breaks your toy.
- C. When you see a big, loud dog.
- D. When you can't find your favorite book.
- E. When you go to an amusement park.

## Fill in the Blanks

1. I feel \_\_\_\_\_ when I have to say goodbye to my best friend.
  2. I am \_\_\_\_\_ when I get to eat my favorite dessert.
  3. I am \_\_\_\_\_ when I see a snake.
  4. I feel \_\_\_\_\_ when I win a game.
- 



# Dictation time

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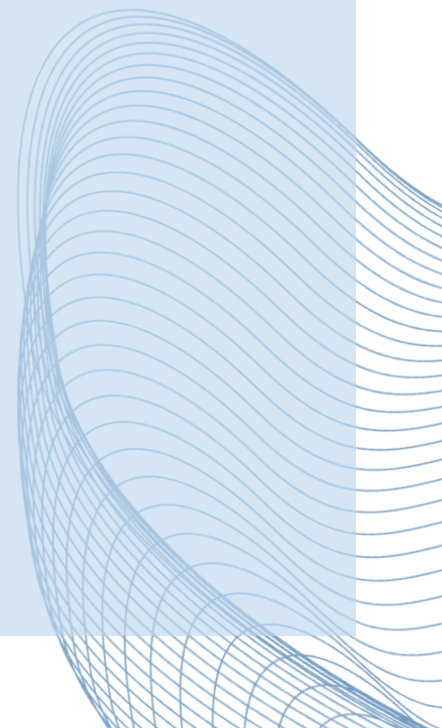
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# Homework

Write a short paragraph (3-5 sentences) about a time you felt each of the following emotions: happy, sad, and surprised. Describe what happened and how you felt.





End of

Eleventh Day





# Third Module

Day Twelve





# Using Sentences to Express

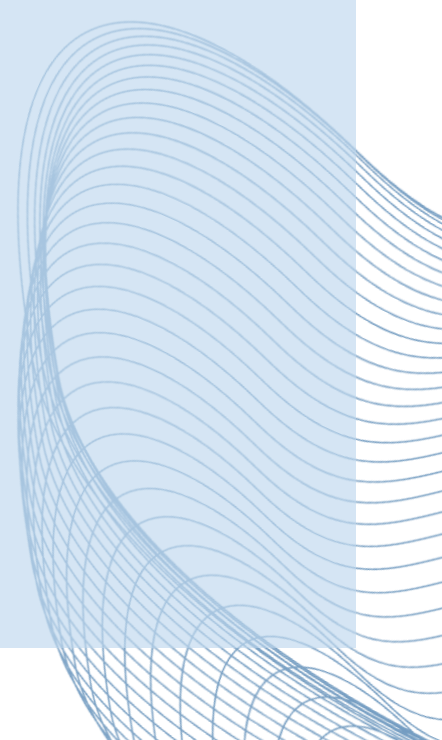
- **Happy:**
  - **Sentence Structure:** "I am [emotion] because [reason]."
  - **Example Sentences:**
    - "I am thrilled because I got an A on my test."
    - "She feels joyful because it's her birthday."
    - "They are elated because they won the game."
- **Sad:**
  - **Sentence Structure:** "I feel [emotion] when [situation]."
  - **Example Sentences:**
    - "He feels sad when he misses his friends."
    - "I feel down when it rains all day."
    - "She is upset because she lost her favorite book."
- **Excited:**
  - **Sentence Structure:** "I am [emotion] about [event or situation]."
  - **Example Sentences:**
    - "I am excited about going to the amusement park."
    - "They feel thrilled about their upcoming vacation."
    - "She is enthusiastic about starting her new hobby."



### Angry:

- **Sentence Structure:** "I feel [emotion] when [trigger]."
- **Example Sentences:**
  - "I feel angry when people cut in line."
  - "He is frustrated because he didn't get his way."
  - "She feels irate when her ideas are ignored."

### Scared:

- **Sentence Structure:** "I am [emotion] because [cause]."
  - **Example Sentences:**
    - "I feel scared when I hear thunder."
    - "She is frightened by horror movies."
    - "They are nervous about speaking in public."
- 



Emotion level	I feel like this, when...
 Happy	
 A little upset	
 Upset	
 Very upset	



# When I Am Angry

## Good Choices



## Bad Choices







Finish the sentence!  
- I feel happy, when.....  
- When I am happy, I  
can.....



Finish the sentence!  
- I feel sad, when.....  
- When I am sad, I  
can.....



Finish the sentence!  
- I feel embarrassed,  
when.....  
- When I feel  
embarrassed, I can.....



Finish the sentence!  
- I feel tired, when.....  
- When I feel tired, I  
can.....





Finish the sentence!

- I feel angry, when.....
- When I am angry, I can.....



Finish the sentence!

- I feel confused, when..
- When I am confused, I can.....



Finish the sentence!

- I feel scared, when.....
- When I am scared, I can.....



Finish the sentence!

- I feel calm, when.....
- When I am calm, I can

.....

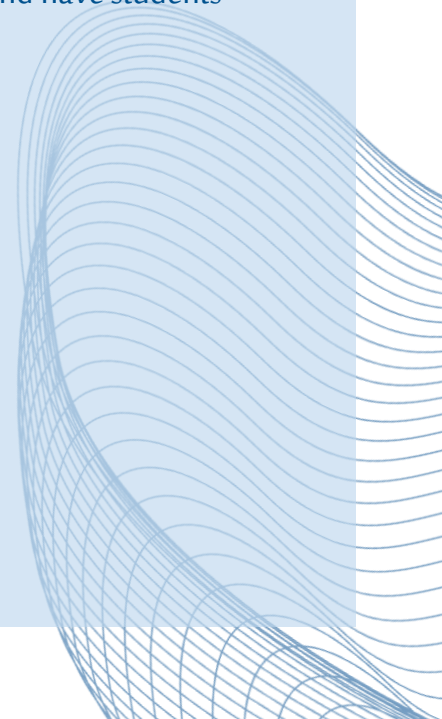


# Conversation

## Daily Emotions:

- **Scenario:** Discussing how students are feeling today.
- **Dialogue Example:**
  - **Person A:** "How are you feeling today?"
  - **Person B:** "I am feeling a bit nervous because I have a big test tomorrow."
  - **Person A:** "I understand. I am feeling excited because I'm going to see my favorite band tonight."
- **Activity:** Have students practice this dialogue in pairs, taking turns to express different emotions.

## Emotional Reactions:

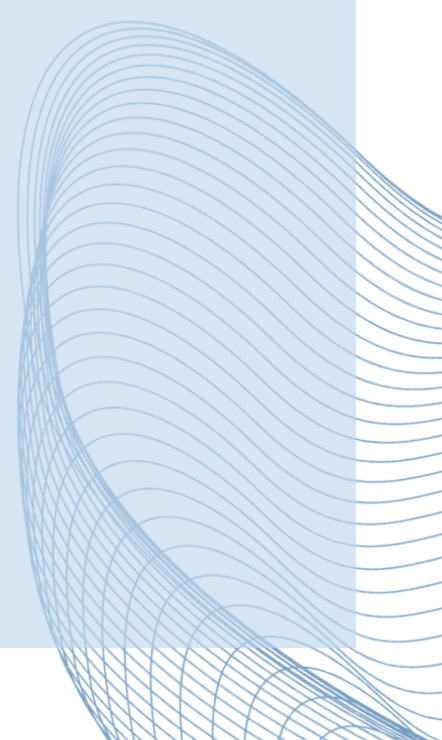
- **Scenario:** Reacting to news or events.
  - **Dialogue Example:**
    - **Person A:** "I heard you got a new pet. How do you feel about it?"
    - **Person B:** "I am thrilled! I've always wanted a dog."
    - **Person A:** "That's wonderful! I am a bit jealous because I love dogs too."
  - **Activity:** Provide various news snippets or events (real or fictional) and have students discuss their emotional reactions using complete sentences.
- 



### Sharing Personal Experiences:

- **Scenario:** Talking about a recent experience and how it made them feel.
- **Dialogue Example:**
  - **Person A:** "Tell me about something that made you happy recently."
  - **Person B:** "I felt so happy when I finally finished reading my favorite book."
  - **Person A:** "That's great! I felt very proud when I completed my art project."
- **Activity:** Students share personal stories with a partner and discuss their feelings using descriptive sentences.

### Problem Solving with Emotions:

- **Scenario:** Discussing ways to handle emotions in challenging situations.
  - **Dialogue Example:**
    - **Person A:** "What do you do when you feel stressed about schoolwork?"
    - **Person B:** "I feel overwhelmed, so I try to break my tasks into smaller parts and take breaks."
    - **Person A:** "That sounds helpful. When I feel stressed, I talk to my friends for support."
  - **Activity:** Have students role-play scenarios where they need to discuss strategies for managing emotions.
- 



# Activity Number 12



## **Activity Name:** Emotions Wheel

### **The objective of the activity:**

- Practice using sentences to express emotions in a conversation.



### **Executing the activity:**

- Spin the wheel and ask students to use the emotion that the wheel lands on in a sentence.
- Example: If the wheel lands on "angry," a student might say, "I felt angry when I lost my favorite toy."

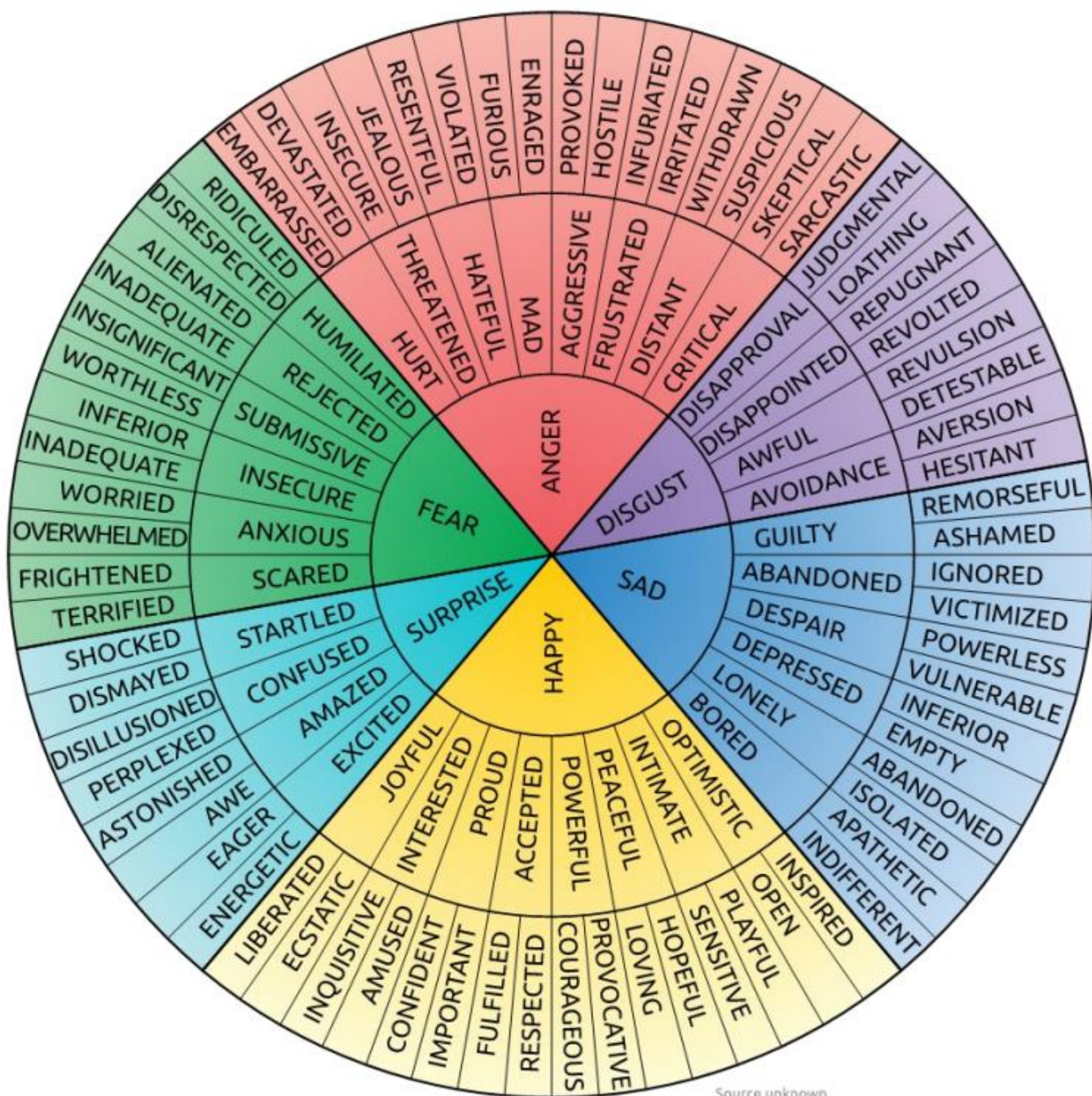


**Time:** 10  
minutes



**Activity:**  
Group





Source unknown



# Test

## Multiple Choice Questions:

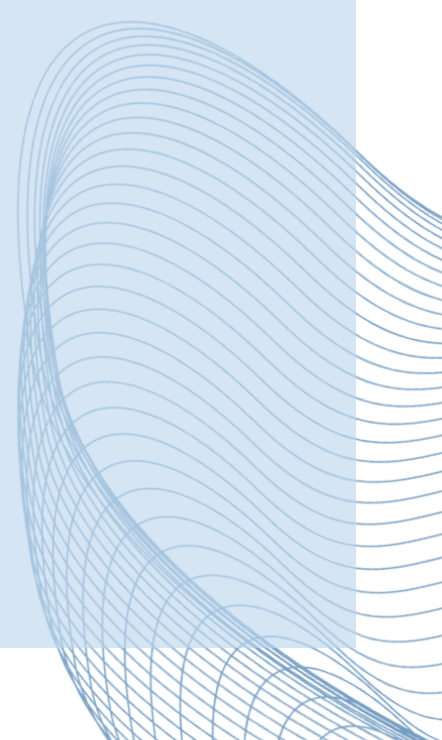
- Choose the sentence that expresses happiness:
  - A) "I am upset because I forgot my homework."
  - B) "She is delighted because she won the contest."
- Choose the sentence that shows anger:
  - A) "He feels joyful when he plays outside."
  - B) "They are frustrated because their plans were canceled."

## True or False Questions:

- "I am thrilled when I get a new book." (True/False)
- "She feels nervous when she performs in front of people." (True/False)

## Fill-in-the-Blanks:

1. "I feel \_\_\_\_ when I achieve my goals." (Options: excited, angry, sad)
2. "He was \_\_\_\_ when he found out his favorite team lost." (Options: scared, sad, happy)
3. "She feels \_\_\_\_ when she receives praise for her hard work." (Options: angry, excited, scared)
4. "I am \_\_\_\_ because I lost my favorite toy." (Options: angry, happy, scared)





# Dictation time

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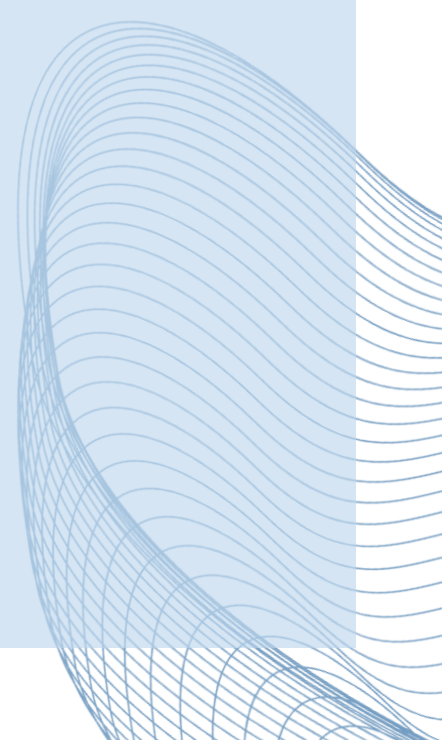
# Homework

## Task:

- Write three sentences describing how you felt in different situations during the past week. Ensure each sentence accurately conveys an emotion.
  - Example: "I felt excited when I got a new game."
- **Submission:**
  - Students should write their sentences in their notebooks and bring them to the next class for discussion.

## Emotion-Based Short Story:

- **Assignment:** Write a short story (150-200 words) where the main character experiences and expresses at least three different emotions throughout the story.
- **Example:** "Tom was excited when he found out about the surprise party, but he felt nervous as the party approached, and finally, he was overjoyed when everyone sang 'Happy Birthday.'"





End of

Twelfth Day





# Third Module

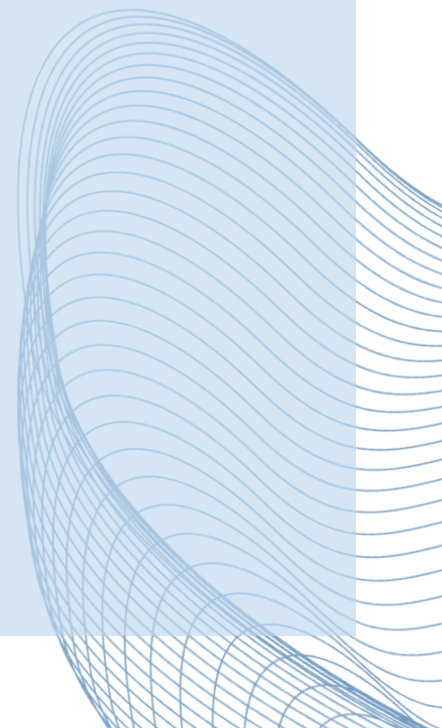
Day Thirteen





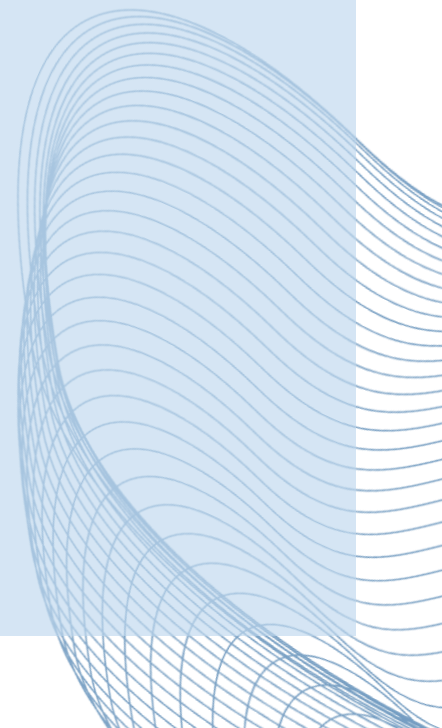
# Learning Common Job Names

- **Archeologist:** A person who studies ancient human history through the excavation of sites and analysis of artifacts.
- **Artist:** A person who creates art, such as paintings, drawings, or sculptures.
- **Astronaut:** A person trained to travel and work in space.
- **Ballerina:** A female ballet dancer.
- **Barber:** A person who cuts and styles hair, primarily for men.
- **Beautician:** A person who specializes in beauty treatments, such as hair styling, makeup, and skincare.
- **Builder:** A person who constructs buildings and structures.
- **Cashier:** A person who handles payments and transactions in a store or business.
- **Chef:** A professional cook, especially the head cook in a restaurant or hotel.
- **Cleaner:** A person who cleans homes, offices, or other spaces.
- **Clown:** A performer who entertains people, often by making them laugh with jokes and physical comedy.

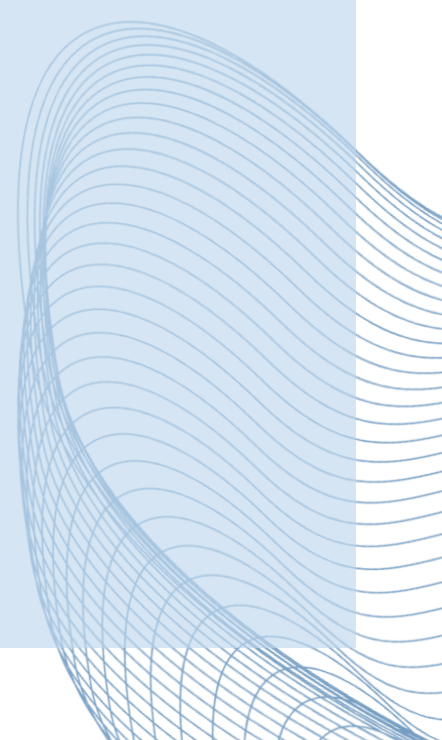




- **Plumber:** A person who installs and repairs water systems, pipes, and fixtures.
- **Policeman:** A law enforcement officer who maintains public order and safety.
- **Race Car Driver:** A person who competes in professional auto races.
- **Scientist:** A person who conducts research and experiments to advance knowledge in a particular field.
- **Scuba Diver:** A person who swims underwater using a self-contained underwater breathing apparatus (scuba).
- **Sheriff:** A law enforcement official who is typically responsible for maintaining order in a county.
- **Soldier:** A member of the military who serves in the army.
- **Surgeon:** A doctor who performs operations and surgeries on patients.
- **Taxi Driver:** A person who drives a taxi, transporting passengers from one place to another.
- **Train Driver:** A person who operates and drives trains.
- **Veterinarian:** A doctor who treats animals.
- **Waiter:** A person who serves food and drinks in a restaurant.
- **Welder:** A person who joins metal parts together using heat and a welding tool.





- **Dentist:** A doctor who specializes in the care of teeth and gums.
  - **Doctor:** A medical professional who diagnoses and treats illnesses and injuries.
  - **Farmer:** A person who works on a farm, growing crops or raising animals.
  - **Firefighter:** A person whose job is to extinguish fires and rescue people.
  - **Fitness Instructor:** A person who teaches or leads exercise routines to help people stay fit.
  - **Florist:** A person who arranges and sells flowers.
  - **Football Player:** A person who plays football professionally.
  - **Gardener:** A person who tends to gardens, taking care of plants and flowers.
  - **Helicopter Pilot:** A person who operates and flies' helicopters.
  - **Miner:** A person who works in a mine, extracting minerals or other geological materials.
  - **Director:** A person who supervises the production of a movie, play, or television show.
  - **Nurse:** A healthcare professional who cares for patients and assists doctors.
  - **Pilot:** A person who operates the controls of an aircraft.
- 





archeologist



artist



astronaut



ballerina



barber



beautician



builder



farmer



firefighter



film director



florist



football player



gardener



helicopter pilot



race car driver



scientist



scuba diver



sheriff



soldier



surgeon





cashier



chef



cleaner



clown



dentist



doctor



miner



director



nurse



pilot



plumber



policeman



taxi driver



train driver



veterinarian



waiter



welder



# Conversation

**Teacher:** "Good morning, everyone! Today, we're going to talk about different jobs. Can anyone tell me what job this is?" *[Shows the picture of a doctor]*

**Student 1:** "That's a doctor! A doctor helps people when they are sick."

**Teacher:** "Very good! And what about this one?" *[Shows the picture of a firefighter]*

**Student 2:** "That's a firefighter! They put out fires and save people."

**Teacher:** "Excellent! Now, who knows what job this is?" *[Shows the picture of an artist]*

**Student 3:** "That's an artist! An artist makes paintings and drawings."

**Teacher:** "Perfect! Let's try one more. What job does this person do?" *[Shows the picture of a chef]*

**Student 4:** "That's a chef! A chef cooks food in a restaurant."

**Teacher:** "Great job, everyone! Now, let's play a game. I'll describe a job, and you have to guess which one it is. Ready?"

**Students:** "Yes!"

**Teacher:** "Okay, this person flies an airplane. Who is it?"

**Student 5:** "That's a pilot!"

**Teacher:** "Correct! You're all doing so well. Let's keep learning about these interesting jobs!"





**Teacher:** "Alright, class, let's continue our game! I'm going to describe another job. This person works in a garden and takes care of plants and flowers. Who am I talking about?"

**Student 1:** "A gardener!"

**Teacher:** "Exactly! Now, here's a tricky one. This person drives a taxi and takes people where they need to go. Who is it?"

**Student 2:** "That's a taxi driver!"

**Teacher:** "Right again! What about someone who builds houses and other buildings? Who does that?"

**Student 3:** "A builder!"

**Teacher:** "Yes, you're all doing wonderfully. How about this job: This person flies a helicopter. Who could that be?"

**Student 4:** "A helicopter pilot!"

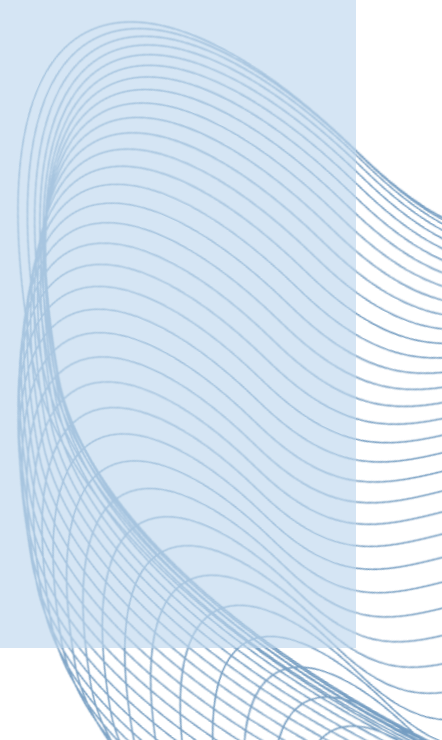
**Teacher:** "Excellent! And what about someone who serves food at a restaurant?"

**Student 5:** "That's a waiter!"

**Teacher:** "Correct! Now, here's a fun one. This person wears a big red nose, funny clothes, and makes people laugh. Who am I describing?"

**Student 6:** "A clown!"

**Teacher:** "That's right! You're all so smart. Let's keep going. This person performs surgeries to help people get better. Who is this?"





**Student 7:** "A surgeon!"

**Teacher:** "Perfect! And can anyone tell me who takes care of animals when they are sick?"

**Student 8:** "A veterinarian!"

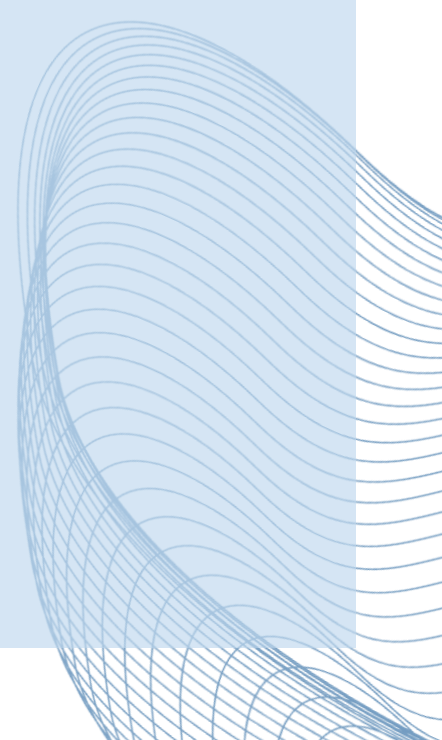
**Teacher:** "Yes, well done! Now, let's think about this job. This person catches bad guys and keeps us safe. Who are they?"

**Student 9:** "A policeman!"

**Teacher:** "Exactly! Finally, who is the person that designs and arranges beautiful bouquets of flowers?"

**Student 10:** "A florist!"

**Teacher:** "Yes, fantastic! You all did an amazing job today. Now, let's draw a picture of the job you want to do when you grow up!"





# Activity Number 13



## **Activity Name:** Guess the Job!

### **The objective of the activity:**

- To help children learn and remember different job names and their roles through interactive guessing and acting.



### **Executing the activity:**

- Write down the names of different jobs on small pieces of paper (one job per paper).
- Fold the papers and place them in the hat or box.
- Show the flashcards to the students first to ensure they remember the job names and their descriptions.
- Start by reviewing the job names and descriptions with the students. Show each flashcard and ask the students to name the job and describe what the person does.



**Time:** 10  
minutes



**Activity:**  
Group



# Follow



## **Activity Name:** Guess the Job!

### **The objective of the activity:**

- To help children learn and remember different job names and their roles through interactive guessing and acting.



### **Executing the activity:**

- One student at a time will come up to the front and draw a piece of paper from the hat.
- The student must read the job name silently (or the teacher can whisper it to them if they are younger and still learning to read).
- The student then acts out the job without speaking, using gestures and movements related to the job.
- The rest of the class has to guess what job it is. The student who guesses correctly gets the next turn to act out a job.



**Time:** 10  
minutes



**Activity:**  
Group



# Test

Which **job** involves flying an airplane?

- a) Doctor
- b) Pilot
- c) Teacher

Who **helps** people when they are sick and can perform surgeries?

- a) Scientist
- b) Surgeon
- c) Farmer

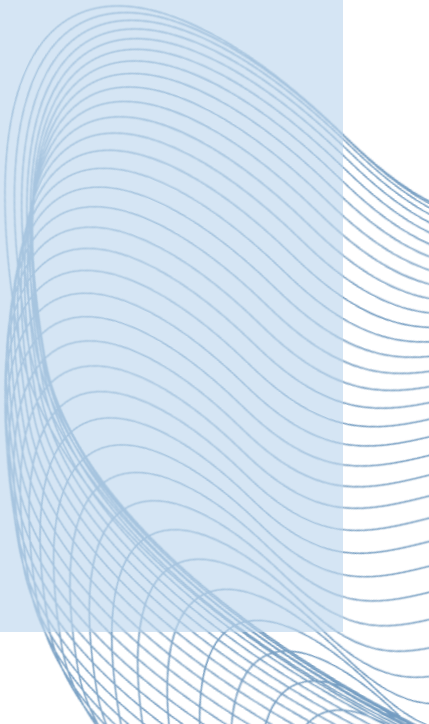
This **person** works in a restaurant and cooks' food. What is their job?

- a) Chef
- b) Plumber
- c) Artist

Who **catches bad guys** and keeps people safe?

- a) Policeman
- b) Clown
- c) Firefighter

Which **job** involves taking care of animals and making sure they are healthy?

- a) Scientist
  - b) Veterinarian
  - c) Gardener
- 



# Test

This **person builds houses and other buildings**. What is their job?

- a) Builder
- b) Pilot
- c) Barber

Who **entertains people with funny jokes and colorful clothes**?

- a) Teacher
- b) Clown
- c) Florist

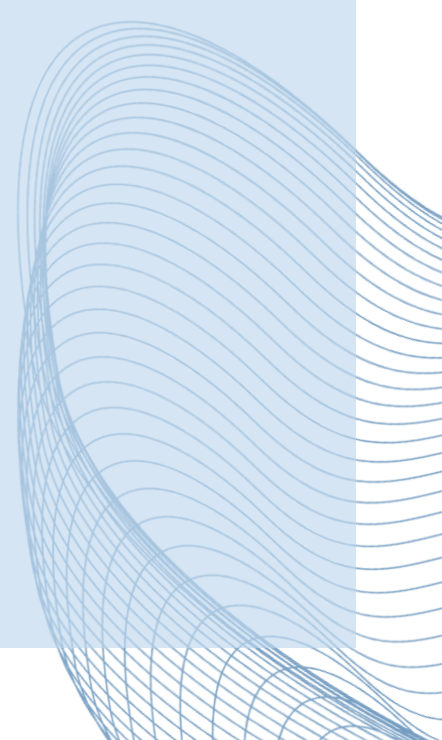
What is the **job of a person who grows crops or raises animals on a farm**?

- a) Farmer
- b) Architect
- c) Cashier

Which **job involves arranging and selling flowers**?

- a) Plumber
- b) Florist
- c) Waiter

Who **drives a taxi and helps people get to where they need to go**?

- a) Taxi Driver
  - b) Soldier
  - c) Chef
- 
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# Dictation time

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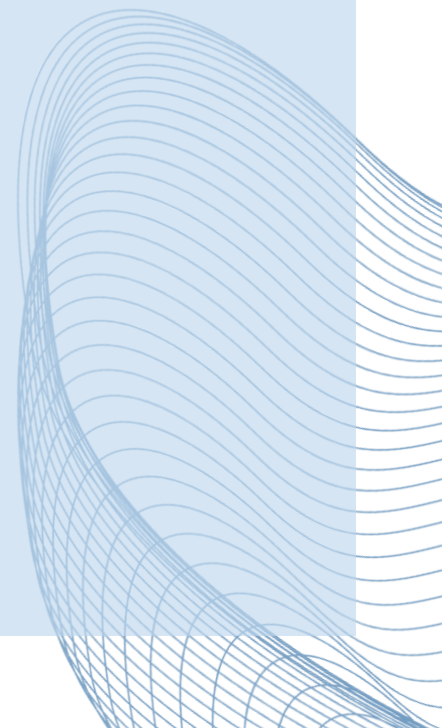


# Homework

Draw a picture of your favorite job from the ones we learned about and write its name.

## **Interview Assignment:**

- Ask a family member or friend about their job.
- Write down their answers to these questions:
  - What is your job?
  - What do you do every day in your job?
  - Why do you like your job?





End of

Thirteenth Day





# Third Module

Day Fourteen





# Connecting Jobs with Tools and

## Archeologist

- **Tools:** Shovels, brushes, trowels, sieves, measuring tapes, GPS devices.
- **Place:** Excavation sites, museums, laboratories, universities.

## Artist

- **Tools:** Paintbrushes, canvases, pencils, charcoal, sculpting tools, digital tablets.
- **Place:** Art studio, galleries, museums.

## Astronaut

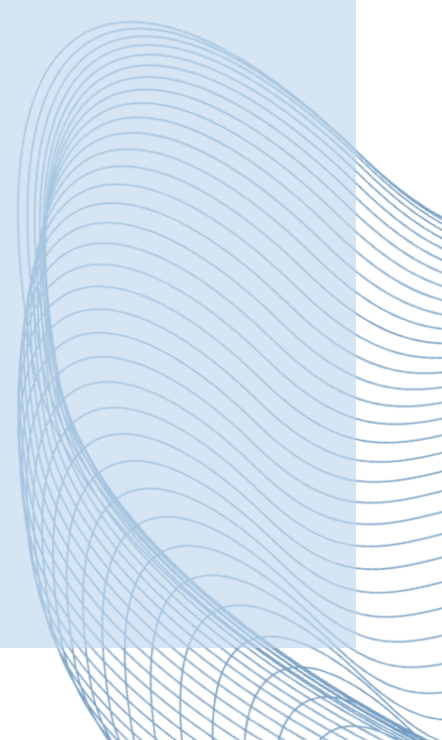
- **Tools:** Space suits, spacecraft controls, oxygen tanks, communication devices, scientific instruments.
- **Place:** Space station, spacecraft, NASA or space agencies.

## Ballerina

- **Tools:** Ballet shoes, costumes, barre, mirrors.
- **Place:** Ballet studio, theater, performance venues.

## Barber

- **Tools:** Scissors, razors, clippers, combs, mirrors, hairdryers.
- **Place:** Barbershop, salon.





### Beautician

- **Tools:** Makeup brushes, hair styling tools, skincare products, manicure/pedicure tools.
- **Place:** Salon, beauty spa, clients' homes.

### Builder

- **Tools:** Hammer, saw, drills, measuring tape, safety equipment, blueprints.
- **Place:** Construction sites, homes, buildings.

### Cashier

- **Tools:** Cash register, barcode scanner, credit card machine, receipts.
- **Place:** Supermarket, store, business establishment.

### Chef

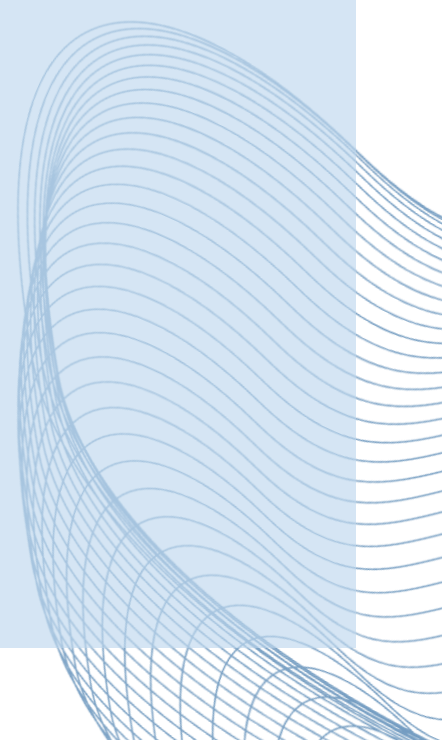
- **Tools:** Knives, pots, pans, spatulas, oven, stove.
- **Place:** Restaurant, hotel kitchen, catering service.

### Cleaner

- **Tools:** Vacuum cleaner, mop, broom, cleaning sprays, dusters.
- **Place:** Homes, offices, hotels, commercial spaces.

### Clown

- **Tools:** Makeup, costumes, juggling balls, balloons, props.
- **Place:** Circus, birthday parties, entertainment venues.





### **Plumber**

- **Tools:** Wrenches, pipe cutters, plungers, sealing tape, pliers, pipe wrenches.
- **Place:** Homes, commercial buildings, construction sites.

### **Policeman**

- **Tools:** Handcuffs, radio, baton, firearm, notebook, taser.
- **Place:** Police station, streets, patrol cars.

### **Race Car Driver**

- **Tools:** Race car, helmet, fireproof suit, racing gloves, safety harness.
- **Place:** Racetrack, pit stop.

### **Scientist**

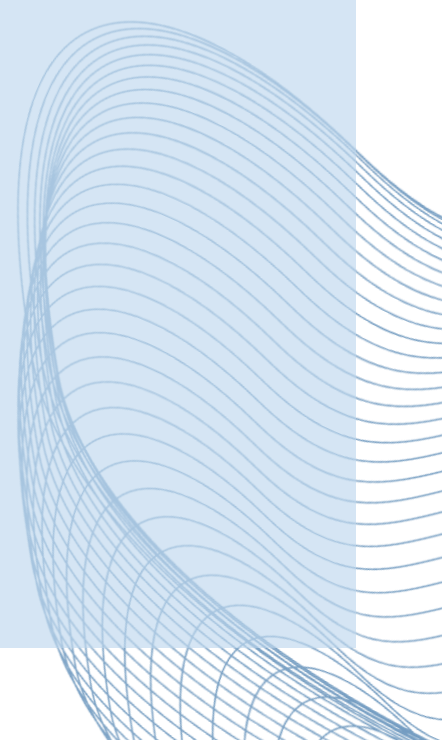
- **Tools:** Lab equipment (microscope, beakers, test tubes), computers, measuring instruments.
- **Place:** Laboratories, research facilities, universities.

### **Scuba Diver**

- **Tools:** Scuba gear (oxygen tank, mask, fins, wetsuit), diving knife, underwater camera.
- **Place:** Oceans, lakes, rivers, underwater exploration sites.

### **Sheriff**

- **Tools:** Badge, handcuffs, firearm, radio, patrol vehicle.
- **Place:** Sheriff's office, courtrooms, rural areas, public places.





### **Soldier**

- **Tools:** Firearms, protective gear, communication devices, tactical equipment.
- **Place:** Military bases, war zones, training grounds.

### **Surgeon**

- **Tools:** Scalpel, forceps, surgical scissors, anesthesia, medical monitors.
- **Place:** Hospitals, surgical rooms, clinics.

### **Taxi Driver**

- **Tools:** Taxi, GPS system, meter, phone.
- **Place:** Streets, taxi ranks, airports, train stations.

### **Train Driver**

- **Tools:** Train controls, communication devices, signals, brakes.
- **Place:** Train station, railways.

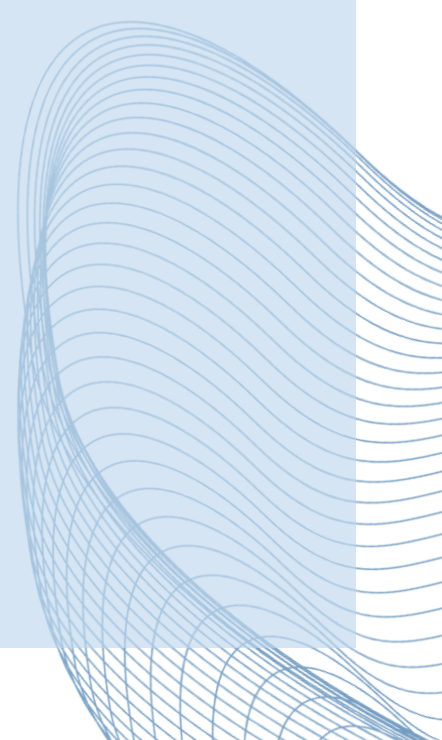
### **Veterinarian**

- **Tools:** Stethoscope, thermometers, surgical tools, diagnostic equipment.
- **Place:** Veterinary clinic, animal hospital, farms.

### **Waiter**

- **Tools:** Tray, notepad, pen, apron, order system.
- **Place:** Restaurants, cafes, hotels.

### **Welder**

- **Tools:** Welding torch, helmet, protective gloves, safety goggles, welding machine.
  - **Place:** Workshops, construction sites, factories.
- 



### Dentist

- **Tools:** Dental drill, mirror, forceps, scalers, X-ray machine, dental chair.
- **Place:** Dental clinic, hospital.

### Doctor

- **Tools:** Stethoscope, thermometer, blood pressure cuff, syringes, medical charts.
- **Place:** Hospital, clinic, medical office.

### Farmer

- **Tools:** Tractor, plow, hoe, seed drill, watering system.
- **Place:** Farm, agricultural land.

### Firefighter

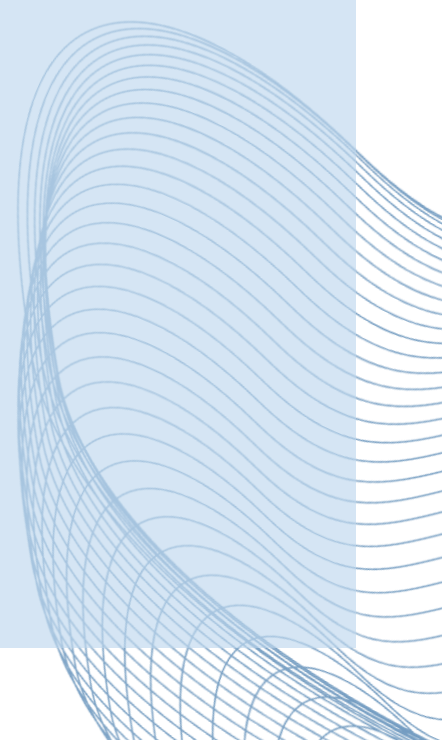
- **Tools:** Fire hose, helmet, fire axe, fire extinguisher, ladder, breathing apparatus.
- **Place:** Fire station, emergency scenes (burning buildings, accident sites).

### Fitness Instructor

- **Tools:** Weights, resistance bands, yoga mats, treadmills, exercise bikes.
- **Place:** Gym, fitness center, yoga studio, outdoor training areas.

### Florist

- **Tools:** Scissors, floral foam, vases, floral wire, pruning shears.
- **Place:** Flower shop, greenhouse, market.





### **Football Player**

- **Tools:** Football, cleats, shin guards, goalposts.
- **Place:** Football field, stadium.

### **Gardener**

- **Tools:** Watering can, shovel, rake, pruners, lawnmower.
- **Place:** Garden, park, greenhouse.

### **Helicopter Pilot**

- **Tools:** Helicopter controls, navigation systems, radio communication, GPS.
- **Place:** Helicopter, airport, landing pads.

### **Miner**

- **Tools:** Pickaxe, drill, explosives, helmet, headlamp.
- **Place:** Mines, underground tunnels.

### **Director**

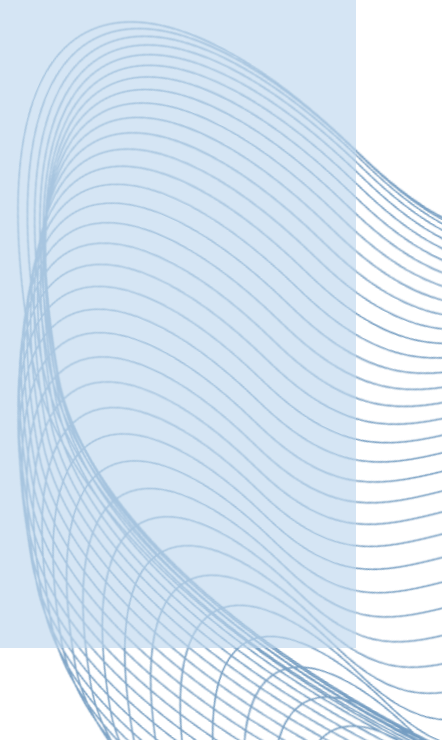
- **Tools:** Camera, script, storyboard, lighting equipment, microphone.
- **Place:** Movie set, theater, television studio.

### **Nurse**

- **Tools:** Stethoscope, thermometer, medical charts, syringes, blood pressure monitor.
- **Place:** Hospital, clinic, healthcare facility.

### **Pilot**

- **Tools:** Airplane controls, navigation systems, radio communication, GPS.
- **Place:** Airplane, airport.





# Conversation

**Scenario:** Imagine you're visiting different workplaces and meeting professionals.

**Teacher:** "Hello everyone! Today, we're going on a pretend field trip to meet different professionals. Let's see what they do and where they work."

**Student 1:** "We're at the hospital. Who do we see?"

**Teacher:** "We see a doctor. What tools does the doctor use?"

**Student 2:** "A stethoscope and a thermometer!"

**Teacher:** "Great! Where else might the doctor work?"

**Student 3:** "In a clinic or an emergency room."

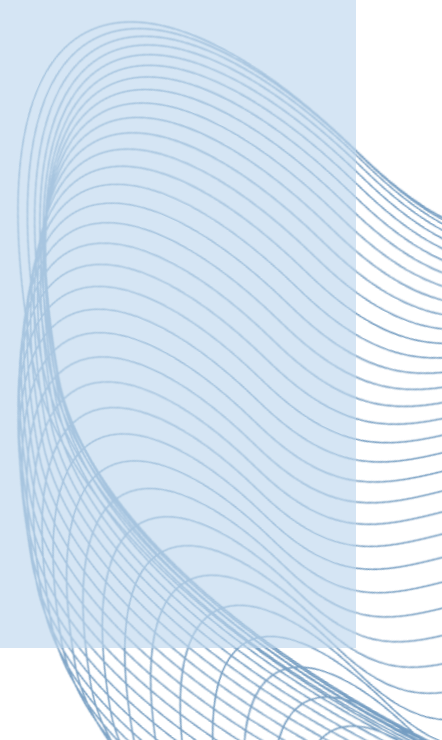
**Teacher:** "Exactly! Now, let's visit a firefighter. What does a firefighter use?"

**Student 4:** "A fire hose and a helmet."

**Teacher:** "Good job! And where does the firefighter work?"

**Student 5:** "At the fire station!"

**Teacher:** "Perfect! You all are learning so much!"





**Teacher:** "Good morning! Today, we're visiting a restaurant. Who works here?"

**Student 1:** "A chef!"

**Teacher:** "That's right! What tools does the chef use?"

**Student 2:** "A knife and a cooking pan!"

**Teacher:** "Great! What do you think the chef is cooking today?"

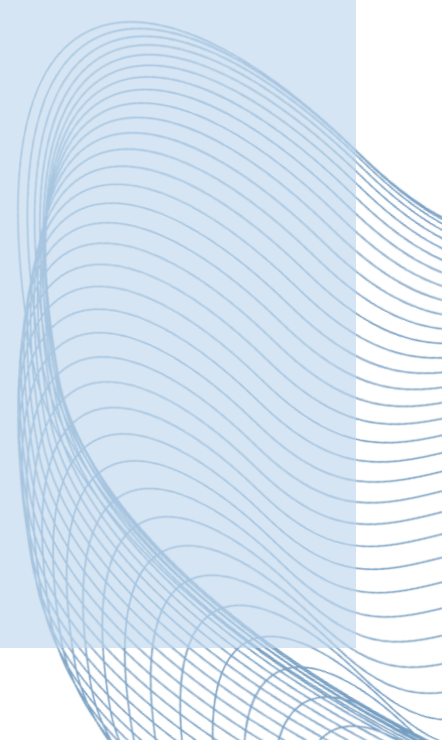
**Student 3:** "Maybe pasta or a cake!"

**Teacher:** "Yum! Who helps the chef serve the food?"

**Student 4:** "The waiter!"

**Teacher:** "Exactly! The waiter takes the food to the customers. What do they use?"

**Student 5:** "They use a tray to carry the food."





**Teacher:** "Now we're at a hospital. Who do we see here?"

**Student 1:** "A doctor!"

**Teacher:** "Good! And what tools does the doctor use?"

**Student 2:** "A stethoscope to listen to the heart."

**Teacher:** "Perfect! Who helps the doctor at the hospital?"

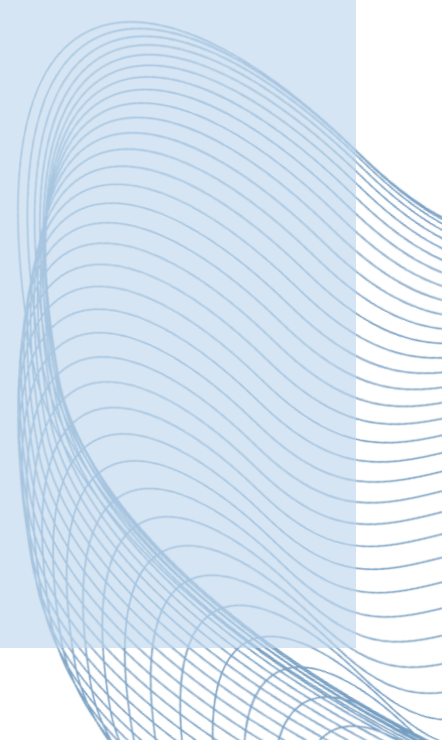
**Student 3:** "A nurse helps the doctor."

**Teacher:** "That's right! What does the nurse do?"

**Student 4:** "The nurse gives medicine and helps the patients."

**Teacher:** "Good answer! Where else do doctors and nurse's work?"

**Student 5:** "In clinics and emergency rooms."





# Activity Number ١٤



## Activity Name: My Job and Tools

### The objective of the activity:

- Encourage students to think creatively about different jobs and the tools used.



### Executing the activity:

- Ask each student to choose a job they find interesting. They will then draw a picture of themselves doing this job.
- In the same picture, students should draw the tools they would use for that job.
- Each student will present their drawing to the class, explaining the job, the tools they drew, and where the job is usually done.



**Time:** 10  
minutes



**Activity:**  
Group



# Test

**Instructions:** Match each job with the correct tool and place where it is performed.

1. **Doctor**

a) **Tools:** Fire hose, Knife, Stethoscope

b) **Place:** School, Restaurant, Hospital

2. **Firefighter**

a) **Tools:** Chalkboard, Fire hose, Watering can

b) **Place:** Fire station, Garden, Clinic

3. **Chef**

a) **Tools:** Knife, Stethoscope, Shovel

b) **Place:** Restaurant, School, Garden

4. **Teacher**

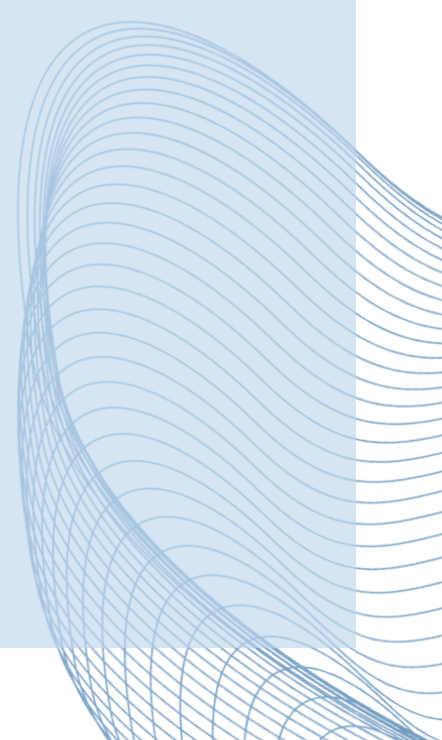
a) **Tools:** Chalkboard, Fire hose, Thermometer

b) **Place:** Fire station, School, Hospital

5. **Gardener**

a) **Tools:** Watering can, Knife, Thermometer

b) **Place:** Garden, School, Hospital

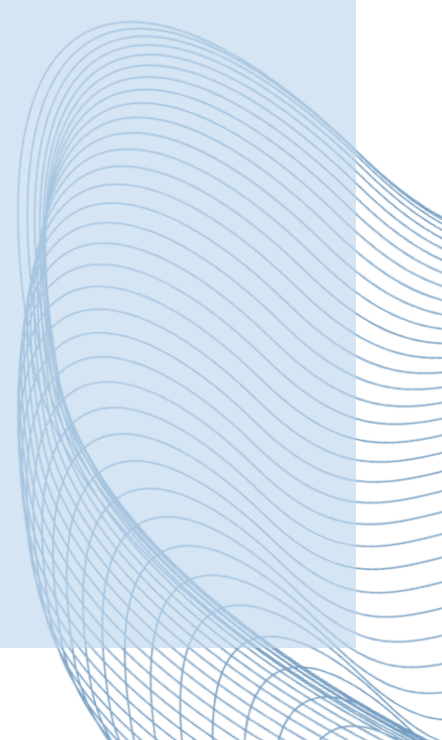




# Test

**Instructions:** Fill in the blanks with the correct job, tool, or place.

1. A \_\_\_\_\_ works in a hospital and uses a stethoscope.
2. A chef works in a \_\_\_\_\_ and uses a \_\_\_\_\_ to cook food.
3. A firefighter works at a \_\_\_\_\_ and uses a \_\_\_\_\_ to put out fires.
4. A \_\_\_\_\_ helps people travel by flying airplanes.
5. A teacher works in a \_\_\_\_\_ and uses a \_\_\_\_\_ to teach students.





# Dictation time

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# Homework

## Instructions:

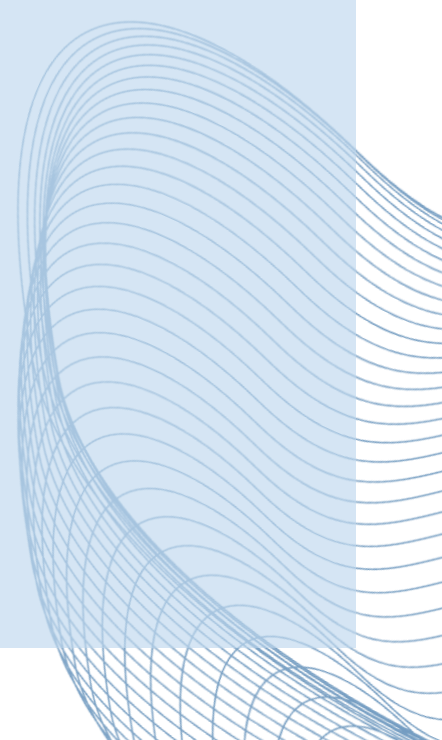
### 1. Part 1: Job Research

- Choose a job you learned about in class.
- Ask an adult or use a book to find out more about this job. Write 2-3 sentences about what you found.

### 2. Part 2: Tools and Places

- Draw a picture of the job you chose.
- Include the tools used in that job and the place where the job is done.
- Label each tool and place in your drawing.

### 3. Part 3: Writing Assignment

- Write 3-4 sentences explaining why you think the tools are important for the job.
  - Where do you think this job is most needed?
- 





End of

Fourteenth Day





# Third Module

Day Fifteen





# Test

## Part 1: Learning Words for Emotions ((10 points))

### A. Match the emotion to the correct word:

1. 😊 - (a) Sad (b) Happy (c) Angry
2. 😬 - (a) Calm (b) Scared (c) Angry
3. 😮 - (a) Excited (b) Happy (c) Sad
4. 😴 - (a) Surprised (b) Bored (c) Calm
5. 😴 - (a) Sleepy (b) Excited (c) Angry

### B. Fill in the blank:

1. When I feel \_\_\_\_\_, I smile and laugh.
2. If I see something scary, I feel \_\_\_\_\_.
3. I feel \_\_\_\_\_ when I can't sleep at night.

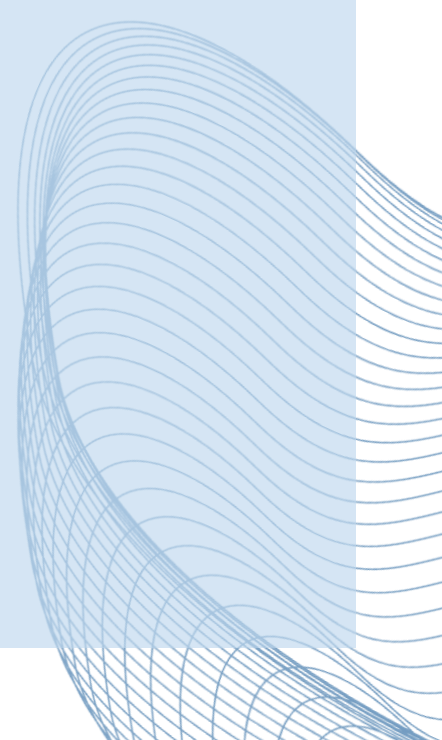


## **Part 2: Using Sentences to Express Emotions ((10 points))**

### **A. Choose the correct emotion to complete the sentence:**

1. "I got a new toy! I feel so \_\_\_\_\_.!"  
(a) Happy (b) Angry (c) Sad
2. "My ice cream fell on the floor. Now I'm really \_\_\_\_\_."  
(a) Excited (b) Sad (c) Surprised
3. "The loud thunder made me feel \_\_\_\_\_."  
(a) Brave (b) Scared (c) Bored

### **B. Write a sentence describing how you feel when:**

1. You are playing with your friends.
  2. You have to do homework.
  3. You win a prize.
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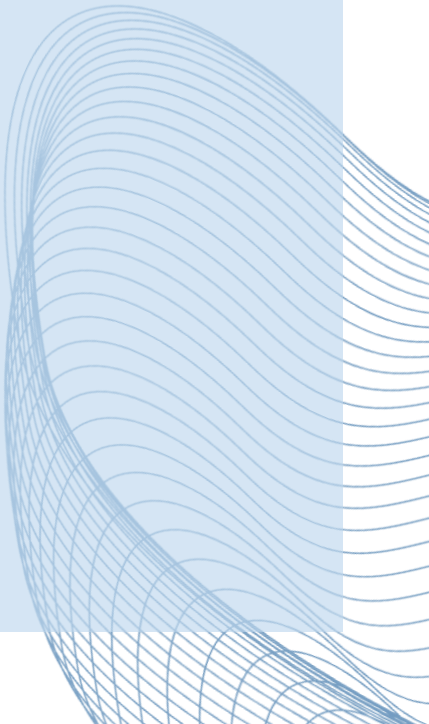


### **Part 3: Learning Common Job Names ((10 points))**

#### **A. Identify the job:**

1. A person who teaches you in school.  
(a) Teacher (b) Doctor (c) Pilot
2. A person who drives an airplane.  
(a) Teacher (b) Chef (c) Pilot
3. A person who helps sick people.  
(a) Firefighter (b) Doctor (c) Farmer

#### **B. True or False:**

1. A firefighter puts out fires. (True/False)
  2. A chef makes cars. (True/False)
  3. A dentist fixes teeth. (True/False)
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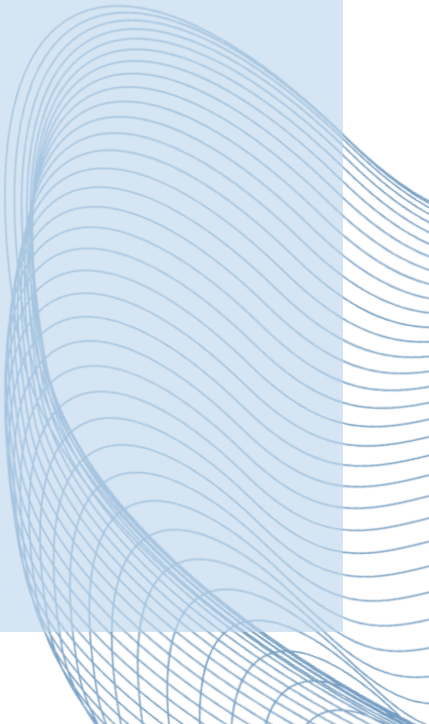


#### **Part 4: Connecting Jobs with Tools and Places ((10 points))**

##### **A. Match the job to the tool they use:**

1. Dentist - (a) Stethoscope (b) Drill (c) Paintbrush
2. Farmer - (a) Tractor (b) Camera (c) Fire hose
3. Artist - (a) Paintbrush (b) Hammer (c) Airplane

##### **B. Fill in the blank:**

1. A nurse works in a \_\_\_\_\_.
  2. A farmer works on a \_\_\_\_\_.
  3. A pilot flies an \_\_\_\_\_.
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End of

Fifteenth Day





# Fourth Module

Day Sixteen





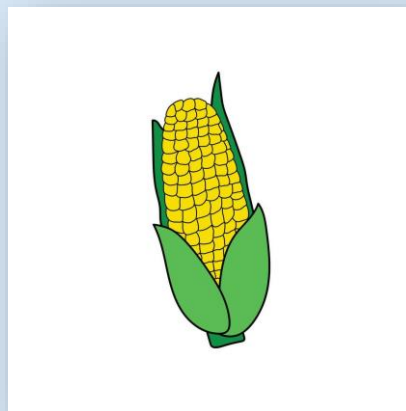
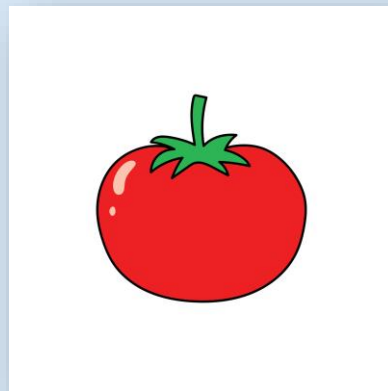
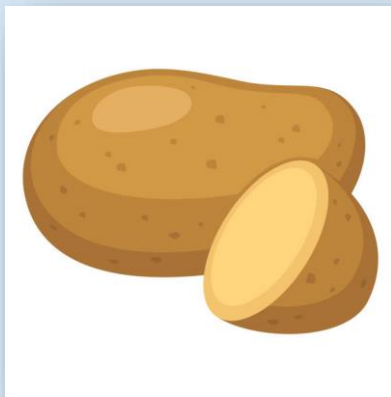
# Learning the Names of Popular Foods and

Apple, Banana, Orange,  
Strawberry, Grapes, Mango



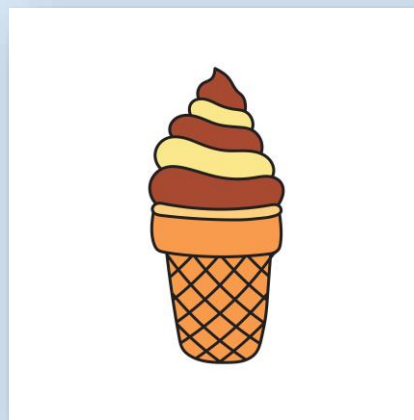
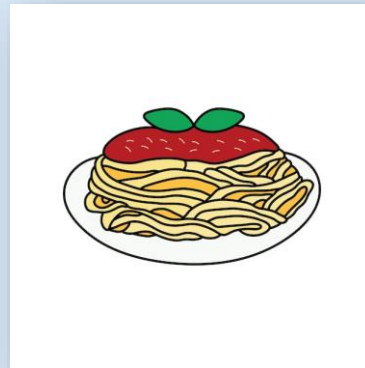


## Carrot, Broccoli, Potato, Tomato, Corn





## Pizza, Hamburger, Sandwich, Pasta, Ice Cream





# Water, Juice, Milk, Soda, Tea





# Conversation

## Conversation **Starters:**

- **Teacher:** "What do you usually have for lunch at school?"
- **Student:** "I usually have a sandwich and juice."

## Preference **Questions:**

- **Teacher:** "Do you prefer ice cream or cake?"
- **Student:** "I prefer ice cream because it is sweeter."

## Favorite **Food Questions:**

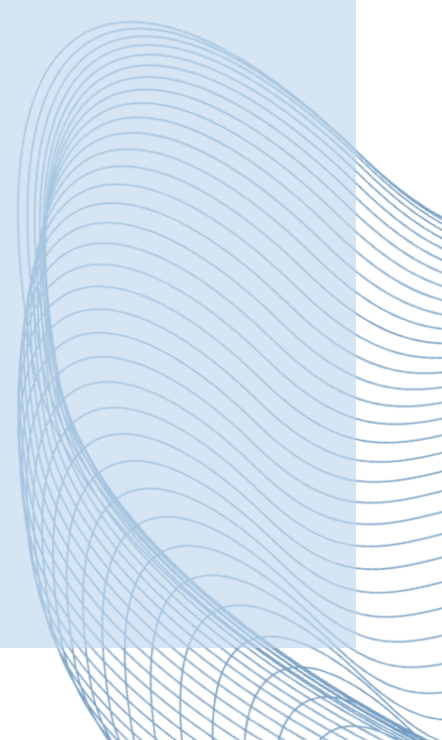
- **Teacher:** "What is your favorite fruit and why?"
- **Student:** "My favorite fruit is strawberries because they are juicy and sweet."

## Menu **Discussion:**

- **Teacher:** "If you were to open a restaurant, what foods and drinks would you serve?"
- **Student:** "I would serve pizza, burgers, and soda."

## Ordering **Food:**

- **Teacher:** "Imagine you are at a restaurant. How would you order a pizza and a drink?"
- **Student:** "I would say, 'I would like to order a pepperoni pizza and a glass of water, please.'"





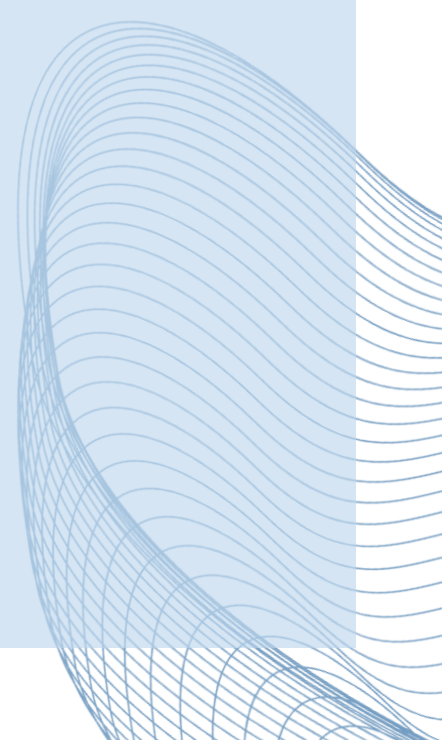
## Conversations on the Lesson

**Objective:** Practice using the vocabulary in sentences.

### Examples:

- **Teacher:** "What do you like to eat for breakfast?"
- **Student:** "I like to eat pancakes and drink milk."
- **Teacher:** "Do you like apples or bananas more?"
- **Student:** "I like apples more."

**Activity:** Role-play scenarios where students ask and answer questions about their favorite foods and drinks.





# Activity Number ١٦



## **Activity Name:** Match the Picture

### **The objective of the activity:**

- Introduce students to common foods and drinks in English.



### **Executing the activity:**

- Provide students with a list of food and drink names and a set of pictures.
- Have them match each name to the correct picture.

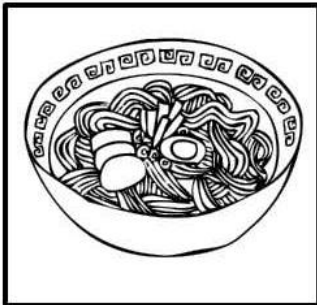
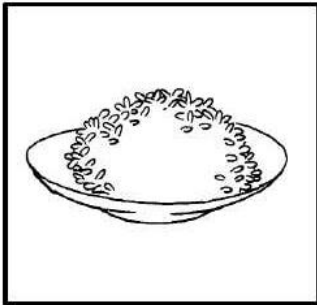
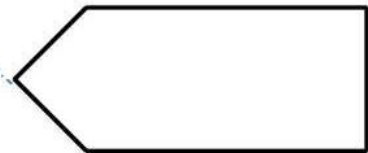
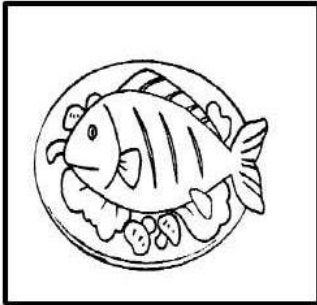
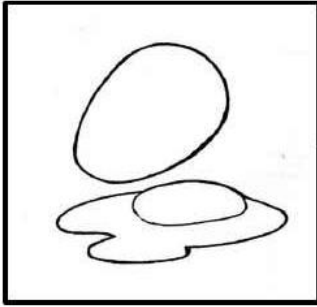


**Time:** 10  
minutes



**Activity:**  
Group









**BREAD**



**HAMBURGER**



**CUPCAKE**



**HOTDOG**



**POP CORN**



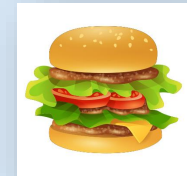
**PIZZA**



# Test

## 1. Multiple Choice Questions:

- What is this drink?
  - a) Milk
  - b) Soda
  - c) Juice
- Which food is this?
  - a) Pizza
  - b) Hamburger
  - c) Sandwich



## 2. True/False Statements:

- "An apple is a vegetable." (False)
- "Milk is a drink." (True)

## 3. Fill in the Blanks:

- "For dessert, I had \_\_\_\_ (ice cream/carrots) and a glass of \_\_\_\_ (juice/milk)."
- "I love eating \_\_\_\_ (broccoli/ice cream) after dinner."

## 4. Short Answer Questions:

- "What do you like to eat for breakfast?"
- "Name three things you can drink."

## 5. Picture Description:

- Provide a picture with several foods and drinks. Ask students to write a short paragraph describing the items in the picture.



# Dictation time

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# Homework

## Food and Drink Survey:

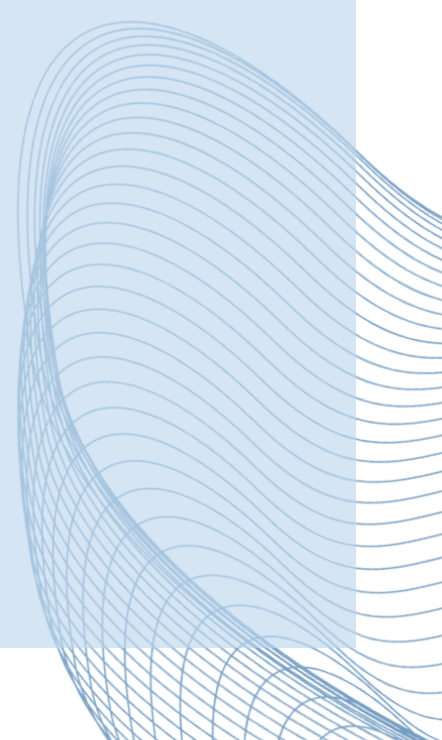
- Ask students to conduct a simple survey at home or among friends and family about their favorite foods and drinks. They should record the answers and bring the results to class.

## Recipe Creation:

- Students create a simple recipe using the vocabulary words. For example, they could write a recipe for a fruit salad or a sandwich, listing the ingredients and steps.

## Food Diary Illustration:

- Students draw and label what they ate during the day. They should use as many vocabulary words from the lesson as possible.





End of

Sixteenth Day





# Fourth Module

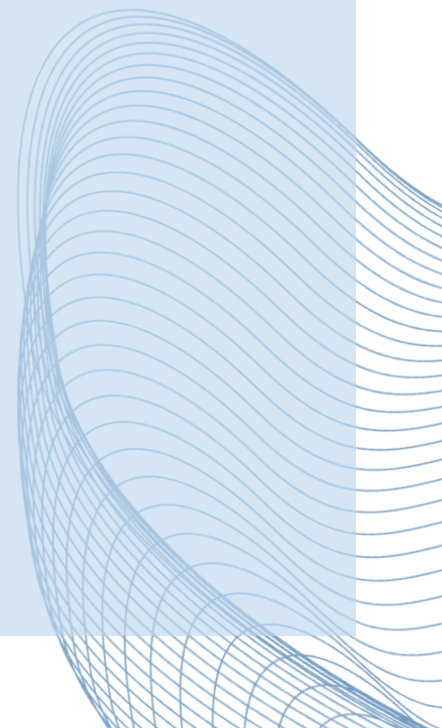
Day Seventeen





# Learning the Names of the Three Meals

- **Breakfast:** The first meal of the day, usually in the morning.
- **Lunch:** The meal eaten in the middle of the day.
- **Dinner:** The last meal of the day, typically in the evening.







**BREAKFAST**



**LUNCH**



**DINNER**



MENU  
**BREAKFAST**

coffee



Fried eggs



pizza



hamburger



MENU  
**LUNCH**



MENU  
**DINNER**

wine



steak



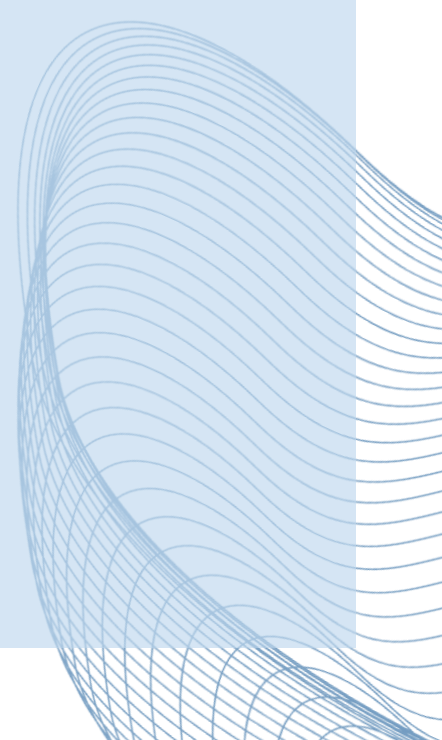


# Conversation

## Scenario 1: Discussing Breakfast

- **Teacher:** "What do you eat for breakfast?"
- **Student:** "I eat eggs and bread for breakfast."
- **Teacher:** "Do you like to drink juice or milk with your breakfast?"
- **Student:** "I like to drink juice."

## Scenario 2: Talking About Lunch at School

- **Teacher:** "What do you have for lunch at school?"
  - **Student:** "I have a sandwich and some fruit."
  - **Teacher:** "Do you prefer lunch at home or at school?"
  - **Student:** "I prefer lunch at home."
- 



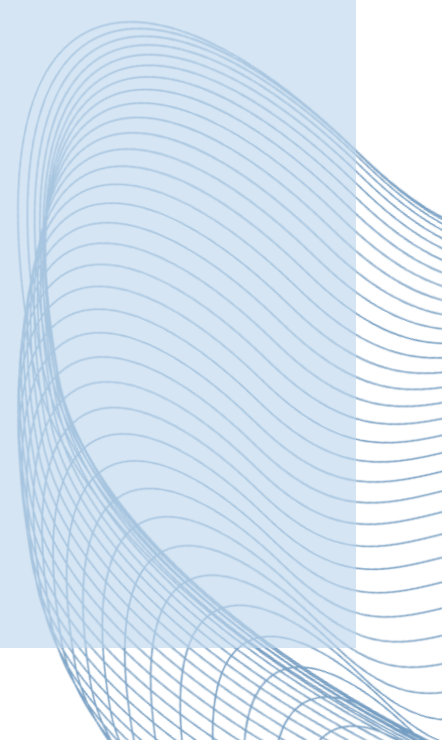
### Scenario 3: Planning Dinner

- **Teacher:** "What are you going to eat for dinner tonight?"
- **Student:** "I will eat pizza for dinner."
- **Teacher:** "Do you eat dessert after dinner?"
- **Student:** "Yes, I sometimes have ice cream after dinner."

### Scenario 4: Ordering Meals at a Restaurant

- **Teacher:** "Imagine you are at a restaurant. How would you order lunch?"
- **Student:** "I would like a burger and fries for lunch, please."

### Scenario 5: Weekend Meals

- **Teacher:** "What do you usually eat for dinner on weekends?"
  - **Student:** "I usually eat pasta or pizza."
- 



# Activity Number 17



**Activity Name:** Draw Your Favorite Meals

## **The objective of the activity:**

- Encourage creativity and reinforce vocabulary visually.



## **Executing the activity:**

- Ask students to draw a plate of their favorite breakfast, lunch, and dinner. They should label each food item in English.



**Time:** 10  
minutes



**Activity:**  
Group



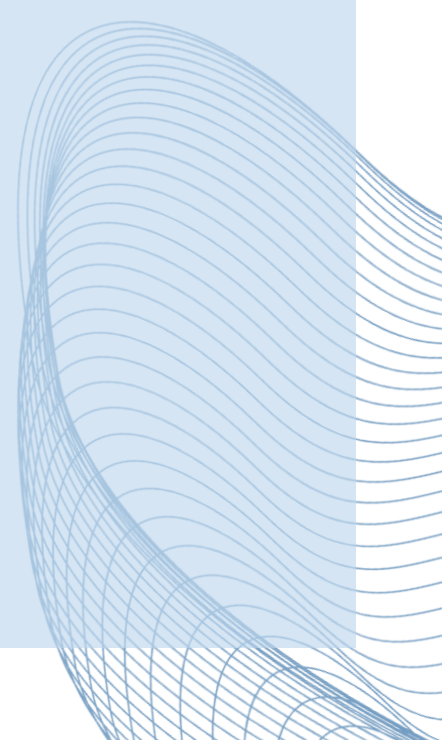
# Test

## Multiple Choice Questions:

- **Question 1:** "Which meal do you eat in the morning?"
  - a) Dinner
  - b) Breakfast
  - c) Lunch
- **Question 2:** "What do you usually eat for lunch?"
  - a) Cereal
  - b) Sandwich
  - c) Soup

## True or False:

- "Dinner is the first meal of the day." (False)
- "We eat lunch in the middle of the day." (True)





# Test

## Matching:

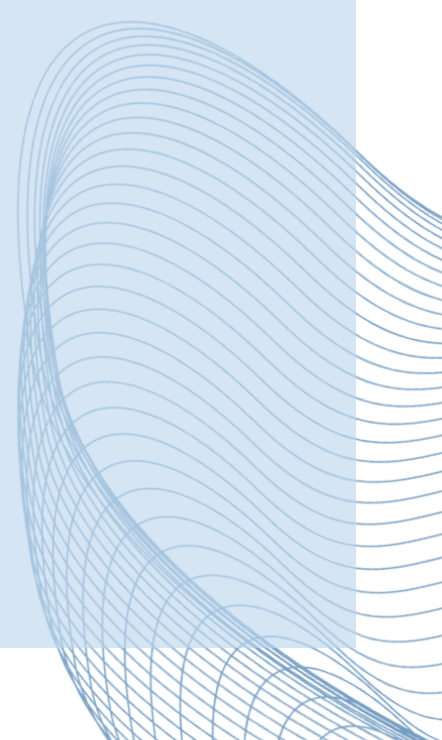
- Match the meal with the correct description:
  - Breakfast: The first meal of the day.
  - Lunch: The meal eaten in the middle of the day.
  - Dinner: The meal eaten in the evening.

## Fill in the Blanks:

- "For \_\_\_\_ (breakfast/lunch/dinner), I usually eat cereal."
- "In the evening, I have \_\_\_\_ (lunch/dinner)."

## Short Answer:

- "What is your favorite meal and why?"
- "Name two foods you like to eat for lunch."





# Dictation time

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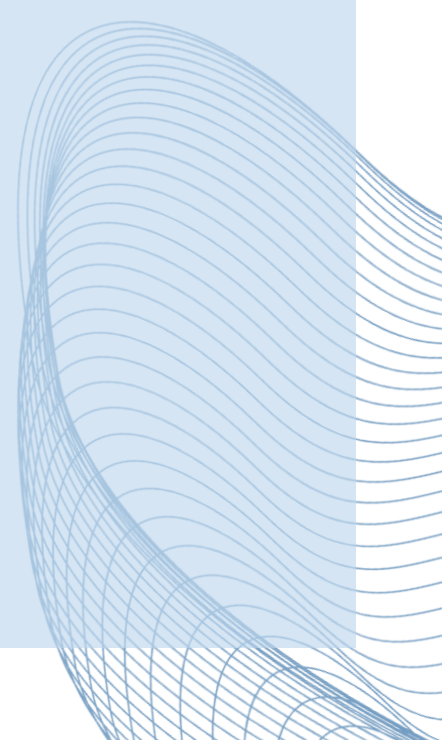
# Homework

## Multiple Choice:

- **Question 1:** "Which of these foods would you eat for breakfast?"
  - a) Pizza
  - b) Toast
  - c) Soup
- **Question 2:** "Which meal is usually eaten in the evening?"
  - a) Breakfast
  - b) Lunch
  - c) Dinner

## Fill in the Blanks:

- "For \_\_\_ (breakfast/lunch), I usually eat a sandwich."
- "At \_\_\_ (dinner/lunch), I eat with my family."





# Homework

## **Draw and Label:**

- Draw what you had for breakfast, lunch, and dinner today. Label the foods and write a sentence about each meal.

## **Write a Meal Plan:**

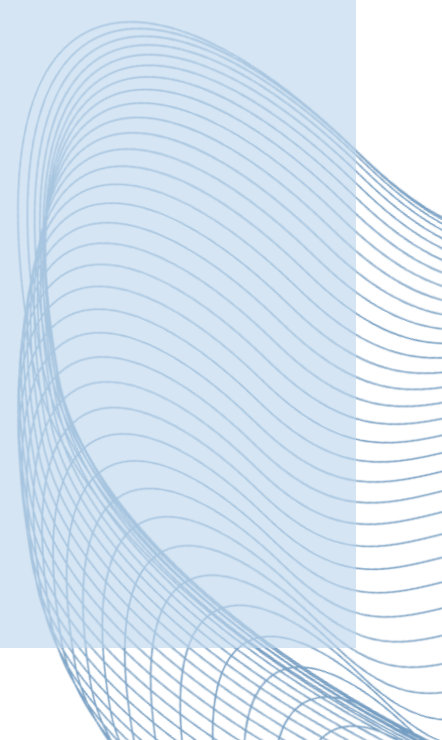
- Write a plan for what you will eat tomorrow for breakfast, lunch, and dinner. Use full sentences like "For breakfast, I will eat..."

## **True or False:**

- "You eat breakfast at night." (False)
- "Lunch is usually in the middle of the day." (True)

## **Writing Activity:**

- Write a short paragraph about your favorite meal of the day. Describe what you usually eat and why you like it.





End of

Seventeenth  
Day





# Fourth Module

Day Eighteen



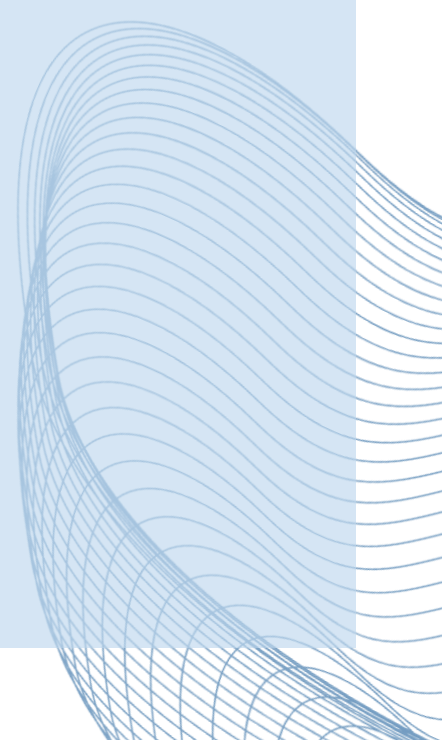


# Identifying Healthy and Unhealthy Foods

## Healthy Foods Examples:

- Fruits (Apple, Banana)
- Vegetables (Carrot, Broccoli)
- Whole grains (Brown rice, Whole wheat bread)
- Lean proteins (Chicken, Fish)

## Unhealthy Foods Examples:

- Sugary snacks (Candy, Cookies)
  - Fried foods (French fries, Fried chicken)
  - Sugary drinks (Soda, Energy drinks)
  - Processed foods (Hot dogs, Instant noodles)
- 



# HEALTHY



# UNHEALTHY



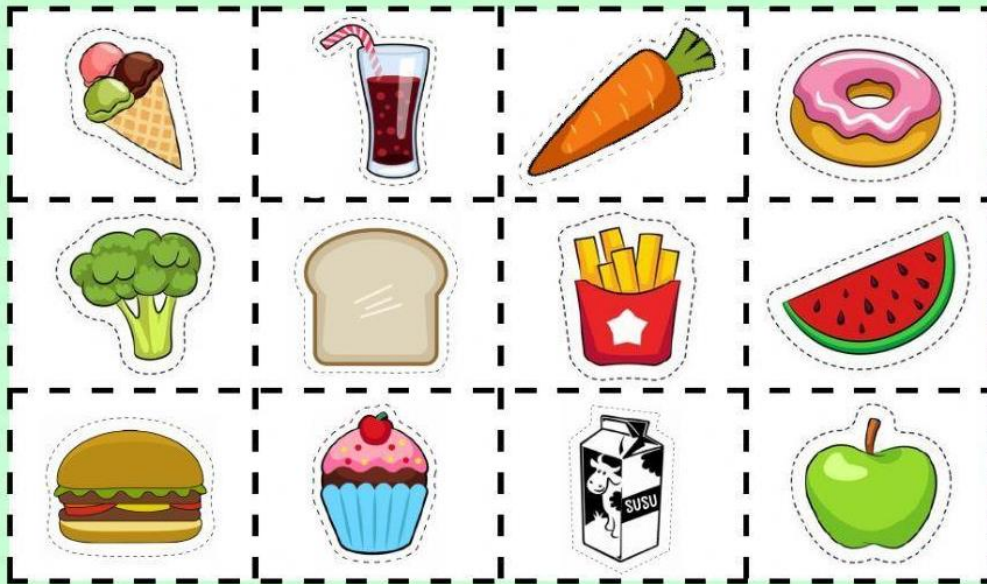
**VS**





## HEALTHY AND UNHEALTHY FOOD

Group the food into 'Healthy' or 'Unhealthy' food.

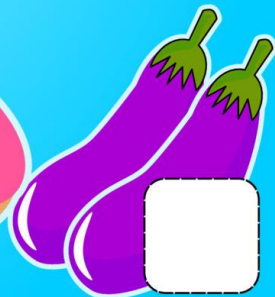
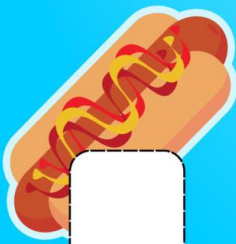


Healthy Food	

Unhealthy Food	



i know healthy and unhealthy food



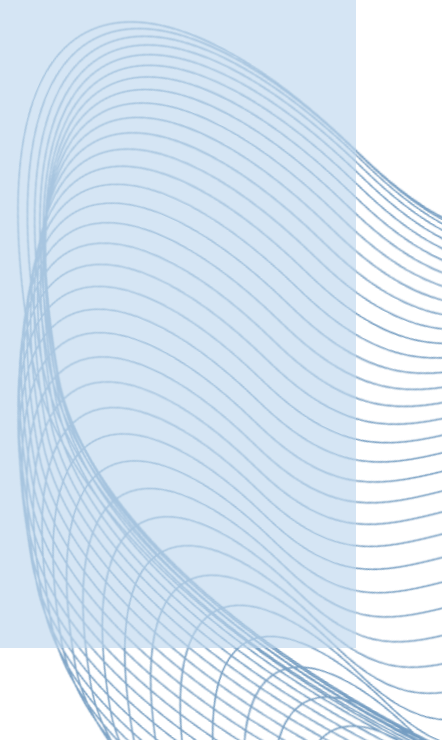


# Conversation

## Scenario 1: Choosing Healthy Foods

- **Teacher:** "What is a healthy snack you like?"
- **Student:** "I like apples and yogurt."
- **Teacher:** "Why do you think apples are healthy?"
- **Student:** "Because they have vitamins and are good for you."

## Scenario 2: Discussing Unhealthy Foods

- **Teacher:** "What is a food that you think is unhealthy?"
  - **Student:** "Candy is unhealthy because it has a lot of sugar."
  - **Teacher:** "How does eating too much candy affect your health?"
  - **Student:** "It can make you gain weight and hurt your teeth."
- 



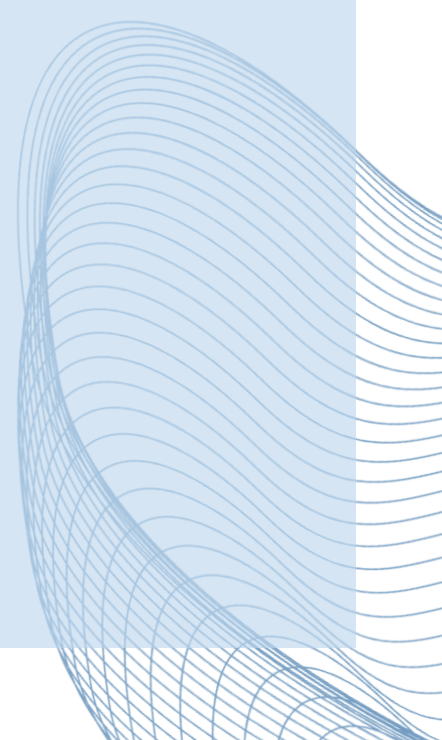
### 1. Scenario 3: Making Healthy Choices

- **Teacher:** "If you are at a party, how can you choose a healthy snack?"
- **Student:** "I can choose fruit or vegetables instead of chips or cake."

### 2. Scenario 4: Discussing Meal Choices

- **Teacher:** "What's a healthy meal you can have for lunch?"
- **Student:** "I can have a salad with chicken and water."

### 3. Scenario 5: Understanding Food Labels

- **Teacher:** "How can you tell if a food is healthy by looking at its label?"
  - **Student:** "You can check if it has a lot of vitamins and low sugar."
- 



# Activity Number 18



**Activity Name:** Healthy Plate Drawing

## **The objective of the activity:**

- Encourage creativity and understanding of balanced meals



## **Executing the activity:**

- Ask students to draw a plate with healthy foods for each meal (breakfast, lunch, and dinner). They can use a variety of fruits, vegetables, and whole grains.



**Time:** 10  
minutes



**Activity:**  
Group



# Test

## Multiple Choice Questions:

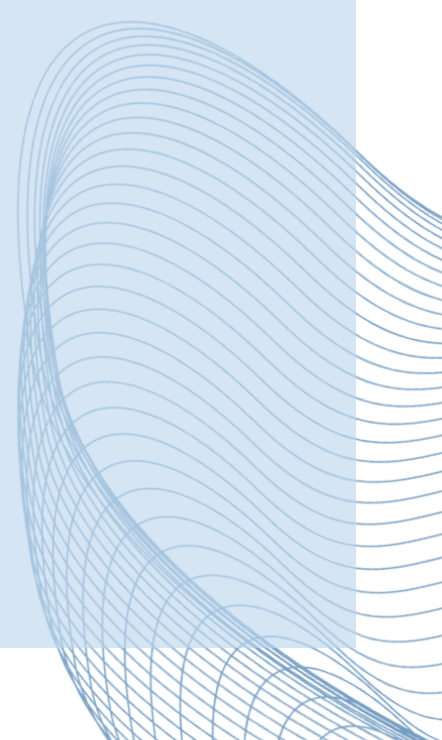
- **Question 1:** "Which of these is a healthy food?"
  - a) Candy
  - b) Carrot
  - c) Soda
- **Question 2:** "Which food is unhealthy?"
  - a) Apple
  - b) French fries
  - c) Chicken

## True or False:

- "Broccoli is a healthy vegetable." (True)
- "Cookies are a healthy snack." (False)

## Matching:

- Match the food with its category (Healthy or Unhealthy):
  - Pizza: Unhealthy
  - Banana: Healthy
  - Soda: Unhealthy
  - Yogurt: Healthy





# Test

## Fill in the Blanks:

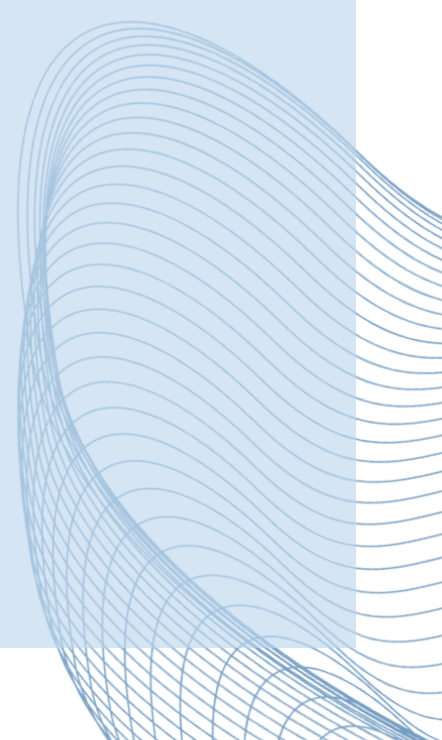
- "\_\_\_ (Apple/French fries) is a healthy food."
- "\_\_\_ (Soda/Water) is a better drink choice for your health."

## Short Answer:

- "Name one healthy food and one unhealthy food."
- "Why is it important to eat healthy foods?"

## Food Label Reading:

- Provide a mock food label with nutrition information. Ask students to identify whether the food is healthy based on its contents (e.g., low sugar, high fiber).





# Dictation time

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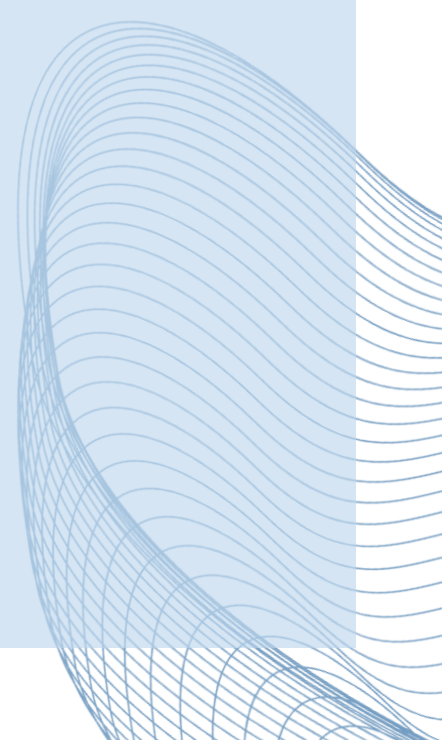
# Homework

## Multiple Choice:

- **Question 1:** "Which of these is a healthy breakfast choice?"
  - a) Pancakes with syrup
  - b) Oatmeal with fruit
  - c) Donuts
- **Question 2:** "Which snack is considered unhealthy?"
  - a) Celery sticks
  - b) Potato chips
  - c) Fruit salad

## Fill in the Blanks:

- "Eating \_\_\_\_ (fruit/candy) is good for your health."
- "\_\_\_\_ (Chocolate/Soup) is a better choice for a healthy lunch."





# Homework

## Draw **and** Label:

- Draw a healthy meal and an unhealthy meal. Label each meal and explain why one is healthy and the other is not.

## Food **Diary**:

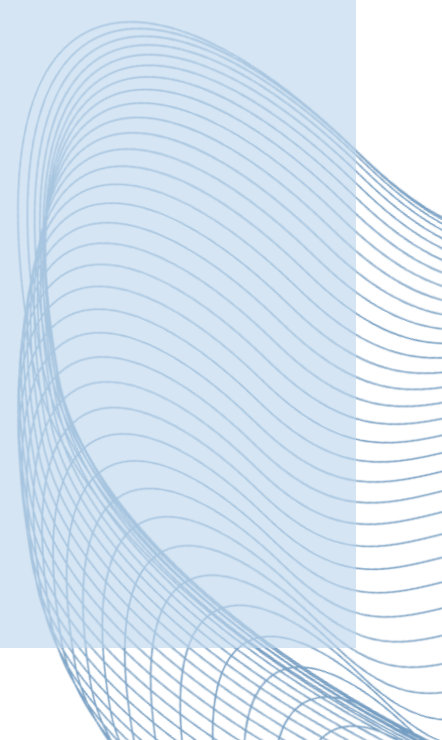
- Keep a diary of what you eat for breakfast, lunch, and dinner for three days. Identify which foods are healthy and which are not.

## Short **Essay**:

- Write a short paragraph about why it's important to eat healthy foods and what you can do to make better food choices.

## Create a **Healthy Meal Plan**:

- Plan a full day of meals, including breakfast, lunch, and dinner. Ensure that all meals include healthy food choices and describe why each choice is healthy.







End of

Eighteenth Day





# Fourth Module

Day Nineteen

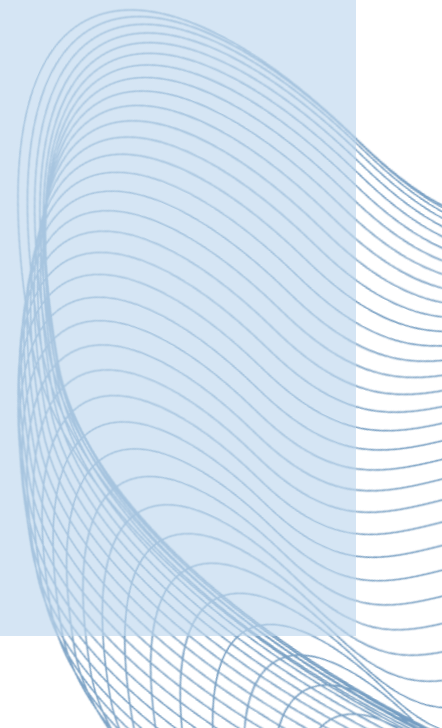




# Learning Phrases Related to Health and

## Common Phrases:

- "Eating fruits and vegetables is good for you."
- "Drinking water helps keep you hydrated."
- "Too much sugar can be bad for your teeth."
- "A balanced meal includes proteins, carbs, and fats."
- "Exercise is important for staying healthy."
- "Try to eat whole grains instead of processed foods."
- "Snacking on nuts can be a healthy choice."

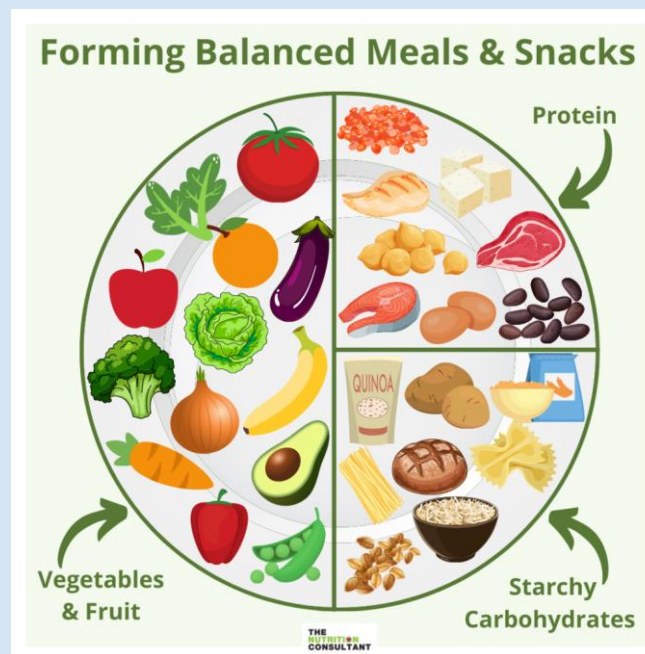




"Eating fruits and vegetables is good for you."



"A balanced meal includes proteins, carbs, and fats."

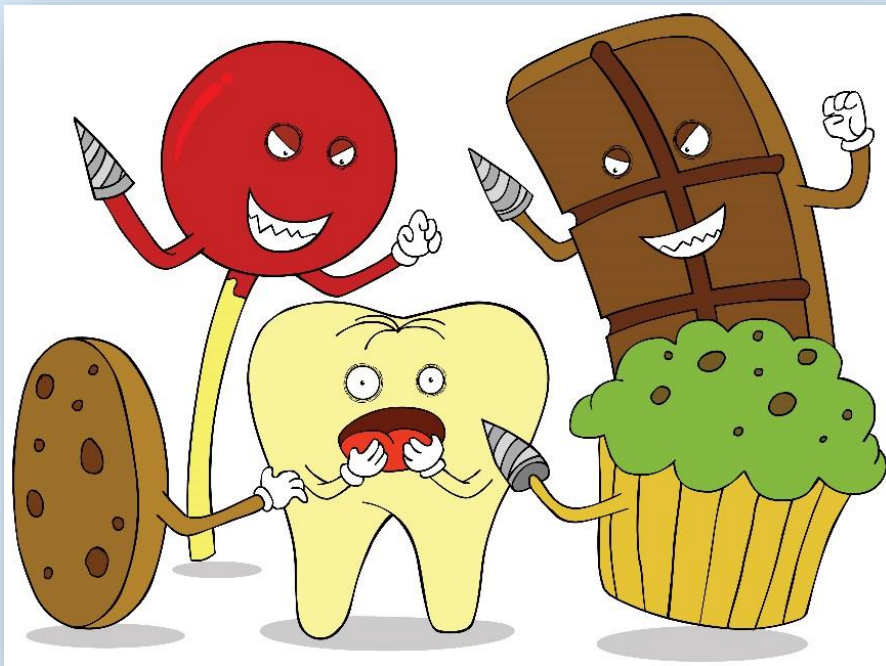




🗣️: "Drinking water helps keep you hydrated."



“Too much sugar can be bad for your teeth.”





"Exercise is important for staying healthy."





# Conversation

## Scenario 1: Healthy Eating Advice

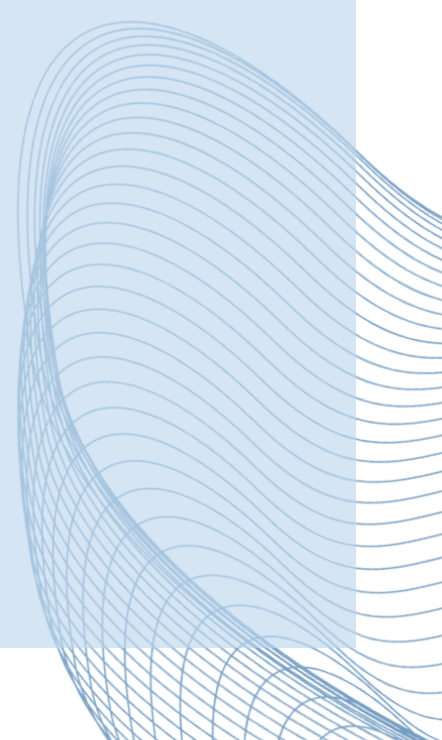
- **Teacher:** "What do you think about eating fruits every day?"
- **Student:** "Eating fruits every day is good for you because they have vitamins."

## Scenario 2: Discussing Hydration

- **Teacher:** "Why is it important to drink water?"
- **Student:** "Drinking water helps keep you hydrated and makes you feel better."

## Scenario 3: Avoiding Sugary Snacks

- **Teacher:** "How can too much sugar affect your teeth?"
- **Student:** "Too much sugar can be bad for your teeth and cause cavities."





#### Scenario 4: **Balanced Meals**

- **Teacher:** "What should a balanced meal include?"
- **Student:** "A balanced meal includes proteins, carbs, and fats like chicken, rice, and vegetables."

#### Scenario 5: **Healthy Snacking**

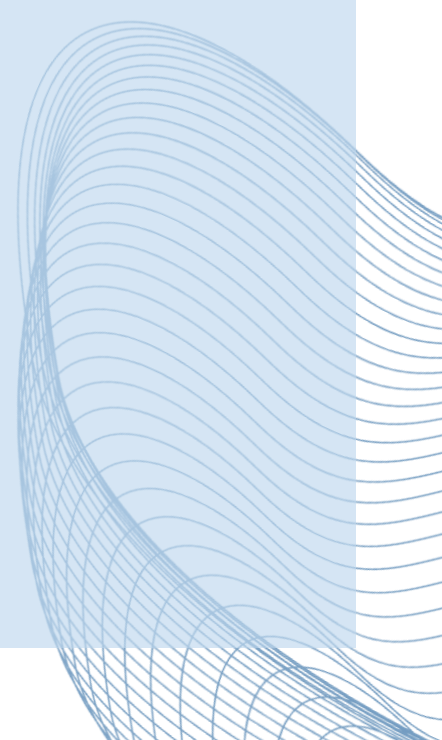
- **Teacher:** "What's a healthy snack you can choose?"
- **Student:** "Snacking on nuts or fruit can be a healthy choice."

#### Scenario 6: **Exercise Importance**

- **Teacher:** "Why is exercise important for staying healthy?"
- **Student:** "Exercise helps keep your body strong and makes you feel good."

#### Scenario 7: **Choosing Whole Grains**

- **Teacher:** "What's better: whole grains or processed foods?"
- **Student:** "Whole grains are better because they are healthier for you."





# Activity Number 19



## Activity Name: “Phrase Relay” Game

### The objective of the activity:

- Practice using phrases in context in a fun, active way.



### Executing the activity:

- Divide students into teams. Each team must use a phrase correctly in a sentence and then pass a “phrase baton” to the next member. Continue until all phrases are used.



**Time:** 10  
minutes



**Activity:**  
Group



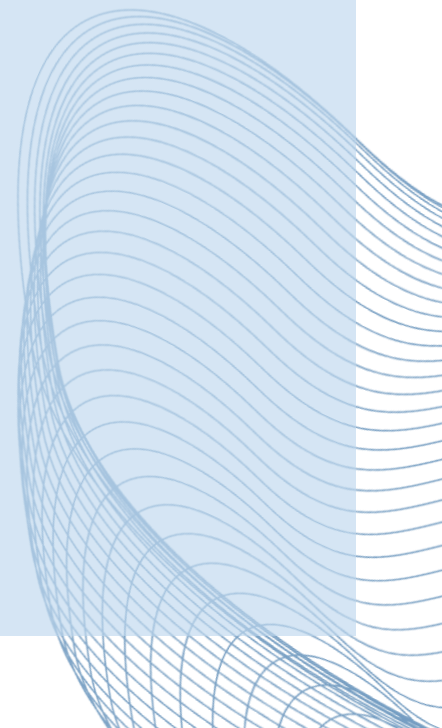
# Test

## Multiple Choice Questions:

- **Question 1:** "Which phrase means that fruits are good for you?"
  - a) "Eating fruits and vegetables is good for you."
  - b) "Too much sugar can be bad for you."
  - c) "Exercise helps keep you healthy."
- **Question 2:** "What does the phrase 'Drinking water helps keep you hydrated' mean?"
  - a) Water makes you feel sleepy.
  - b) Water helps you stay well-hydrated.
  - c) Water is bad for your health.

## True or False:

- "Eating a balanced meal includes just vegetables." (False)
- "Snacking on nuts can be a healthy choice." (True)





# Test

## Matching:

- Match the phrase with its meaning:
  - "Too much sugar can be bad for your teeth" – Sugary foods can cause cavities.
  - "Exercise is important for staying healthy" – Physical activity helps keep your fit.

## Fill in the Blanks:

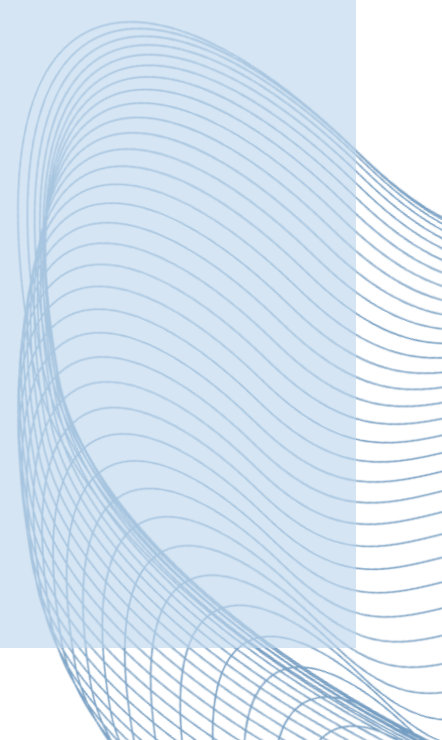
- "A balanced meal includes proteins, \_\_\_, and fats."
- "Drinking \_\_\_ helps keep you hydrated."

## Short Answer:

- "Name two reasons why eating fruits is good for you."
- "What are two things you should include in a balanced meal?"

## Phrase Usage:

- Use the following phrases in sentences: "Try to eat whole grains," "Eating fruits and vegetables is good for you."





# Dictation time

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# Homework

## Multiple Choice:

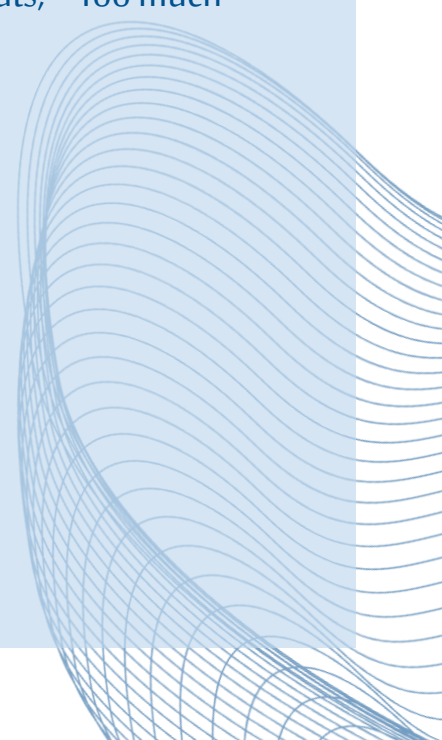
- **Question 1:** "Which phrase is used to describe the benefit of drinking water?"
  - a) "A balanced meal includes proteins."
  - b) "Drinking water helps keep you hydrated."
  - c) "Exercise helps keep you healthy."
- **Question 2:** "Which food choice is healthier?"
  - a) Candy
  - b) Apple
  - c) Soda

## Fill in the Blanks:

- "\_\_\_ (Whole grains/Processed foods) are better for you."
- "Eating too much \_\_\_ (sugar/protein) can be bad for your health."

## Phrase Creation:

- Write a sentence using each of these phrases: "Snacking on nuts," "Too much sugar."





# Homework

## **Healthy Meal Plan:**

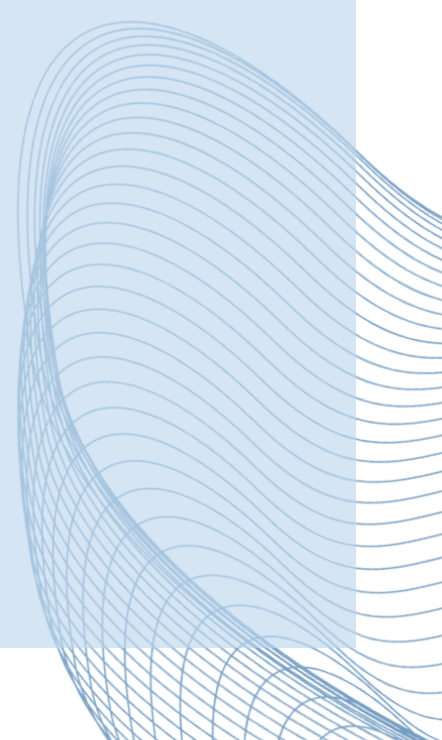
- Plan a healthy meal for breakfast, lunch, and dinner. Write down what you would eat and use at least three health and nutrition phrases.

## **Poster Design:**

- Create a poster showing the benefits of drinking water. Include a phrase from the lesson and draw or paste images of water and other healthy practices.

## **Short Essay:**

- Write a short essay on why exercise is important for your health and use at least two phrases from the lesson.





End of

Nineteenth Day





# Fourth Module

Day Twenty





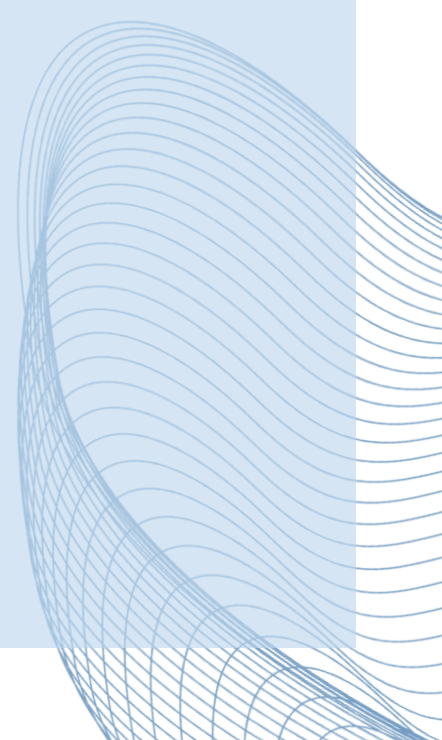
# Test

## Part 1: Multiple Choice (8 points)

### 1. Learning the Names of Popular Foods and Drinks:

- **Question 1:** Which of these is a popular drink?
  - a) Pizza
  - b) Milk
  - c) Sandwich
- **Question 2:** What is a common food eaten for breakfast?
  - a) Spaghetti
  - b) Cereal
  - c) Hamburger

### 2. Learning the Names of the Three Meals:

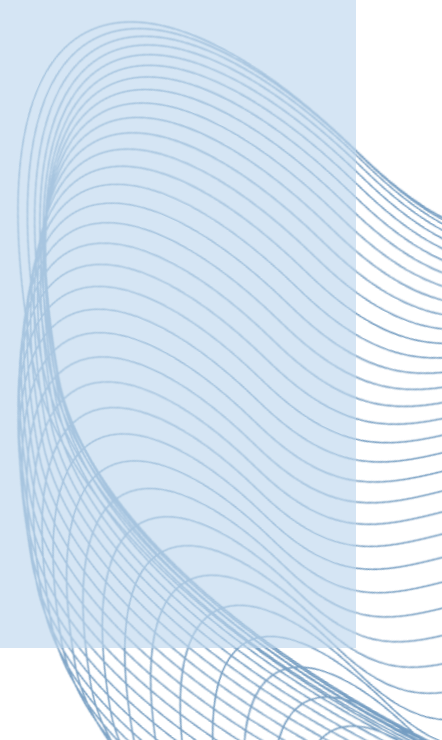
- **Question 3:** What meal is typically eaten in the evening?
    - a) Breakfast
    - b) Lunch
    - c) Dinner
  - **Question 4:** Which meal is usually eaten in the middle of the day?
    - a) Dinner
    - b) Breakfast
    - c) Lunch
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### 3. Identifying Healthy and Unhealthy Foods:

- **Question 5:** Which of these foods is considered healthy?
  - a) French fries
  - b) Carrot sticks
  - c) Candy
- **Question 6:** Which food is an example of an unhealthy snack?
  - a) Apple
  - b) Chips
  - c) Yogurt

### 4. Learning Phrases Related to Health and Nutrition:

- **Question 7:** Which phrase means that fruits are beneficial?
    - a) "Too much sugar can be bad for your teeth."
    - b) "Eating fruits and vegetables is good for you."
    - c) "Exercise helps keep you healthy."
  - **Question 8:** What does the phrase "Drinking water helps keep you hydrated" refer to?
    - a) Water helps you feel sleepy.
    - b) Water is good for keeping you hydrated.
    - c) Water makes you tired.
- 



## Part 2: True or False (6 points)

### 1. Learning the Names of Popular Foods and Drinks:

- **Question 1:** "Pizza is a common food eaten for breakfast." (False)

### 2. Learning the Names of the Three Meals:

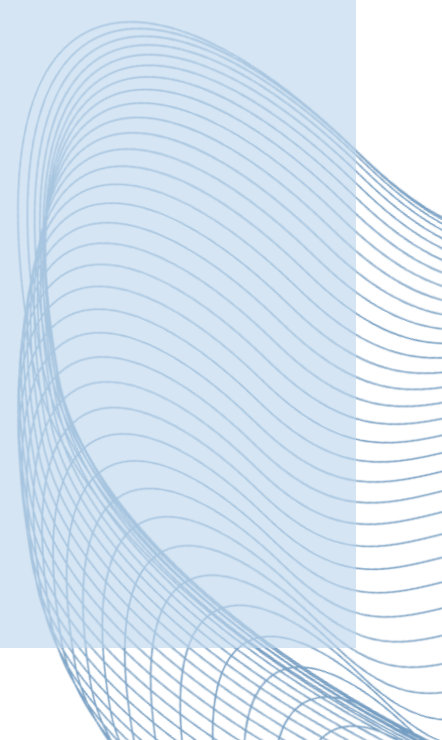
- **Question 2:** "Lunch is typically eaten in the morning." (False)

### 3. Identifying Healthy and Unhealthy Foods:

- **Question 3:** "Cookies are considered a healthy snack." (False)
- **Question 4:** "Carrot sticks are a healthy choice for a snack." (True)

### 4. Learning Phrases Related to Health and Nutrition:

- **Question 5:** "Exercise is not important for staying healthy." (False)
- **Question 6:** "Eating a balanced meal includes proteins, carbs, and fats." (True)

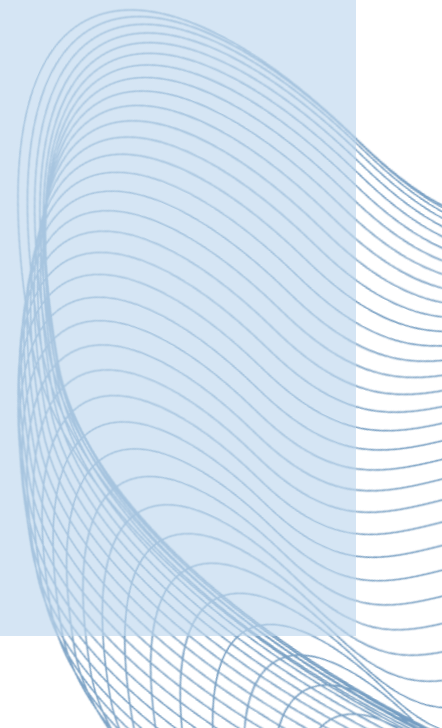




### Part 3: Matching (8 points)

1. **Instructions:** Match each phrase with the correct image or description.

- **Phrase 1:** "Eating fruits and vegetables is good for you."
  - a) Picture of a burger
  - b) Picture of fruits and vegetables
- **Phrase 2:** "Drinking water helps keep you hydrated."
  - a) Picture of water bottle
  - b) Picture of soda
- **Phrase 3:** "Too much sugar can be bad for your teeth."
  - a) Picture of candy
  - b) Picture of nuts
- **Phrase 4:** "A balanced meal includes proteins, carbs, and fats."
  - a) Picture of a pizza
  - b) Picture of a plate with chicken, rice, and vegetables





## Part 4: Fill in the Blanks (8 points)

### 1. Learning the Names of Popular Foods and Drinks:

- **Question 1:** "For breakfast, you might eat \_\_\_\_ (cereal/pasta)."
- **Question 2:** "A common drink is \_\_\_\_ (juice/soup)."

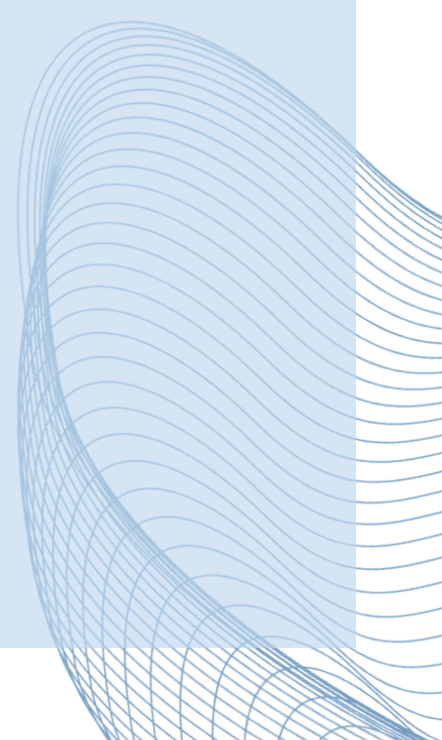
### 2. Learning the Names of the Three Meals:

- **Question 3:** "\_\_\_\_ (Breakfast/Lunch) is usually eaten in the morning."
- **Question 4:** "\_\_\_\_ (Dinner/Breakfast) is the meal you eat at night."

### 3. Identifying Healthy and Unhealthy Foods:

- **Question 5:** "\_\_\_\_ (Candy/Apple) is a healthy food."
- **Question 6:** "\_\_\_\_ (Soda/Water) is better for staying hydrated."

### 4. Learning Phrases Related to Health and Nutrition:

- **Question 7:** "Eating too much \_\_\_\_ (sugar/vegetables) can be bad for your health."
  - **Question 8:** "Exercise helps keep you \_\_\_\_ (tired/healthy)."
- 



## **Part 5: Short Answer (16 points)**

### **1. Learning the Names of Popular Foods and Drinks:**

- **Question 1:** "Name two popular drinks."
- **Question 2:** "What is a common food for lunch?"

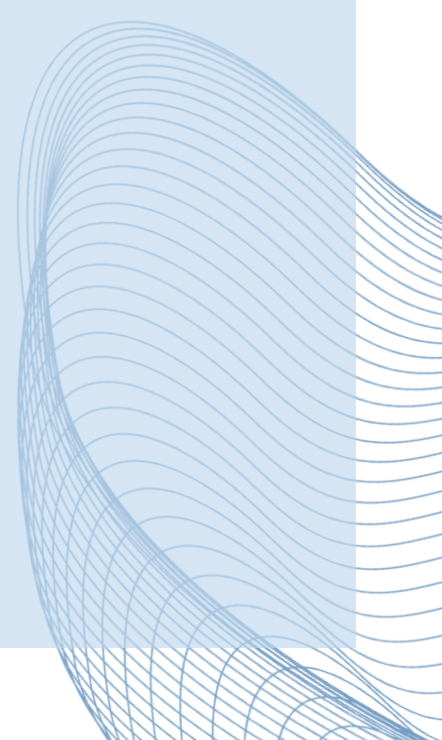
### **2. Learning the Names of the Three Meals:**

- **Question 3:** "What are the three main meals of the day?"
- **Question 4:** "What do you usually eat for dinner?"

### **3. Identifying Healthy and Unhealthy Foods:**

- **Question 5:** "Name one healthy and one unhealthy food."
- **Question 6:** "Why is it important to eat healthy foods?"

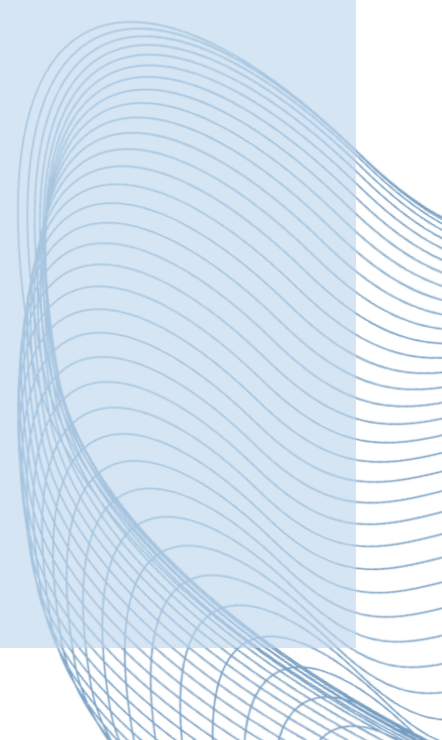
### **4. Learning Phrases Related to Health and Nutrition:**

- **Question 7:** "What does the phrase 'Eating fruits and vegetables is good for you' mean?"
  - **Question 8:** "Why should you drink water according to the phrases learned?"
- 



### Part 6: Short Essay (10 points)

1. **Instructions:** Write a short essay (4-5 sentences) about why eating healthy foods and using the phrases related to health and nutrition is important. Include examples from the phrases and topics covered in the test.





End of

Twentieth Day





## Sources and Reference s



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