MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

English as a Second Language



1

Preparatory Stage - Year One

First Term

2026 - 2027

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Unit	Key Vocabulary	Reading Focus	Phonics	
Unit 1 – About Me	hello, hi, goodbye, name, age, friend,	Read short self-introduc-tions; recognize names	Short vowels, initial conson-ants	
Unit 2 – My Family	mother, father, brother, sister, grandma, baby, uncle, aunt	Read simple sentences about family members	sh, ch	
Unit 3 – My School & Friends	pen, book, bag, desk, chair, pencil, friend, teacher	Read short sentences about classroom objects and friends	ee, ai	
Review 1	hello, hi, goodbye, name, age, friend, mother, father, brother, sister, grandma, baby, uncle, aunt, pen, book, bag, desk, chair, pencil, friend, teacher		Short vowels, initial consonants, sh, ch, ee, ai	

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	Writing Tasks	Grammar	Life Skills	Values	Global Issues	Project
	Write 1–2 sentences about self	Be (am/is/are)/	Greeting and introduc -ing	Respect, confid-ence	Personal identity	"All About Me" card
	Write 1–2 sentences about family	This is + Possessive adjectives: my, your	Talking about family	Caring, respect	Family relation-ships	Family tree drawing
	Short vowels, initial conson-ants, sh, ch, ee, ai	there is/are, singular/plural nouns	Following classroom routines; making friends	Respon-sibility, cooper-ation	Education	Classroom map + favorite friend sentence
	short sentences	Be (am/is/are)/ This is + Possessive		consoli-dation		Mini Book
		adjectives: my, your, There is/ are/				

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Introduction

Welcome to your English learning journey!

This book is designed for students learning English as a second foreign language at the preparatory stage. It helps you build a foundation in English through familiar topics, clear examples, and activities that encourage you to take part.

In each unit, you will listen, speak, read, and write about people, places, and situations connected to your daily life. You will learn useful words and expressions, practise language in context, and use what you learn to communicate with your classmates. Pair work, games, short texts, and guided tasks will help you grow in confidence step by step.

Learning a new language also means learning about other people and sharing ideas. This book encourages you to ask questions, work with others, show respect, and express your thoughts in simple English. Making mistakes is a natural part of learning, so keep trying and notice how much you improve.

We hope this book makes English enjoyable and gives you the confidence to use it both inside and outside the classroom.

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UNIT 1

About Me



Unit Objectives

By the end of this unit, students will be able to:

1. introduce themselves using basic sentences
   (My name is…, I am … years old)
2. respond to greetings politely
3. Write 1–2 simple sentences to introduce themselves (name and age).
4. Recognize and pronounce short vowel sounds (a, e, i, o, u) in words.
5. Use the verb “be” (am/is/are) correctly in simple affirmative sentences.
6. Recognize and pronounce initial consonant sounds (m, s)
7. read and understand short, simple texts

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New Friends



Listen and repeat



Hello



Hi



goodbye



school

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Listen, read, and point



Ahmed: Hi. What's your name?
Salma: I'm salma. And you.
Ahmed: I'm Ahmed. How are you?
Salma: I'm good. How old are you?
Ahmed: I'm 12. And you?
Salma: I'm 13. Goodbye.
Ahmed: Goodbye.

1. Read and answer these questions:

1. What is the girl's name?

→ _____

2. How old is Ahmed?

→ _____

2. Choose the correct answer:

1. The name of the boy is _____.
A) Salma B) Omar C) Ahmed
2. Salma is _____.
A) 12 B) 18 C) 13
3. Salma and Ahmed are at _____.
A) school B) hospital C) farm

3. Read and Match:

1. What is your name?	A. I am eight years old.
2. How old are you?	B. I am Salma.
3. Goodbye!	C. Goodbye!

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Language Focus

Verb to Be (Affirmative)

We use am / is / are to talk about people, things, and situations in the present.

Affirmative Forms:

- I am (I'm)
- You / We / They are (You're / We're / They're)
- He / She / It is (He's / She's / It's)

Examples

I'm Ali.

She is Sara.

They are at school.

Practice

1. Choose the correct answer:

1. My name ___ Ahmed.
   A) am B) is C) are
2. The students ___ in class.
   A) is B) am C) are
3. I ___ from Egypt.
   A) am B) is C) are

2. Fill in with am / is / are:

1. We ___ in the classroom now.
2. I ___ a student in first year of preparatory school.
3. They ___ at school today.
4. It ___ a sunny day.

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Work with your partner:

3. Ask and Answer with your partner:

Ali: What is your name?”

Sara : My name is Sara.

Ali: How old are you?

Sara : I am thirteen years old.

Write About Yourself

My name is _____.

I am _____ .

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Lesson 2 My First Day at School

Listen and read



Ali is in a new class. At the door, he meets a kind man who says hello. Ali smiles and says hello back. He sits with a friend. At lunch, he has chicken and rice. It is a hot day, but fun.

1. Fill in the blanks with words below:
(cup – friend – man)

1. He meets a _____ at the door.
2. Ali sits with a _____ in class.
3. At lunch, he has a _____ of tea.

2. Read and Tick true or false:

1. The man at the door is not kind. ( )
2. Ali sits with a friend in class. ( )
3. Ali has chicken and rice at lunch. ( )

Phonics Focus – Short Vowel Sounds

Tip

- /æ/ **(a)** → open mouth wide **(man)**
- /e/ **(e)** → mouth slightly open **(friend)**
- /ɪ/ **(i)** → small smile, relaxed sound **(in)**
- /ɒ/ **(o)** → round mouth, short sound **(hot)**
- /ʌ/ **(u)** → relaxed mouth, central sound **(cup)**

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Practice

1. Listen and Say:

man

pen

sit

hot

sun

2. Reorder the letters to make a word:

1. n a m → _____
2. d e r n i f → _____
3. t h o → _____
4. p c u → _____
5. t i s → _____

3. Circle the odd one out:

1. man – hat – sad – cup
2. cup – sun – hello - bus
3. hot– big – pin – sit
4. friend – man – bed – pen
5. hot – not – dog – cup

4. Listen and repeat:

A man in class sits with a cup.

A friend sits in the sun.

Man, class, friend — a good day.

5. Look and complete:

(sun – bus – hot – friend)

Ben is at a _____ stop. He sits with a _____. It is a _____ day, and they sit in the _____.

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Lesson 3 Let's Play Together

Listen and read

Story

Laila and Seif are in the school playground. They are playing a simple game and running together. Laila says, "I am fast." Seif says, "You are strong too." They are happy and enjoy their time. They are good friends.

New Words :

- **playground** = place for playing
- **fast** = quick
- **happy** = not sad
- **active** = full of energy

1. Match the words with their meanings :

(A)	(B)
1) playground	a) quick
2) happy	b) place for playing
3) active	c) full of activity
4) fast	d) not sad

2. Read and check true or false:

1. Laila and Seif are in the playground. ( )
2. They are reading a book. ( )
3. They are good friends. ( )

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3. Answer these questions

- Where are Laila and Seif?
- Are they happy?

Values Tip



We play together and respect our friends.

Good friends help and enjoy time together.

Language Focus: Pronouns I & You

We use I when we talk about ourselves.

We use YOU when we talk to another person.

Examples :

I am fast.

You are strong.

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Practice

1. Choose the correct answer

1. ___ am fast.

A) I B) You C) He

2. ___ are strong.

A) I B) You C) She

3. ___ are my friend.

A) He B) I C) You

2. Fill in with (I / You)

1. ___ am in the playground.
2. ___ are kind.
3. ___ am a student.

Speak

Pair work

Work with a partner :

Student A:

- I am fast.
- I am happy.

Student B:

- You are strong.
- You are my friend.

Then change roles.

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Lesson 4

A Day in the Park



Listen and repeat

Mona and Sara are on a school trip. The sun is bright. Mona sits on a bench in the sun. and smiles. Sara sits with her friends. They eat a simple meal and enjoy the trip. They take pictures and talk happily together.

New Words :

- **bench** = a long seat in a park
- **bright** = full of light
- **meal** = food you eat

1. Answer these questions

1. Where are Mona and Sara? → _____
2. Who sits on a bench? → _____
3. Do they enjoy the trip? → _____

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2. Choose the correct answer

1. Mona sits on a _____

a) chair

b) bench

c) table

2. The sun is _____

a) bright

b) small

c) cold

3. They eat a _____ meal

a) big

b) simple

c) fast

Phonics Tip Initial Consonant Sounds

Initial consonant sounds are the first sounds we hear at the beginning of words.

They help us read and pronounce words correctly.

Examples:

- /m/ → Mona
- /s/ → sun

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Phonics Practice

1. Listen and complete with m or s :

___un 

___eal 

___it 

2. Reorder the letters to make a word:

laem → _____ ..... 

loohcs → _____ ..... 

noMa → _____ ..... 

3. Circle /s/ words

sit Mona sun table Sara school pen

Writing – Personal Profile Card



Model:

My name is Ahmed.

I am 13 years old.

Complete your personal profile:

My name is _____.

I am _____ years old.

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Project: My Profile Card

Students design a personal profile card and introduce themselves to the class.They write simple information about themselves and decorate their card.

Task:

- Write your name
- Write your age
- Draw or stick a picture of yourself

Example:

"This is me. My name is Ali. I am 13 years old."

Presentation Task

Present your profile to the class:

"Hello, my name is _____. I am _____ years old."

Self-Assessment

Read and check (√) or (×) :

I can say my name. ( )

I can say my age. ( )

I can introduce myself. ( )

I can write simple sentences. ( )

I can say "Hello" and greet others. ( )

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UNIT 2

MY FAMILY



Unit Objectives

By the end of this unit, students will be able to:

1. Name family members (mother, father, sister, brother, grandma, baby, uncle, aunt).
2. Use “This is …” to introduce people.
3. Recognize and say sh and ch sounds.
4. Read short texts about family.
5. Write 1 simple sentence (3–5 words) about family.

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My Big Family



Listen and repeat

mother – father – sister – brother –
baby – grandma – uncle – aunt










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Listen and read the following text

This is Sherine. This is her family. This is her mother. She is kind. This is her father. He is busy. These are her sister and brother. They are playing. This is her **baby** brother. He is small.

Comprehension

1. Read and answer these questions

1. Who is kind?
2. Who is busy?

2. Read and check true or false

1. This is Sherine's family. ( )
2. The baby is big. ( )
3. Her mother is kind. ( )

Language Focus: "This is ..."

Read and Say

Examples:

This is my mother.
This is my father.
This is my brother.

Tip

We use **"This is ..."** to introduce **one person** in a family.
We use it when we point to or show someone in a picture.

Examples:

- This is my sister.
- This is my grandma.
- This is my brother.

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Practice



1. Look and Complete

This is my _____

2. Choose the correct answer

1. _____ is Sherine.

a) This b) He c) It

2. This ___ her mother.

a) am b) is c) are

3. This ___ her father.

a) is b) are c) am

3. Reorder the following words to make sentences:

1. is / This / my / mother.

→ _____

2. my/ This / sister / is.

→ _____

3. is / uncle / my / This.

→ _____

Work with your partner:

Read and complete about yourself



Example

This is my mother. She is kind.

"This is my _____. He/She is _____."

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Lesson 2

At the Shop



Listen and Read

This is Sherine. She is in the shop. She is with her mother. The shop is big. She sees a fish and a brush. The fish is small. Sherine is happy.

Comprehension

1. Read and check true or false:

1. Sherine is in the shop. ( )
2. The fish is big. ( )
3. She sees a fish and a brush. ( )

2. Answer the following questions:

1. Where is Sherine?
2. Who is with Sherine?

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Phonics Focus: /sh/

Tip

The sound sh is a soft sound.
Put your lips forward and push air slowly: shhhhh

Examples:

- she
- shop
- fish
- brush

Practice

1. Listen and say:

she – shop – fish

2. Listen and circle the sound /sh/:

she chair fish child shop

Group Speaking

Say together:

- "She is in the shop."
- "The fish is small."

Look at the picture and complete:

This is _____. She is in the _____. She sees a _____



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Lesson 3

Shady's Happy Family



Read and repeat

I am Shady. This is my family. My mother shares food. My father helps me. My sister shares her toys. My brother plays with his ball. We help and share together. It is a happy family.

Comprehension

1. Read and check true or false

1. Shady's father helps him. ( )
2. His sister shares her toys. ( )
3. The family is happy. ( )

2. Read again and answer these questions:

1. Who shares food? → _____
2. Who helps Shady? → _____
3. What does the brother play with?

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Values Tip



- We help and share in our family.
- Members of a happy family help and care for each other.

Language Focus: Possessive Adjectives

We use I when we talk about ourselves.

We use YOU when we talk to another person.

Examples :

I am fast.

You are strong.

We use **my, his, her** to show who something belongs to.

- **my** = for me
- **his** = for a boy
- **her** = for a girl

Examples:

- I am Shady. This is **my** family.
- This is **her** toy.
- This is **his** ball.

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Practice

1. Fill in the blanks with (my – his – her):

1. This is _____ family.
2. This is _____ ball. (for a boy)
3. This is _____ toy. (for a girl)

2. Choose the correct answer :

1. This is _____ book. (for me)

a) my b) his c) her

b) his

2. This is _____ bag. (for a girl)

a) my b) her c) his

3. This is _____ pen. (for a boy)

a) her b) my c) his

3. Reorder the following words to make sentences:

1. my / This / family / is.

_____

2. ball / his / This / is.

_____

3. her / This / toy / is.

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Speak

Look at the picture and say:

This is _____ _____.



Example:

This is my father.

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My Family



Listen and Read

Ali: I sit on a chair and eat chips.
Sara: I watch TV and eat chocolate.
Ali: Let's chat and play together.
Sara: We are happy children.
Ali: We make a chain and play.

New Words :

- **chair** = something you sit on
- **chips** = small pieces of food (crispy potatoes)
- **chain** = things connected together

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Comprehension

1. Read and answer these questions:

1. Where does Ali sit? → _____
2. What does Sara eat? → _____
3. Are they happy? →

2. Read and Tick true or false

1. Sara eats rice. ( )
2. They chat and play. ( )
3. They are sad children. ( )

Phonics Focus: ch

A child is sitting on a chair and eating chips.

Another child is playing nearby.



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Phonics Tip

Tip The sound /ch/ is a strong sound.

- We stop the air then release it: ch! ch!

Comparison:

- **sh** = soft sound → **shhh** (quiet sound)
- **ch** = strong sound → **ch!** (clear and sharp sound)

Examples:

- chair
- child
- chips

Phonics Practice

1. Listen and say:

chair – child – chips

2. Circle /ch/ words

chair fish child shop chips

3. Color /sh/ words:

she chair fish child shop chips

Writing – Description Card

This is my mother.



Complete about your family

This is my _____

Write

Write 1 sentence about your family:

This is my _____.

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Project – My Family Presentation Card

Students draw their family tree and present it to the class like a short oral
presentation.

Task:

- Draw your family tree
- Label: mother, father, brother, sister, grandma, uncle, aunt, baby
- Write 2–3 sentences

Example:

This is my family. My mother is kind. My brother is funny.

Presentation Task

Present your family to the class:

This is my _____. He/She is _____.

Self-Assessment

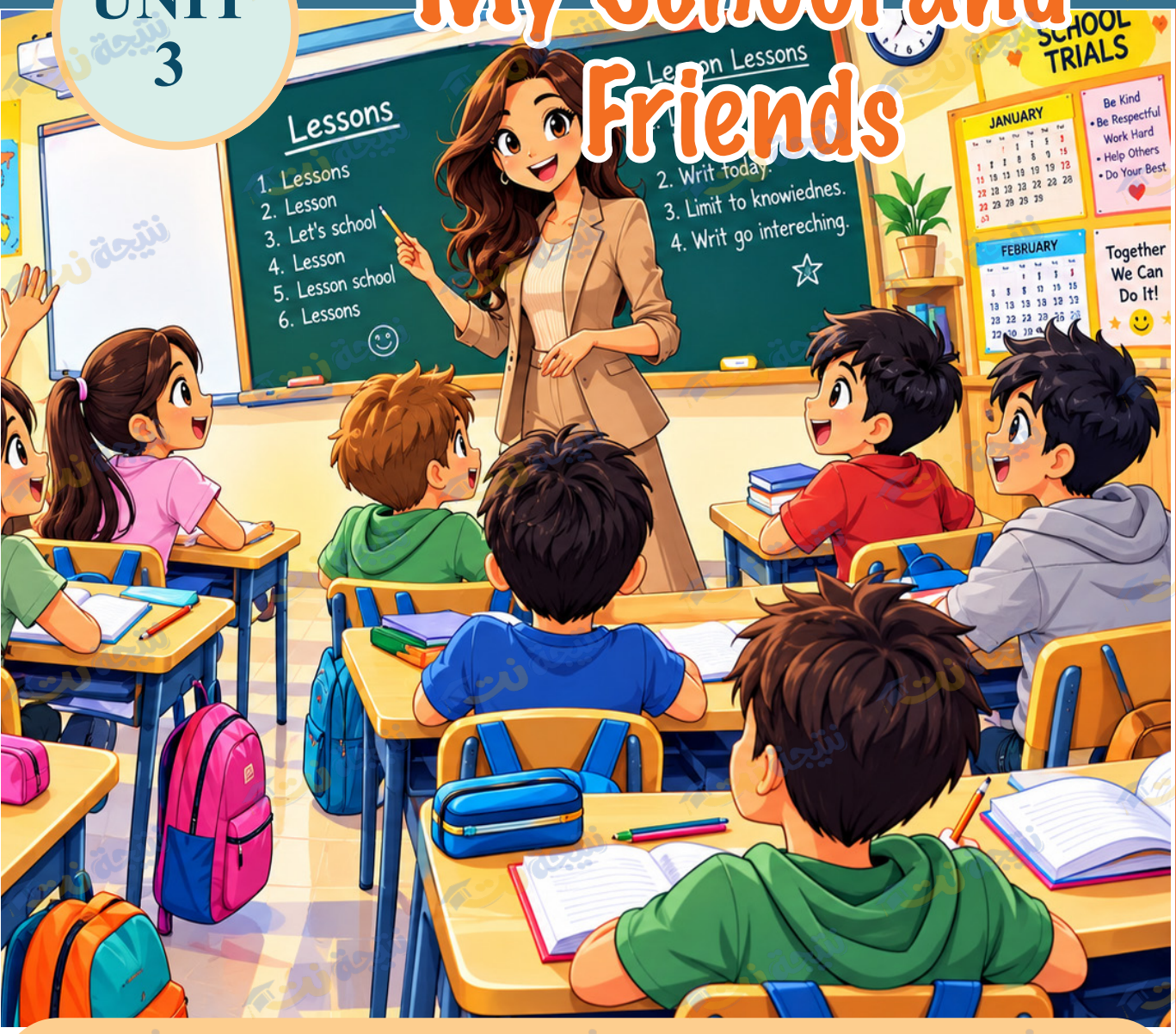
Read and check (√) or (×) :

- [ ] I can say family words
- [ ] I can say "This is …"
- [ ] I can use my, his, her
- [ ] I can read a short text
- [ ]I can say /sh/ and /ch/ sounds

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UNIT 3

My School and Friends



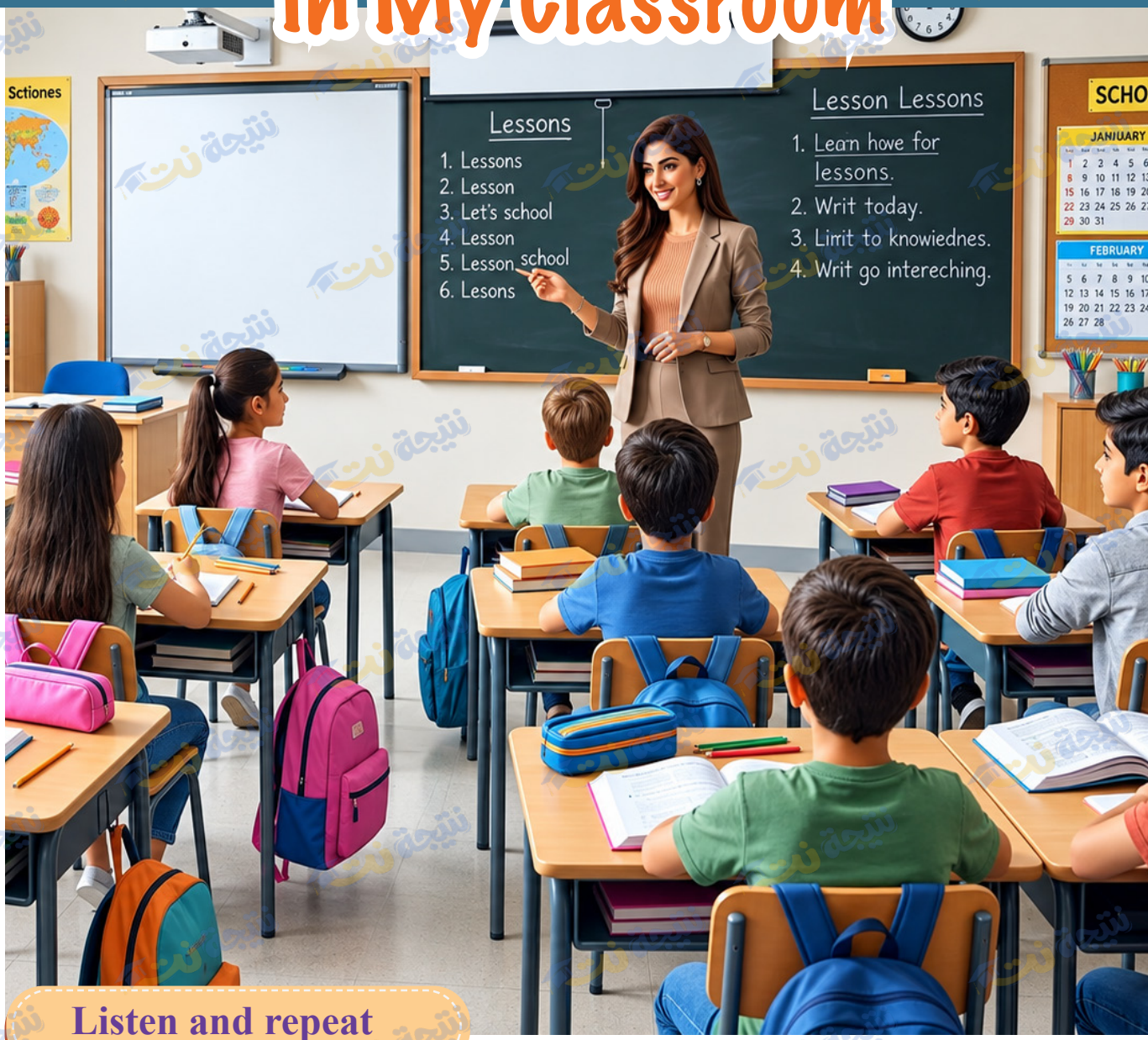
Unit Objectives

By the end of this unit students will be able to:

- name school vocabulary (pen, book, bag, desk, chair, teacher)
- read short classroom texts
- recognize ee vowel sound (tree)
- recognize ai vowel sound (rain)
- use there is / there are
- recognize singular and plural nouns
- write labels and captions for a classroom picture

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In My Classroom



Listen and repeat

New Words :

pen
book
bag
desk
chair
teacher

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Listen and read the following text



This is my classroom. There is a teacher in the class. There are desks and chairs for students. I have a bag and a book on my desk. My pens are in my bag.

Comprehension

1 .Read and Choose the correct answer:

1. Who is in the classroom?

a) teacher

b) doctor

2. What is on the desk?

a) book

b) apple

2 . Look and tick (√) or (×)

1. The teacher is sitting on a chair in the classroom. ( )
2. The pen is on the desk next to the book. ( )

Language Focus

There is / There are ……

Examples

There is a teacher.

There is a desk.

There are chairs.

Tip

Use there is to talk about one thing.

Use there are to talk about more than one thing.

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1 . Look and complete the following sentences:



1. There ___ a teacher.
2. There ___ desks.
3. There ___ a book.

2 . Choose the correct answer:

1. (There is / There are) a teacher in the class.
2. (There is / There are) desks and chairs for the students.
3. (There is / There are) a bag and a book on my desk.

Put the words in order:

1. There /class/ is / a / teacher / in / the.

……..

2. on / desk / book/The / is.

……

3. bag / in / pen/ The / is.

……

4 – Speak about your class

"This is my class. These are _____."

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Lesson 2

My School Things



Listen and Read

I am in my classroom. My bag is on the chair. My book is on the desk. I have a pen in my bag. My teacher is in the classroom.

Comprehension

1 –Look and tick True or False

1. The bag is on the chair
2. The pen is on the floor

2 – Answer the following questions

1. Where is your book?
2. Who is in the classroom?

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Phonics Focus: ee

Tip:

The sound /ee/ is a long, happy sound.

Stretch your lips wide (like a big smile) and make a long sound: eeeeeeee

Examples:

tree - see - bee

Practice

1 –Listen and Say

Tree- see-bee

2 – Listen and Circle the /ee/ sound

tree rain bee chair child

3 – Group Speaking - Say together:

1. "I see the green tree."
2. "The bee is on the seed."

4 – Look at the picture and complete:

1. The teacher can s _ _ the board.
2. There is a b _ _ on the tree.

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Lesson 3

My Busy Classroom



Listen and read

Welcome to my classroom! The teacher is standing and explaining the lesson. Students are sitting at their desks. I have my book and bag. We are all learning together.

Read and repeat

Story

"This is my classroom. The teacher is here. There are desks and chairs. My book is on the desk. My pen is in my bag. I listen to my teacher.

We like our school. It is a happy place."

New Words :

- **teacher** = the person who helps us learn
- **desk** = where we put our books

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• **bag** = where we keep our pens
• **chair** = where we sit

Comprehension

1: Match

(**Choices**: **sits / teaches / holds books / holds pens**)

• teacher → _____
• desk → _____
• bag → _____
• chair → _____

2 – Read and write Yes / No

1. The teacher is in the class. ( )
2. The pen is on the floor. ( )
3. There are desks for students. ( )

3 – Read again and answer

1. Where is the book?
2. Where is the pen?
3. Who is in the class?

Values Tip



We keep our classroom clean.
We help our friends and share our tools.

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Language Focus: Singular vs. Plural (is / are)

Tip:
We use is when we talk about one (Singular).
We use are when we talk about two or more (Plural).

Examples:
is (one person / thing):
- There is a teacher.
- The book is on the desk.

are (more than one):
- There are chairs.
- The students are happy.

Practice

1 – Complete (is / are)
1. There ___ a bag on the chair.
2. There ___ desks in the room.
3. The teacher ___ kind.

2 – Reorder
1. desk / is / My / book / on / the.
→ _____
2. chairs / There / are / four.
→ _____

3 – Choose
1. The pen ___ in the bag. (is / are)
2. The students ___ sitting. (is / are)

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Speak

Look at your classroom and say:

“There is one teacher. This is my desk. There is a book on it. There are many chairs.”

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Lesson 5

My Classroom



Listen and read

"This is my classroom. I see a big tree through the window. Look! There is rain on the glass. I have a pen and a book. My bag is on the chair. We are happy in our school."

New Words :

- **see** = to look with your eyes
- **tree** = a tall green plant
- **rain** = water falling from the sky
- **desk** = where we write
- **chair** = what we sit on
- **teacher** = the person who helps us learn

Comprehension

1 – Read and Answer

1. What can the student see? → a _____
2. What is on the window? → _____
3. Where is the bag? → _____

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Phonics Focus: ai

A child sees a bee in a tree while a train goes by in the rain.



Tip

The sound ai says the name of the letter ‚A‘.

Comparison:

- **ee = Long E sound → tree / see / bee**
- **ai = Long A sound → rain / train / tail**

Phonics Practice

1 – Say:

tail – rain – train

2 – Circle /ee/ words:

tree pen bee bag see

3 – Color /ai/ words:

rain desk train chair tail

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Writing – Description Card (Label + Caption)

Writing Scenario



Model:
"This is my book."
"There is a pen."

1 – Complete about your class:

1. This is my _____ .
2. These are my _____.

2 – Write:

Write 1 sentence about your classroom:

"There is a _____ on my desk."

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Project – My Classroom Map

Project Scenario

Students draw a map of their classroom and label where they sit and where the teacher stands.

Task:

1. Draw your classroom map.
2. Label: teacher, desk, chair, window, door.
3. Write 2–3 sentences.

Example:

"This is my classroom. There is a teacher. There are many desks."

Presentation Task

Present your map to the class:

"This is my …… . My ……. is on it. There …… a ……."

Self-Assessment

Read and tick (√) or (×) on yourself

- [ ] I can say classroom words (bag, desk, ….)
- [ ] I can use "There is….." and "There are….."
- [ ] I can identify the ee sound in "tree."
- [ ] I can identify the ai sound in "rain."
- [ ] I can label my classroom map.

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UNIT REVIEW



Reading

“This is my classroom. There is a teacher. My book is on the desk. There are many chairs.”

Comprehension

Read and write (True (√) / False (×):

1. The teacher is in the classroom. ( )
2. The book is in the bag. ( )
3. There are chairs for students. ( )

Language Focus

A – Complete with (is / are)

1. There ___ a teacher in the class.
2. The desks ___ brown.
3. My bag ___ on the chair.

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B – "This is …" Practice

Look at the picture (bag) and complete:

"This is my _____."



Phonics

1 – Circle ee words

tree rain see desk bee

2 – Circle ai words

tree rain bag train tail

Writing

(Picture: a desk with a book and a pen)



Look and complete:

1. "This is my _____." (book)
2. "This is my _____." (pen)

Speaking

Talk about your desk:

"This is my …… . There ……a ….. on it. There is a …… on the chair."

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About me, Family & School

Vocabulary Review :

Unit 1 – About Me

hello – hi – name – friend – goodbye

Unit 2 – My Family

mother – father – brother – sister – grandma – baby – uncle – aunt

Unit 3 – My School & Friends

pen – book – bag – desk – chair – pencil – teacher – friend

1. Match the word to the correct group:

1. mother → (family / school)
2. desk → (family / school)
3. hello → (greeting / object)

2. Choose the correct answer:

1. "book" is a _____
   a) school object
   b) greeting
2. "aunt" is a _____
   a) family word
   b) school object
3. Hi is a _____
   a) family word
   b) greeting

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Hello, Family & School



Listening Task – Listen and read

- Hello, my name is Sara. I am your friend.
- This is my family. These are my mother and father. They are happy.
- This is my school. There is a desk in my class.

1. Read and Tick true or false:

1. Sara is a friend. ( )
2. The family is sad. ( )
3. There is a desk in the classroom. ( )

2. Read and answer these questions:

1. Who is Sara? → _____
2. Who are in her family? → _____
3. What is in the classroom? → _____

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Reading Task – Read and repeat

"This is me. My name is Mazen. I am a student. This is my family. My mother is kind and my father is busy. This is my school. There is a book and a bag."

1. Choose the correct answer:

1. My mother is _____.

a) kind **b) sad** **c) big**

2. My father is _____.

a) angry **b) happy** **c) busy**

3. There is a _____ in school.

a) book **b) car** **c) shop**

2. Read and tick true or false

1. Mazen is a student. ( )
2. His father is busy. ( )
3. There is a bag in the school. ( )

Phonics Review – Phonics Focus

- Short vowels (a, e, i, o, u)
- Initial consonants (m,s)
- sh → soft sound
- ch→ strong sound
- ee / ai

1. Circle the short vowel

cat bed sit dog sun

2. Circle the beginning sound (initial consonant)

school mother man sit meal

3. Circle the words with the /sh/ sound in blue and the /ch/ sound in red

she chair fish child shop chips

4. Sort the words

sh→ _____

ch → _____

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Words:

she – chair – fish – child – shop – chips

5. Choose the correct sound (ee / ai)

1. tr__n (ee / ai)
2. s__ (ee / ai)
3. r__n (ee / ai)

Speaking

Say:

"She is in the shop."

"The child eats chips."

Language review

1. Complete the sentences with (am / is / are)

1. She ___ my mother
2. They ___ my friends
3. I ___ Ali

2. Look and complete:

1. This is my _____ (mother / book)
2. This is my _____ (friend / chair)





3. Complete with: my/ his/ her

1. 1.This is Mona. This is ___ dress.
2. I love ___ school.
3. Omar is playing with ___ toy.

4. Complete with: There is / There are

1. There ___ a book
2. There ___ two chairs





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Writing

1. Reorder the following words to make sentences:

1. is / This / my / father
   → _____
2. book / a / There / is
   → _____
3. friend / my / This / is
   → _____
4. sister / my / This / is
   → _____
5. chair / a / There / is
   → _____

Speaking Task

Work in pairs

Look at the pictures and say:

Give students a picture (classroom, family, school) with empty speech bubbles.

Model

Speech Bubble 1:
This is a classroom.

Speech Bubble 2:
There is a teacher.

Speech Bubble 3:
There are three students.

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Writing + Project

Unit 1 – About Me

read and complete:

"My name is _____. I am _____."

Unit 2 – My Family

read and complete:

"This is my _____. She/He is _____."

(word bank: mother / father / kind / happy)

Unit 3 – My School & Friends

read and complete:

"There is a _____ in my school."

(book / bag / chair)

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Mini Project – My Life Poster

Project Description

EN:

Students create a simple poster about their life. They draw themselves, their family, and one school object. Then, they write short sentences to describe their drawings.

AR:



Draw:

- yourself
- your family
- a school object

Write 3 sentences:

- “This is me.”
- “This is my family.”
- “There is a _____.”

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Speaking– Talk About Your Life

Look at your poster and say 3–4 sentences:

- "My name is _____."
- "This is my _____. He/ She is _____."
- "This is my friend _____."
- "There is a _____ in my school."

Speak clearly and use full sentences.

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