



English Adventures

Term 3

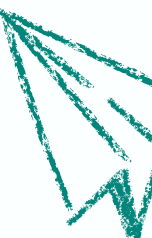
Theme: Global connections

Teacher Aisha Aladab

Name:

Class:.....

Grade 4





أولياء الأمور الكرام،

السلام عليكم ورحمة الله وبركاته،

انطلاقاً من حرصي على دعم أبنائنا بكل ما يعزز تعلمهم ويقوّي مهاراتهم، يسعدني أن أقدم لكم مذكرة الفصل الدراسي الثالث، والتي أعددتها بعناية لتكون مرجعاً متكاملًا لأبنائنا الطلبة.

وتتضمن المذكرة هذا الفصل قصة تعليمية ممتعة يقرأها الطالب أسبوعياً، ليقوم باكتشاف المفردات الجديدة وفهمها من خلال سياق القصة، مما يعزز مهارتي القراءة والاستيعاب بطريقة شيّقة.

كما تشمل المذكرة المفردات الأساسية، القواعد، والكلمات الأكثر شيوعاً (High Frequency Words)، وذلك بما يتوافق مع محتوى هذا الفصل ومتطلباته.

أسأل الله أن يجد أبنائنا في هذه المذكرة خير عون لهم في رحلتهم التعليمية، وأن تسهم في رفع مستواهم اللغوي وزيادة ثقتهم بأنفسهم.

شاكراً لكم ثقتكم وتعاونكم الدائم، ومتمنية لأبنائنا مزيداً من التميز والنجاح في هذا الفصل.

مع خالص الاحترام والتقدير،

عيشة الأعضب الظهوري

Dear Parents,

Peace be upon you,

As part of my ongoing commitment to providing meaningful and engaging learning tools, I am pleased to present the Term 3 booklet, which I have carefully prepared to support our students throughout the term.

This booklet includes an educational story that students will read weekly. Through the story, students will discover new vocabulary in context, helping them improve their reading, comprehension, and language skills in an enjoyable way.

The booklet also contains essential vocabulary, grammar rules, and high-frequency words, all aligned with the content and requirements of this term.

I hope our students will find this booklet a helpful companion in their learning journey, enhancing their language development and boosting their confidence.

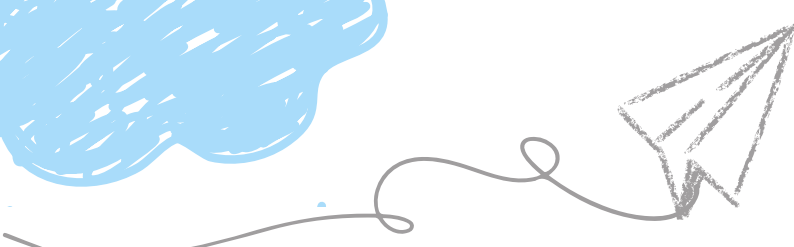
Thank you for your continued trust and cooperation. I wish all our children growth, excellence, and success throughout Term 3.

With my deepest respect and appreciation,

Aisha Aladab Aldhuhoori

T. Aisha Aladab





Contents

Week 1: Festivals of the World

Week 2: Cooking With Friends

Week 3: Exploring Cultures

Week 4: Famous Landmarks

Week 5: Stories From Around the World

Week 6: Inspiring People

Week 7: Staying Connected

Week 8: Looking to the Future



T. Aisha Aladab

Spelling Test

4

Week 1

celebration
traditional
festival
holiday
party
costumes
decorations
fireworks

Week 2

recipe
ingredients
mix
stir
add
chop
cut
pour
boil

Week 3

custom
tradition
culture
different
similar
bow
gifts

Week 4

famous
visit
tourist
beautiful
interesting
old
modern
take photos
go sightseeing

Week 5

once upon a time
a long time ago
lived happily
ever after
character
place
hero

Week 6

brave
clever/smart
change
world
hard-working
kind
helpful

Week 7

send a
message
make a (video) call
write an email
phone (Verb)
talk/chat online

Week 8

in the future
plan
hope
want
next year
grow up
one day

High Frequency Words:

Week	Sub-theme	High Frequency Word List
1	Festivals of the World	any, many, pretty, move, prove, improve
2	Cooking With Friends	most, both, only, every, everybody
3	Exploring Cultures	even, people, whole, clothes, thought
4	Famous Landmarks	busy, money, hour
5	Stories From Around the World	grass, class, pass, past, fast, last
6	Inspiring People	bath, path, father, plant, half
7	Staying Connected	
8	Looking to the Future	

Week 1: Festivals of the World

T. Aisha Aladab

You will learn:

Literacy Readiness

- 4.LR.P.1: Use a range of syllabication strategies to decode unfamiliar multisyllabic words.

Speaking, Listening and Oral Communication

- 4.SLOC.DCC.5: Ask thoughtful questions to better understand a topic.
- 4.SLOC.PP.3: Take part in a short role play using simple, practiced sentences.

Reading

- 4.R.RF.4: Apply self-monitoring strategies (e.g., rereading, correcting errors) to maintain fluency and understanding.
- 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.

Writing

- 4.W.WC.3: Apply commas in compound sentences and after introductory phrases.
- 4.W.SWU.3: Write grade-level academic vocabulary accurately across different subject areas.
- 4.W.WPD.1: Compose structured texts with clear beginning, middle, and end.



Spelling & Vocabulary

Weekly reading and spelling

Spelling



- celebration
- traditional
- festival
- holiday
- party
- costumes
- decorations
- fireworks

Reading



1. During Eid, people usually give gifts.
2. During National Day, people sometimes watch fireworks.
3. During Chinese New Year, people wear traditional costumes.
4. Every family enjoys the celebration.

Vocabulary:

celebration

traditional

festival

holiday

party

costumes

decorations

fireworks

Vocabulary

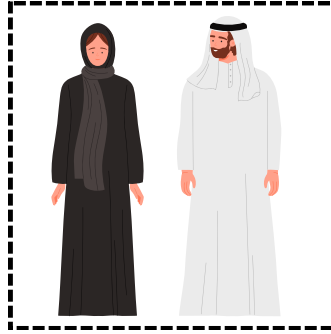


Read as many words as you can in 30 seconds—ready, set, go!

Spelling & Vocabulary



celebration



traditional



festival



holiday



party



costumes



decorations



fireworks

Vocabulary:

celebration

traditional

festival

holiday

party

costumes

decorations

fireworks

Read, Copy, and Learn

Read and Practice Writing the Words

Spelling & Vocabulary

celebration	_____	_____	_____
traditional	_____	_____	_____
celebration	_____	_____	_____
traditional	_____	_____	_____
festival	_____	_____	_____
festival	_____	_____	_____
holiday	_____	_____	_____
holiday	_____	_____	_____
party	_____	_____	_____
party	_____	_____	_____
costumes	_____	_____	_____
costumes	_____	_____	_____
decorations	_____	_____	_____
decorations	_____	_____	_____
fireworks	_____	_____	_____
fireworks	_____	_____	_____

Vocabulary:

celebration

traditional

festival

holiday

party

costumes

decorations

fireworks

Write some sentences

Read and Write the Word in a sentence

celebration

traditional

festival

holiday

party

costumes

decorations

fireworks

Spelling & Vocabulary

Vocabulary:

celebration

traditional

festival

holiday

party

costumes

decorations

fireworks

Festivals of the World

Match the sentence to the correct picture.

1	During the festival, people usually wear traditional costumes.	
2	During the holiday, families always have a big celebration.	
3	During the party, people sometimes use colorful decorations.	
4	During the festival, people usually watch fireworks at night.	
5	During the holiday, people usually visit their family.	

Spelling & Vocabulary

Vocabulary:

celebration

traditional

festival

holiday

party

costumes

decorations

fireworks

any	_____	_____	_____
many	_____	_____	_____
pretty	_____	_____	_____
move	_____	_____	_____
prove	_____	_____	_____
improve	_____	_____	_____

HFW:

any

many

pretty

move

prove

improve

Read and Write the Word in a sentence

any

many

pretty

move

prove

improve

HFW:

any

many

pretty

move

prove

improve

★ What does "during" mean? 🙌

"During" means: at the time of something



It tells us **WHEN** something happens.

Simple Rule:



During + event (time) + people + verb

- ✓ During Eid, people visit family.
- ✓ During National Day, people watch fireworks.



Remember:

- ➔ During = time word
- ➔ It answers: **WHEN?**

Examples:

- 🕒 During Eid → Eid time
- 🕒 During school → school time
- 🕒 During the weekend → weekend time

Model Sentences:

- During Eid, I eat sweets.
- During school, I study.



During the weekend
→ weekend time



Be Careful!

- ✗ During I eat sweets
- ✓ During Eid, I eat sweets

Your Turn! (Activity)



Complete:

- 1 During _____, I _____.
- 2 During _____, I _____.
- 3 During _____, I _____.



Student Definition:



"During tells us when something happens."



Student Definition:



"During tells us when something happens."

Reading

HFW:

any

many

pretty

move

prove

improve

Adverbs of Frequency

What are adverbs of frequency?

Adverbs of frequency are words that tell us **HOW OFTEN** we do something.



Simple sentence for students:

“Adverbs of frequency tell us **how often** something happens.”



✓ Always	😊 Usually	🤔 Sometimes	✗ Never
100% (every time)	80% (most of the time)	50% (not always)	0% (0 times)
➡ I always eat breakfast.	➡ I usually go to bed early.	➡ I sometimes play football.	➡ I never drink coffee.



Easy Sentence Structure:

➡ **Subject + adverb + verb**

✓ I **always** play.

✓ She **usually** eats.

✓ I **never** go.

✓ She **usually** eats.

✓ They **sometimes** visit.

✓ I **never** go.



One simple student definition:

➡ “These words tell us **HOW OFTEN** we do something.”

Grammar

Fill, Find, and Finish

Wordbank: always – usually – sometimes – never

1. During Eid, people _____ visit their family.
2. During the festival, people _____ watch fireworks.
3. During school days, I _____ wear traditional clothes.
4. During the holiday, we _____ have a party.
5. During the weekend, I _____ stay at home.

Write the sentences

1. (Eid / give gifts / usually)

2. (festival / wear traditional clothes / usually)

Write your own sentences



.....

.....

.....

.....

.....



HFW:

any

many

pretty

move

prove

improve

Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example.

Festivals Around the World

Our class learns about festivals from different countries. I listen carefully and see many colorful pictures. During festivals, people wear traditional clothes and decorate their homes. The teacher tells us that festivals are special days for families and friends.

We read about Eid. During Eid, people usually visit their family and give gifts. Children always feel happy and wear new clothes. Sometimes, families have a big party and eat delicious food together.

Next, we learn about Chinese New Year. During this festival, people usually wear traditional costumes. They always watch fireworks at night. Sometimes, people clean their homes and give red envelopes to children.

Later, we talk about National Day. During National Day, people sometimes watch fireworks and enjoy shows. Families usually go outside and celebrate together. Everybody feels proud and happy.

At the end of the lesson, the teacher says we might learn about another festival next time. I like this lesson because it is fun and interesting.

festival	traditional	gifts	party
fireworks	usually	sometimes	always

Example:	Our class learns about <u>festival</u> from different countries.
1	During Eid, people give _____ to their family.
2	During Chinese New Year, people watch _____ at night.
3	Families sometimes have a big _____ together.
4	During National Day, people _____ watch fireworks.
5	Children _____ feel happy during Eid.

Reading



Reading

Read the text and answer the questions. Choose the correct answer.
Choose A, B or C.

A Day at the Festival

Reading

Mariam loves festivals. Every year, her family visits a big festival in the city. During the festival, people wear traditional clothes and decorate the streets. Mariam always feels excited when she sees the colorful lights. In the morning, Mariam and her family walk around the festival. During this time, people usually buy food and gifts. Sometimes, they watch shows and listen to music. Mariam likes the music because it is loud and fun.

At night, the festival becomes more exciting. During the evening, people always watch fireworks. The sky is bright and beautiful. Mariam and her brother sit together and enjoy the view.

Before going home, Mariam buys a small gift. She feels happy because she likes spending time with her family. She hopes they can visit the festival again next year.

1	Mariam visits the festival every _____. A. day B. year C. week	4	Overall, this text is about Mariam and _____. A. school life B. a festival C. a trip to the ocean
2	During the festival, people wear ____ clothes. A. old B. traditional C. dirty	5	The text shows that the fireworks are _____. A. dark B. bright C. quiet
3	During the morning, people usually _____. A. sleep B. buy food and gifts C. go home	6	Why does Mariam feel happy? A. She likes spending time with her family B. She is tired C. She doesn't like festivals

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

fireworks –
celebration



costumes –
traditional



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

decorations
– festival



family –
holiday



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

party –
food



festival –
traditional



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

You will learn:

Literacy Readiness

- 4.LR.P.2: Read and spell words with less common vowel and consonant patterns.
- 4.LR.P.5: Recognise how changes in spelling affect pronunciation and meaning.

Speaking, Listening and Oral Communication

- 4.SLOC.OLD.5: Organise ideas clearly when sharing information
- 4.SLOC.PP.2: Use a clear voice and simple gestures to help listeners understand.

Reading

- 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.

Writing

- 4.W.WC.3: Apply commas in compound sentences and after introductory phrases.
- 4.W.WC.4: Construct and punctuate lists clearly and accurately in writing.



Spelling & Vocabulary

Weekly reading and spelling

Spelling



- recipe
- ingredients
- mix
- stir
- add
- chop
- cut
- pour
- boil

Reading



1. First, mix some milk and flour.
2. Then, chop some carrots.
3. Next, boil some water.
4. After that, add a little salt.
5. Finally, pour the water into a cup.

recipe

ingredients

mix

stir

add

chop

cut

pour

boil

See It, Say It!



Read as many words as you can in 30 seconds—ready, set, go!

Spelling & Vocabulary



recipe



ingredients



mix



stir



add



chop



cut



pour



boil

Vocabulary:

recipe

ingredients

mix

stir

add

chop

cut

pour

boil

Read, Copy, and Learn

Read and Practice Writing the Words

recipe	_____	_____	_____
ingredients	_____	_____	_____
mix	_____	_____	_____
stir	_____	_____	_____
add	_____	_____	_____
chop	_____	_____	_____
cut	_____	_____	_____
pour	_____	_____	_____
boil	_____	_____	_____

Write some sentences

Read and Write the Word in a sentence

Spelling & Vocabulary

Vocabulary:

recipe

ingredients

mix

stir

add

chop

cut

pour

boil

recipe

ingredients

mix

stir

add

chop

cut

pour

boil

Cooking With Friends

Match each sentence to the correct picture

Spelling & Vocabulary

Vocabulary:

recipe

ingredients

mix

stir

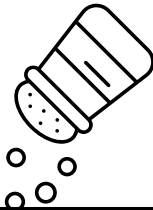
add

chop

cut

pour

boil

1	The girl is mixing the ingredients in a bowl.	
2	The recipe shows the ingredients for the meal.	
3	The children are adding some salt to the food.	
4	The chef is boiling water on the stove.	
5	The girl is pouring water into the pot.	
6	The boy is cutting a carrot with a knife.	
7	The mother is stirring the soup in the pot.	
8	The chef is chopping vegetables on the table.	

HFW:

most

both

only

every

everybody

Read, Copy, and Learn

Read and Practice Writing the Words

most	_____	_____	_____
both	_____	_____	_____
only	_____	_____	_____
every	_____	_____	_____
everybody	_____	_____	_____

Read and Write the Word in a sentence

most

both

only

every

everybody

HFW:

most

both

only

every

everybody

Quantifiers (a little / some)



a little

- We use **a little** with uncountable nouns
- It means: a small amount

💡 Examples:

- We add **a little** salt.
- She pours **a little** water.



💡 Words we use with it:
water, salt, sugar, milk.

some

- We use **some** with:
 - countable nouns (plural)
 - uncountable nouns
- It means: more than a little / not exact amount

💡 Examples:

- We chop **some** carrots. (countable)
- We add **some** milk. (uncountable)



- **a little** = small amount (only uncountable)
- **some** = any amount (countable + uncountable)

Sequencing Words

We use these words to show the order of steps:

- First,** → **First** → the beginning
- Then,** → **Then** → the next step
- Next,** → **Next** → another step
- After that,** → **After that** → later step
- Finally,** → **Finally** → the last step



- a little** = small amount (only uncountable)
- some** = any amount (countable + uncountable)

- **First**, we mix **some** flour and eggs.
- **Then**, we chop **some** vegetables.
- **Next**, we add **some** water.
- **After that**, we boil the food.
- **Finally**, we pour the soup and eat.



Simple Reminder: These words help us organize ideas clearly.

HFW:

most

both

only

every

everybody

Grammar

Fill, Find, and Finish

Wordbank: a little- some

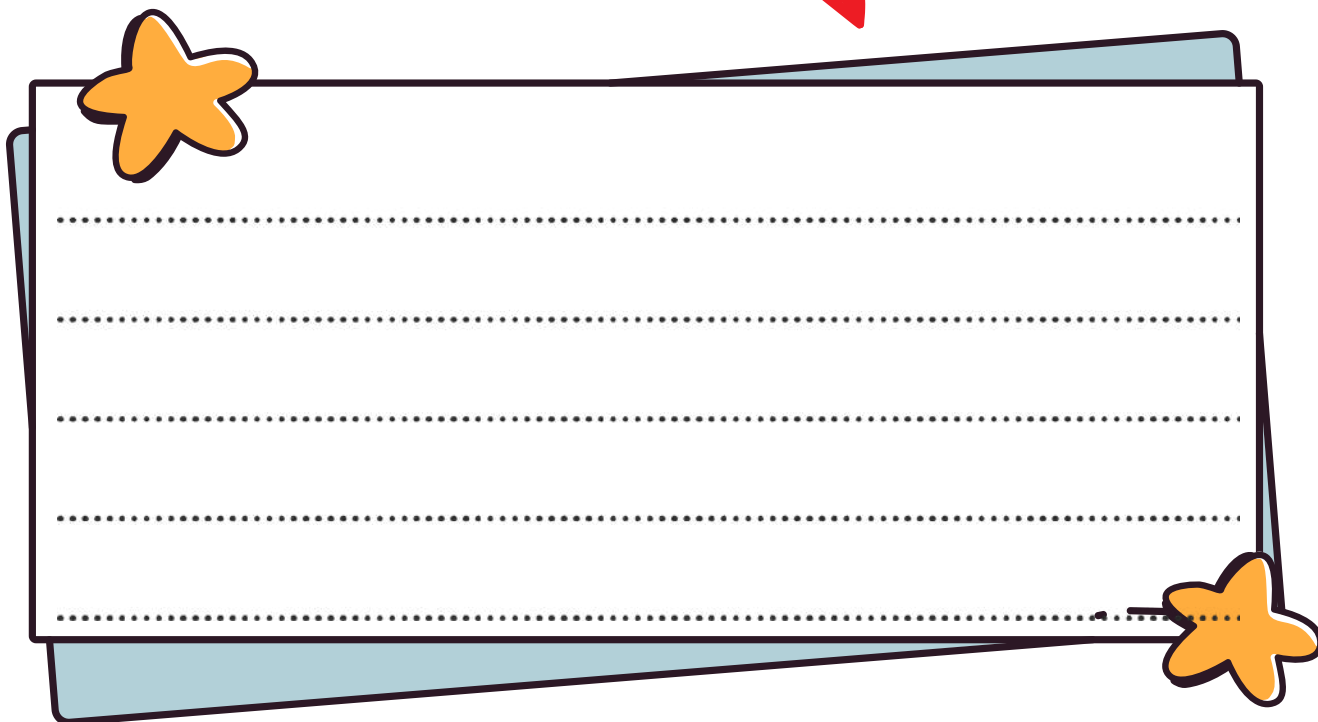
1. We add _____ salt to the soup.
2. We chop _____ carrots.
3. She pours _____ water into the pot.
4. We mix _____ ingredients in the bowl.
5. He adds _____ milk.

Write the sentences

1. (add / a little salt)

2. (chop / some carrots)

Write your own sentences



HFW:

most

both

only

every

everybody

Grammar

Order the Steps

Wordbank: First – Then – Next – After that – Finally

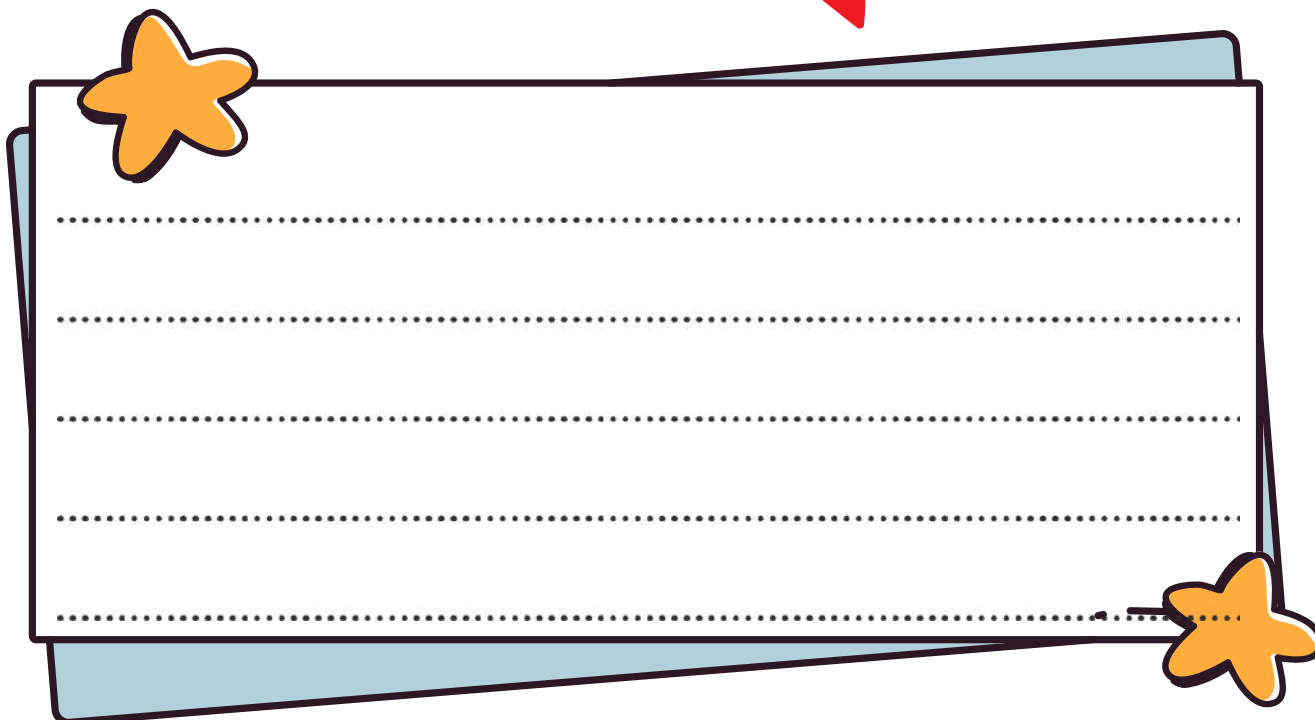
1. _____, we mix some flour and eggs.
2. _____, we chop some vegetables.
3. _____, we add some water.
4. _____, we boil the food.
5. _____, we pour the soup.

Write the sentences

1. (First / mix / some flour and eggs)

2. (Then / chop / some vegetables)

Write your own sentences



Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example.

Cooking Together

Our class learns about cooking in school. Our teacher shows us a simple recipe. We use ingredients like vegetables, water, and salt. Cooking is fun and important for everyone.

We start making a simple soup. First, we mix some ingredients in a bowl. Then, we chop some carrots and onions. Next, we add some water to the pot. After that, we boil the soup. Finally, we pour the soup into bowls and eat together.

We enjoy cooking with our friends. We learn how to follow steps and work as a team. Cooking makes us happy.



recipe	chop	pour	finally
ingredients	add	some	first
mix	boil	little	then

Example:	Our class learns about <u>cooking</u> in school.
1	We use _____ to make food.
2	First, we _____ some ingredients.
3	Then, we _____ some vegetables.
4	Next, we _____ some water.
5	After that, we _____ the soup.
6	Finally, we _____ the soup into bowls.

Reading

Read the text and answer the questions. Choose the correct answer. Choose A, B or C.

Cooking with Friends

Reading

Fatima learns about cooking in her class. She listens carefully when her teacher talks about recipes and ingredients. Fatima thinks cooking is fun and interesting.

One day, the teacher shows the class a simple recipe. She explains how to follow steps to make food. First, they mix some ingredients in a bowl. Then, they chop some vegetables. Next, they add some water to a pot. After that, they boil the food. Finally, they pour the soup into bowls.

Fatima works with her friends and enjoys the lesson. They help each other and learn new words like mix, stir, and chop. Fatima feels happy because she likes cooking and learning new things.

At the end of the lesson, Fatima smiles. Cooking with friends is fun, and she wants to cook again.

1	Fatima listens carefully when her teacher talks about _____. A. games B. recipes C. animals	4	The students boil the food in a _____. A. bowl B. pot C. plate
2	What do the students do after chopping vegetables? A. add water B. eat food C. go home	5	What is the last step in the recipe? A. mix ingredients B. chop vegetables C. pour the soup
3	What do the students do after chopping vegetables? A. add water B. eat food C. go home	6	Why does Fatima feel happy? A. She is tired B. She likes cooking with her friends C. She does not like the lesson



Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

Vocabulary:

recipe

ingredients

mix

stir

add

chop

cut

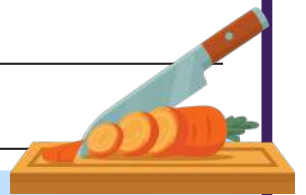
pour

boil

first –
mix



then –
chop



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

Vocabulary:

recipe

ingredients

mix

stir

add

chop

cut

pour

boil

next –

add



finally –

pour



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Spelling & Vocabulary

Vocabulary:

recipe

ingredients

mix

stir

add

chop

cut

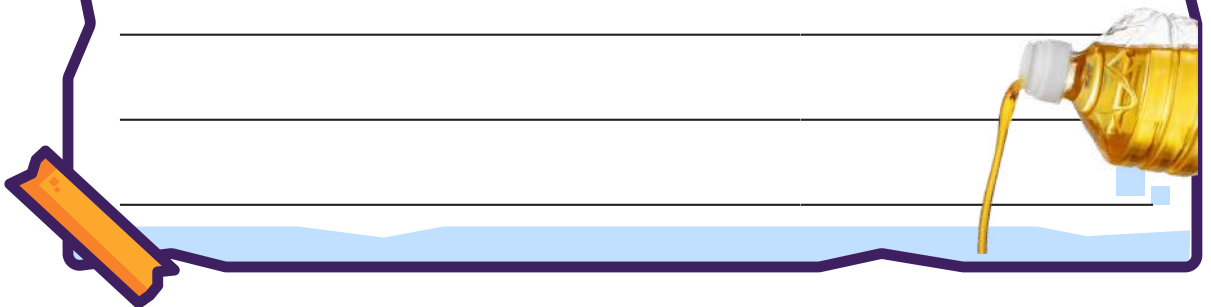
pour

boil

add –
some



pour –
little



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Week 3: Exploring Cultures

36

T. Aisha Aladab

You will learn:

Literacy Readiness

- 4.LR.SP.1: Spell multisyllabic and subject specific vocabulary correctly.

Speaking, Listening & Oral Communication

- 4.SLOC.DCC.5: Ask thoughtful questions to better understand a topic.
- 4.SLOC.PP.3: Take part in a short role play using simple, practiced sentences.

Reading

- 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.
- 4.R.RC.4: Make and justify predictions and inferences with supporting evidence.

Writing

- 4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.
- 4.W.WPD.3: Write opinion texts that include a clear statement and at least two supporting reasons or examples.



Spelling & Vocabulary

Weekly reading and spelling

Spelling



- custom
- tradition
- culture
- different
- similar
- bow
- gifts

Vocabulary:

custom

tradition

culture

different

similar

bow

gifts

Reading



1. First, mix some milk and flour.
2. Then, chop some carrots.
3. Next, boil some water.
4. After that, add a little salt.
5. Finally, pour the water into a cup.

See It, Say It!



Read as many words as you can in 30 seconds—ready, set, go!

Spelling & Vocabulary



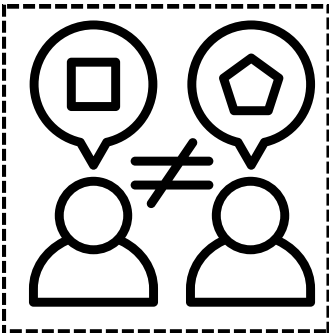
custom



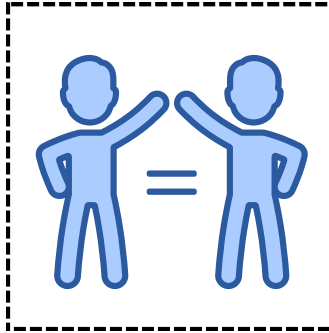
tradition



culture



different



similar



bow



gifts

Vocabulary:

custom

tradition

culture

different

similar

bow

gifts

Read, Copy, and Learn

Read and Practice Writing the Words

Spelling & Vocabulary

coustom	-----	-----	-----
tradition	-----	-----	-----
culture	-----	-----	-----
different	-----	-----	-----
similar	-----	-----	-----
bow	-----	-----	-----
gifts	-----	-----	-----

Vocabulary:

custom

tradition

culture

different

similar

bow

gifts

Write some sentences

Read and Write the Word in a sentence

Spelling & Vocabulary

custom

tradition

culture

different

similar

bow

gifts

custom

tradition

culture

different

similar

bow

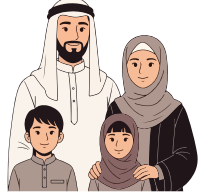
gifts

Vocabulary:

Cooking With Friends

Match each sentence to the correct picture

Spelling & Vocabulary

1	People wear traditional clothes during special celebrations.	
2	In the UAE, it is a special custom to serve dates and coffee.	
3	Different countries have different traditions.	
4	Some cultures are similar, but others are different.	
5	People give gifts during celebrations.	
6	In Japan, people bow to show respect.	
7	Culture is the way people live and celebrate.	
8	People follow their traditions with their families.	

Vocabulary:

custom
tradition
culture
different
similar
bow
gifts

Read, Copy, and Learn

Read and Practice Writing the Words

even	.....	.....	.....
people	.....	.....	.....
whole	.....	.....	.....
clothes	.....	.....	.....
thought	.....	.....	.....

Read and Write the Word in a sentence

even

people

whole

clothes

thought

Grammar &
Functional
Language

HFW:

even

people

whole

clothes

thought

Coordinating Conjunctions

for Extended Sentences

Use coordinating conjunctions to connect ideas in extended sentences!

and



and

but

but



and

but

so

or

or

Examples:

- In the UAE, people give **dates and** drink Arabic coffee.
- In the UAE, people shake hands, **but** in Japan, people bow.
- It is a special custom, **so** families celebrate together.
- In some countries, people eat rice or bread.



TIP: Use coordinating conjunctions to combine similar ideas, opposite ideas, or to show cause and effect!

HFW:

even

people

whole

clothes

thought

Grammar

Grammar & Functional Language

HFW:

even

people

whole

clothes

thought

Fill, Find, and Finish

Wordbank: and- but- so - or

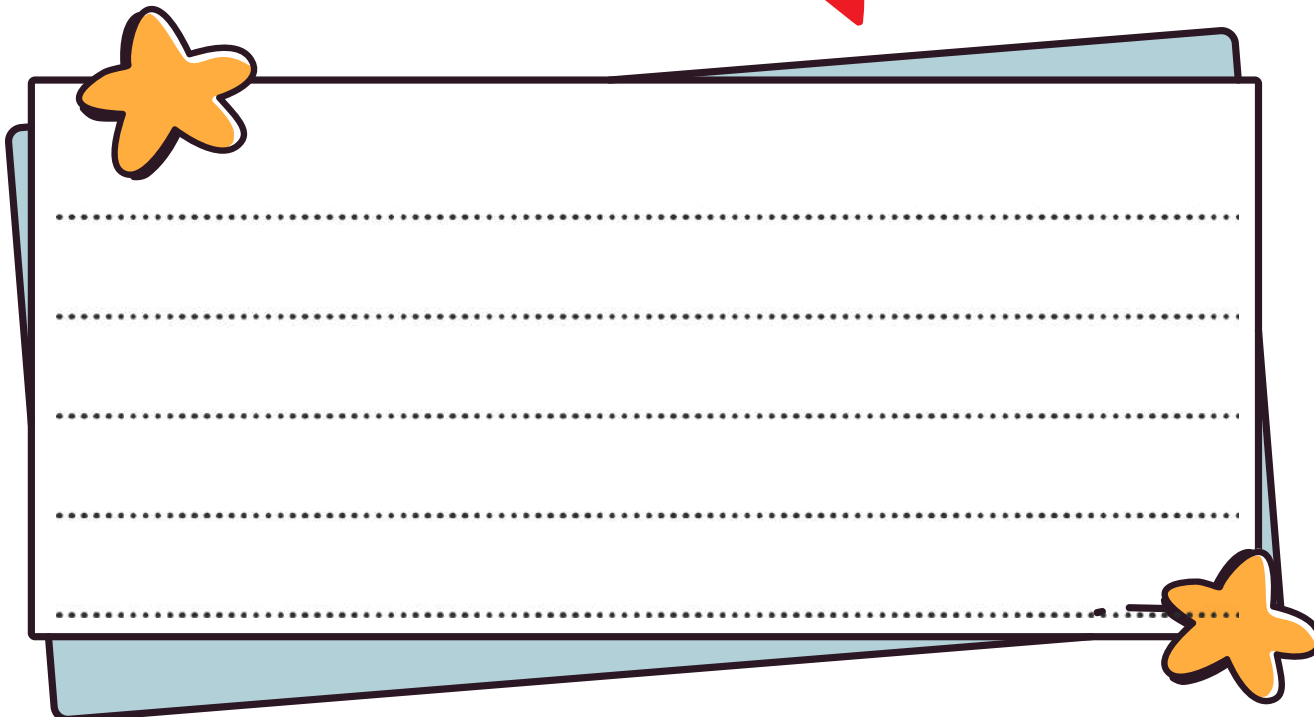
1. In the UAE, people drink Arabic coffee _____ eat dates.
2. People wear traditional clothes, _____ they also wear modern clothes.
3. It is very hot, _____ people stay inside.
4. You can eat rice _____ bread.
5. In Japan, people bow, _____ in the UAE people shake hands.

Write the sentences

1. (people / eat dates / drink coffee)

2. (it is hot / people stay inside)

Write your own sentences



Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example.

Different Cultures

People around the world have different cultures and traditions. In the UAE, people wear traditional clothes and serve dates and Arabic coffee. In Japan, people bow to greet each other, but in the UAE, people shake hands.

Families celebrate together, so traditions are very important. Some cultures eat rice, and others eat bread. People also give gifts during special days.

We learn about different cultures in school, and we respect all traditions. Learning about cultures helps us understand people better.

custom	tradition	culture	different
similar	bow	gifts	and
but	so	or	serve

Example:	People learn about different <u>cultures</u> .
1	People around the world have _____ cultures.
2	In the UAE, people _____ dates and coffee.
3	In Japan, people _____ to greet each other.
4	People shake hands, _____ in Japan people bow.
5	Traditions are important, _____ families celebrate together.
6	People eat rice _____ bread.



Reading

Read the text and answer the questions. Choose the correct answer. Choose A, B or C.

Learning About Cultures

Reading

Fatima learns about different cultures in her class. Her teacher talks about traditions in many countries. Fatima listens carefully and enjoys the lesson.

In the UAE, people wear traditional clothes and serve dates and Arabic coffee. In Japan, people bow to greet each other, but in the UAE, people shake hands. Fatima learns that cultures can be different and similar. The teacher explains that traditions are important, so families celebrate together. People give gifts on special days, and they share food with family and friends.

Fatima works with her classmates and asks questions. She feels happy because she learns new things about the world. At the end of the lesson, Fatima smiles and wants to learn more.

1	Fatima listens carefully when her teacher talks about _____. A. games B. traditions C. animals	4	Why are traditions important? A. so families celebrate together B. so people sleep C. so people travel
2	What do people do in Japan to greet each other? A. shake hands B. bow C. wave	5	What do people give on special days? A. food B. gifts C. water
3	What do people do in the UAE? A. bow B. shake hands C. sleep	6	Why does Fatima feel happy? A. She is tired B. She learns new things C. She goes home

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

custom –
and



culture –
but



Vocabulary:

custom

tradition

culture

different

similar

bow

gifts

Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

tradition

– so



different

– and



Vocabulary:

custom

tradition

culture

different

similar

bow

gifts

Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

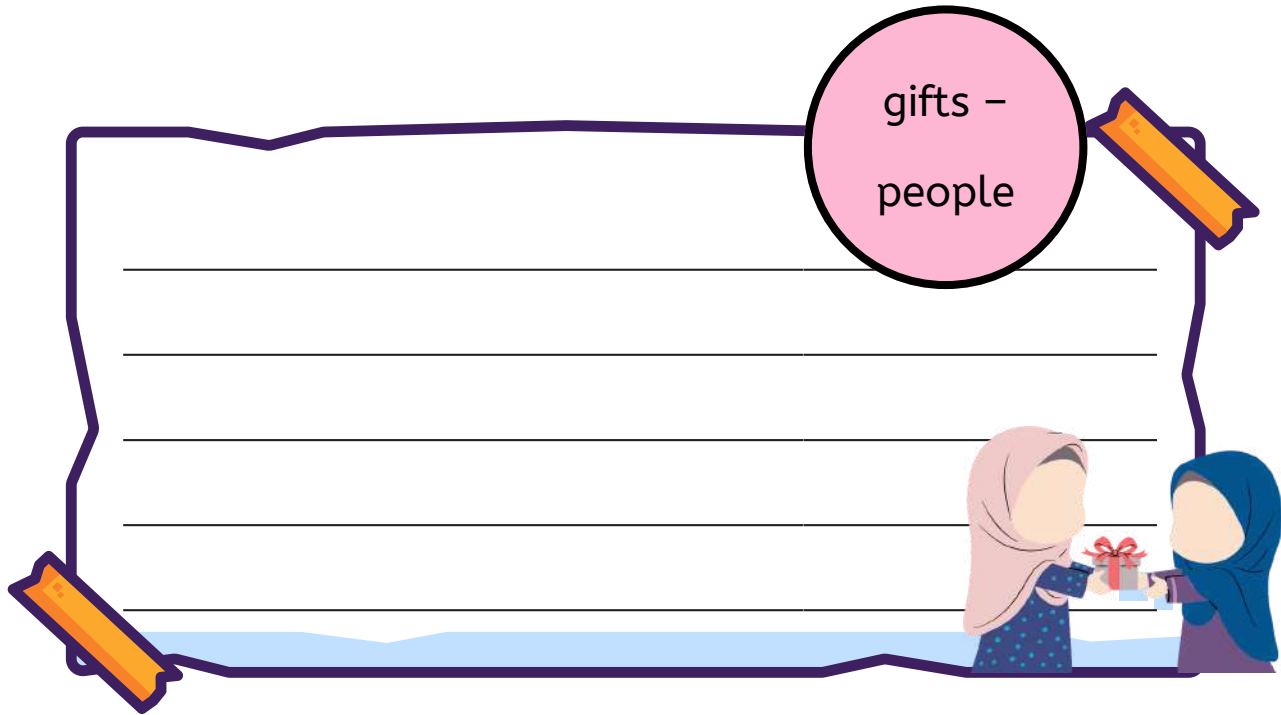
Write complete sentences for the picture. Use the words in the circle to help you.

Spelling & Vocabulary

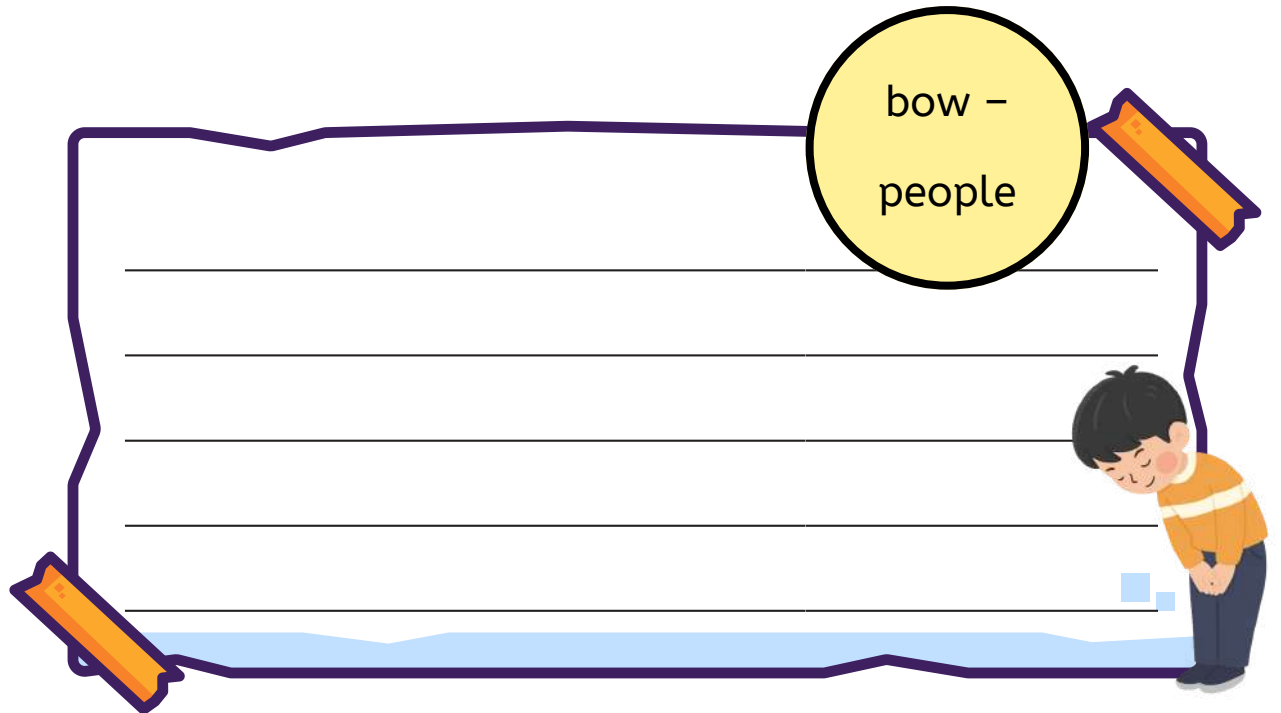
Vocabulary:

custom
tradition
culture
different
similar
bow
gifts

gifts –
people



bow –
people



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Week 4: Famous Landmarks

50

T. Aisha Aladab

You will learn:

Literacy Readiness

- 4.LR.SP.1: Spell multisyllabic and subject specific vocabulary correctly.

Speaking, Listening & Oral Communication

- 4.SLOC.LC.5: Identify and differentiate between factual statements and personal opinions in oral presentations.

Reading

- 4.R.VD.2: Use dictionaries, glossaries, and digital tools to clarify and confirm word meanings.
- 4.R.TTP.3: Recognise how authors adapt their writing for different audiences.

Writing

- 4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.
- 4.W.WPD.3: Write opinion texts that include a clear statement and at least two supporting reasons or examples.

Spelling & Vocabulary**Vocabulary:**

famous

visit

tourist

beautiful

interesting

old

modern

take photos

go sightseeing

Weekly reading and spelling

Spelling



- famous
- visit
- tourist
- beautiful
- interesting
- old
- modern
- take photos
- go sightseeing

Reading



1. Tourists visit Dubai to see the Burj Khalifa.
2. People go to Paris to see the Eiffel Tower.
3. Tourists visit Egypt to see the Pyramids.
4. If you want to take photos, go to the Burj Khalifa.
5. If you want to go sightseeing, visit a famous place.

See It, Say It!



Read as many words as you can in 30 seconds—ready, set, go!

Spelling & Vocabulary



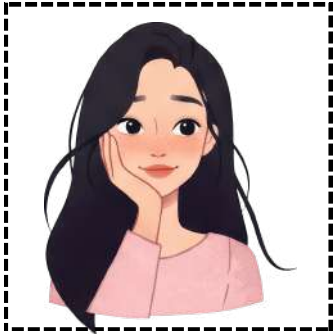
famous



visit



tourist



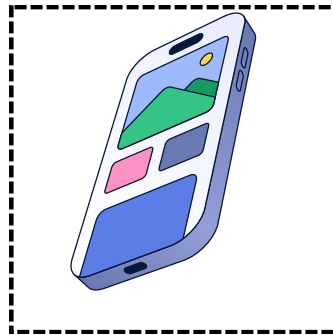
beautiful



interesting



old



modern



take photos



go sightseeing

Vocabulary:

famous

visit

tourist

beautiful

interesting

old

modern

take photos

go sightseeing

Read, Copy, and Learn

Read and Practice Writing the Words

Spelling & Vocabulary

famous	_____	_____	_____
visit	_____	_____	_____
tourist	_____	_____	_____
beautiful	_____	_____	_____
interesting	_____	_____	_____
old	_____	_____	_____
modern	_____	_____	_____
take photos	_____	_____	_____
go sightseeing	_____	_____	_____

Vocabulary:

famous

visit

tourist

beautiful

interesting

old

modern

take photos

go sightseeing

Write some sentences

Read and Write the Word in a sentence

famous

visit

tourist

beautiful

interesting

old

modern

take photos

go sightseeing

Spelling & Vocabulary

Vocabulary:

famous

visit

tourist

beautiful

interesting

old

modern

take photos

go sightseeing

Famous Landmarks

Match each sentence to the correct picture

Vocabulary:

famous

visit

tourist

beautiful

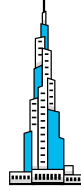
interesting

old

modern

take photos

go sightseeing

1	Tourists visit the Burj Khalifa.	
2	The Eiffel Tower is a beautiful place.	
3	The Pyramids are very old.	
4	A tourist takes photos of the landmark.	
5	The place is very busy with many people.	
6	People go sightseeing on a bus.	
7	The visit takes one hour.	
8	This is a modern tower in the city.	
9	Tourists spend money to visit the place.	

HFW:

busy

money

hour

Read, Copy, and Learn

Read and Practice Writing the Words

busy	.....	.....	.....
money	.....	.....	.....
hour	.....	.....	.....

Read and Write the Word in a sentence

busy

money

hour

Grammar: Zero Conditional

We use the **Zero Conditional** to talk about facts and common habits in our daily lives.

If + subject + verb, subject + verb



If: use the conditional

If you want to see the Great Wall, go to **China**.

If people go to Dubai, they climb the **Burj Khalifa**.

If tourists visit Egypt, they see the **Pyramids**.



Go: use the base verb + infinitive

1. Tourists visit China to **see** the Great Wall.

2. People go to Dubai to **climb** the **Burj Khalifa**.

3. If tourists visit Egypt, they see the **Pyramids**.



Go: use the base verb + infinitive

4. Tourists visit China to **see** the Great Wall.

5. People go to Dubai to **climb** the **Burj Khalifa**.

6. If tourists want to learn history, they go to Egypt.



HFW:

busy

money

hour

Grammar

Zero Conditional + to + infinitive (purpose)

Fill, Find, and Finish

Wordbank: to see – to visit – to take photos – to go sightseeing

1. Tourists visit Dubai _____ the Burj Khalifa.
2. People go to Paris _____ the Eiffel Tower.
3. Tourists visit Egypt _____ the Pyramids.
4. People go to the city _____ .
5. Tourists visit famous places _____ .

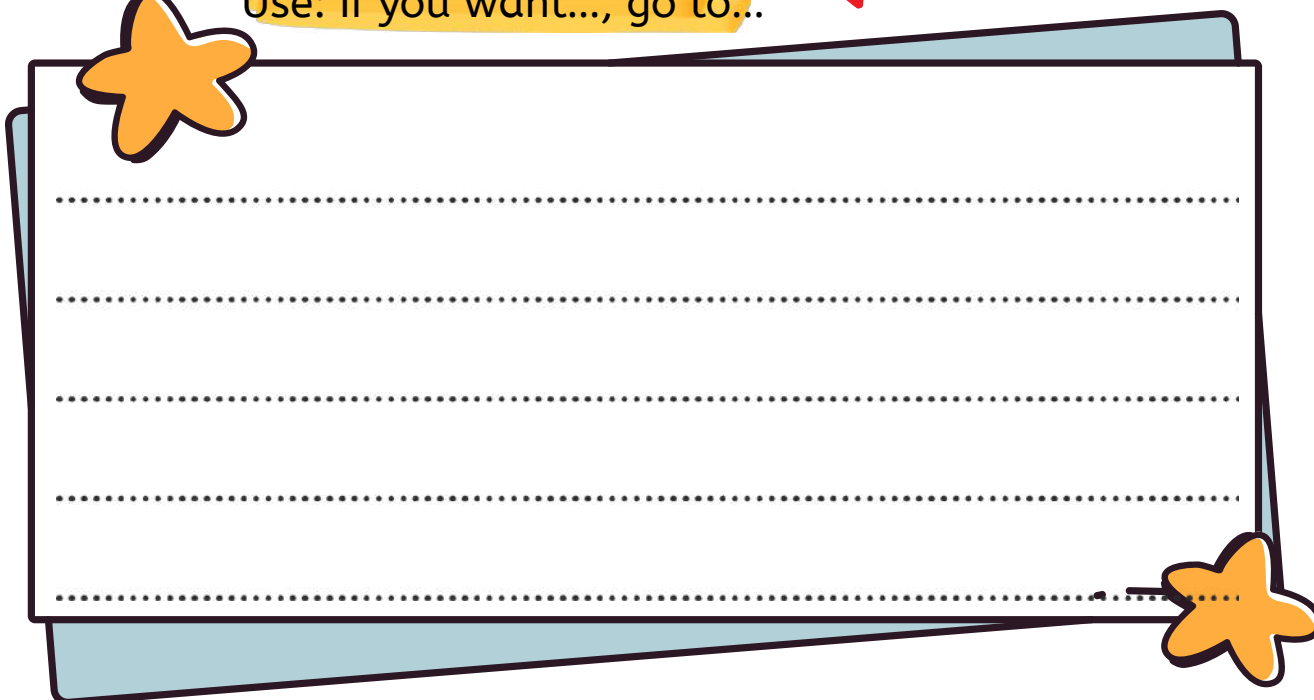
Write the sentences

1. (visit Dubai / to see the Burj Khalifa)

2. (go to Paris / to see the Eiffel Tower)

Write your own sentences

Use: If you want..., go to...



Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example.

Visiting Famous Landmarks

Our class learns about famous landmarks around the world. A landmark is a special place that many people visit. Tourists travel to different countries to see famous places. These places can be old or modern, but they are always interesting and beautiful.

People visit landmarks for different reasons. Some tourists go to Dubai to see the Burj Khalifa. Others visit France to see the Eiffel Tower. In Egypt, tourists visit the Pyramids to learn about history and take photos.

If you want to see something amazing, you can visit a famous place. If tourists go sightseeing, they take photos and enjoy the view. Visiting landmarks is fun and helps people learn about different cultures.

visite	tourists	famous	beautifu
interesting	old	modern	take photos
go sightseeing	see	learn	travel

Example:	Tourists travel to see famous places.
1	A landmark is a _____ place.
2	_____ visit different countries.
3	People travel to _____ famous landmarks.
4	Some landmarks are very _____ and interesting.
5	The Pyramids are very _____.
6	Tourists _____ to enjoy the city.

Reading

Read the text and answer the questions. Choose the correct answer. Choose A, B or C.

Visiting Famous Landmarks

Reading

Aisha learns about famous landmarks in her class. She listens carefully when her teacher talks about different countries and places. Aisha thinks learning about landmarks is fun and interesting.

One day, the teacher shows the class pictures of famous places. She explains why people visit these landmarks. Many tourists travel to different countries to see beautiful places. Some people go to Dubai to visit the Burj Khalifa. Others go to Egypt to see the Pyramids.

Aisha learns that people visit landmarks to take photos and learn new things. If tourists go sightseeing, they enjoy the view and take pictures. Some places are old, and some are modern, but all are special.

At the end of the lesson, Aisha smiles. Visiting landmarks is fun, and she wants to travel one day.

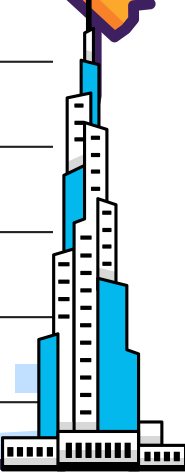
1	Aisha listens carefully when her teacher talks about _____. A. food B. landmarks C. games	4	People go to Egypt to see the _____. A. Burj Khalifa B. Eiffel Tower C. Pyramids
2	Why do tourists travel to different countries? A. to sleep B. to see famous places C. to study	5	What do tourists do when they go sightseeing? A. sleep B. take photos C. eat
3	What do people do at landmarks? A. take photos B. cook food C. go home	6	Why does Aisha feel happy? A. She likes learning about landmarks B. She is tired C. She does not like the lesson

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

famous – visit



Handwriting practice lines for the first section.

tourist – take photos



Handwriting practice lines for the second section.

Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

Vocabulary:

recipe

ingredients

mix

stir

add

chop

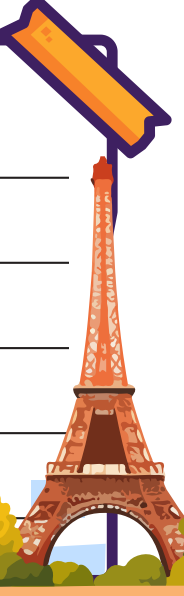
cut

pour

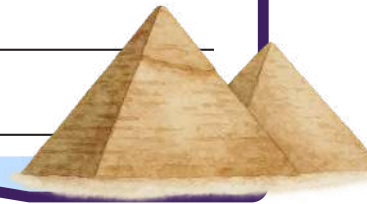
boil

beautiful

– famous



old – visit



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Spelling & Vocabulary

Vocabulary:

recipe

ingredients

mix

stir

add

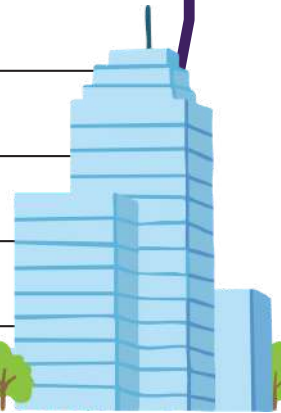
chop

cut

pour

boil

modern –
beautiful



go sightseeing –
interesting



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Week 5: Stories From Around the World



You will learn:

Literacy Readiness

- 4.LR.HFW.2: Apply high frequency words correctly across different contexts and text types.

Speaking, Listening & Oral Communication

- 4.SLOC.LC.2: Identify a speaker's purpose and point of view.
- 4.SLOC.PP.4: Use basic storytelling techniques to engage an audience.

Reading

- 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.
- 4.R.RC.4: Make and justify predictions and inferences with supporting evidence.
- 4.R.ERT.5: Identify and describe the lesson or moral in a story, explaining how it connects to the characters or events.

Writing

- 4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.
- 4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.
- 4.W.WPD.1: Compose structured texts with clear beginning, middle, and end.

Spelling & Vocabulary**Vocabulary:**

once upon a time
 a long time ago
 lived happily ever
 after
 character
 place
 hero

Weekly reading and spelling

Spelling



- once upon a time
- a long time ago
- lived happily ever after
- character
- place
- hero

Reading



1. Once upon a time, there was a brave princess.
2. A long time ago, there were three dragons.
3. The prince and princess lived happily ever after.
4. Once upon a time, there was a brave hero.
5. A long time ago, a hero lived in a small place.

See It, Say It!



Read as many words as you can in 30 seconds—ready, set, go!

Spelling & Vocabulary



once upon a
time



a long time ago



lived happily
ever after



character



place



hero

Vocabulary:

once upon a time

a long time ago

lived happily ever
after

character

place

hero

Read, Copy, and Learn

Read and Practice Writing the Words

Spelling & Vocabulary

once upon a time	-----	-----	-----
a long time ago	-----	-----	-----
lived happily ever after	-----	-----	-----
character	-----	-----	-----
place	-----	-----	-----
hero	-----	-----	-----

Vocabulary:

once upon a time

a long time ago

lived happily ever

after

character

place

hero

Write some sentences

Read and Write the Word in a sentence

Spelling & Vocabulary

once upon a
time

a long time ago

lived happily ever
after

character

place

hero

Vocabulary:

once upon a time

a long time ago

lived happily ever

after

character

place

hero

Stories From Around the World

Match each sentence to the correct picture

Spelling & Vocabulary

Vocabulary:

once upon a time
a long time ago
lived happily ever
after

character
place
hero

1	Once upon a time, a princess lived in a castle.	
2	A long time ago, people lived in a small village.	
3	The hero saved the people from danger.	
4	The story has many characters in it.	
5	The place in the story is a dark forest.	
6	The prince and princess lived happily ever after.	

HFW:

grass

class

pass

past

fast

last

Read and Practice Writing the Words

grass	.....	.....	.....
class	.....	.....	.....
pass	.....	.....	.....
past	.....	.....	.....
fast	.....	.....	.....
last	.....	.....	.....

Read and Write the Word in a sentence

grass

class

pass

past

fast

last

HFW:

grass

class

pass

past

fast

last



We use **past simple** to tell stories about the past:

✓ Use **was / were**.

✓ Use past verbs (-ed).
Past verbs end in -ed, like **listened**, liked. Some verbs are irregular, like **made**, heard.

✓ For example:

✓ Once upon a time, **was** a brave **princess**.
✓ Past verbs end in -ed, like **listened**, liked.

Once upon a time

✓ Once upon a time, there **was** a brave princess.



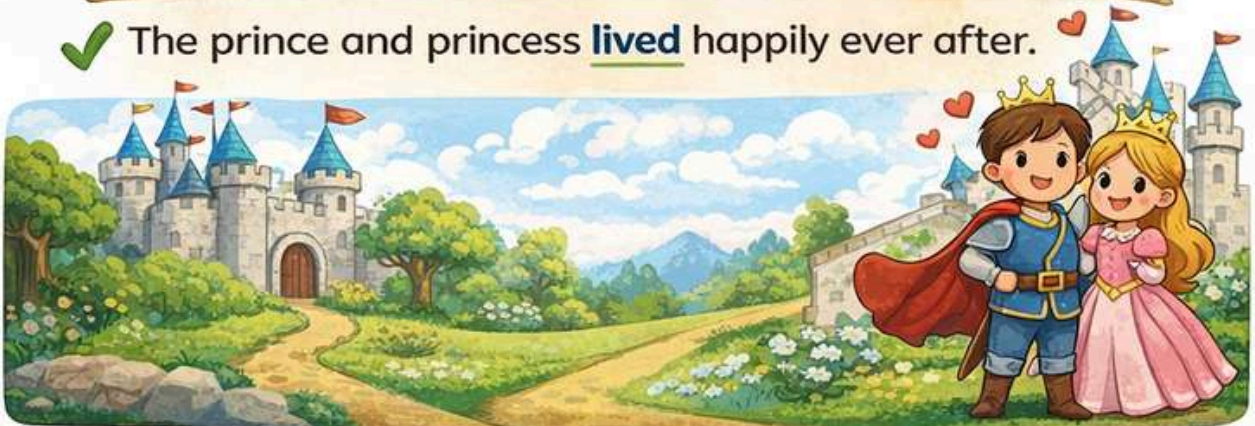
A long time ago,

✓ A long time ago, there **were** three dragons.



The prince and princess **lived** happily ever after.

✓ The prince and princess **lived** happily ever after.



Fill, Find, and Finish

Wordbank: was – were – lived – hero – place

1.

1. Once upon a time, there _____ a brave princess.

2. A long time ago, there _____ three dragons.

3. The hero _____ in a small village.

4. The story has a brave _____.

5. The story happens in a magical _____.

Write the sentences

1. (was / a brave hero)

2. (lived / in a small place)

Write your own sentences

Once upon a time...

A long time ago...



Handwriting practice area with four sets of dotted lines for writing.



HFW:

grass

class

pass

past

fast

last

Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example.

A Brave Hero

Once upon a time, there was a brave hero. He lived in a small place near a forest. The hero helped people and protected the village. Everyone liked him because he was kind and strong.

A long time ago, there were many problems in the village. One day, a dragon came to the place. The people were afraid, but the hero was brave. He went to the forest and saved the village.

In the end, the people were happy. The hero lived happily ever after. It was a wonderful story with many characters and a beautiful place.

was	were	lived	hero
place	character	after	brave
once	time	people	story

Example:	Once upon a time, there was a brave hero.
1	The story is about a brave _____.
2	He _____ in a small place.
3	A long time ago, there _____ many problems.
4	The dragon came to the _____.
5	The hero saved the _____.
6	The hero lived happily ever _____.

Reading

Read the text and answer the questions. Choose the correct answer.
Choose A, B or C.

The Brave Hero and the River

Once upon a time, there was a brave hero named Ali. He lived in a small place near a river. Ali was strong and kind, and he always helped people in his village.

A long time ago, there was a big problem. The river became very fast and dangerous. The water was high, and people were afraid to cross it. One day, a little boy tried to cross the river. He slipped and fell into the water. The people were scared, but Ali ran quickly. He jumped into the river and saved the boy.

After that, the people were very happy. They thanked Ali for his help. The boy was safe, and the village was peaceful again. In the end, Ali lived happily ever after. He was a true hero, and everyone loved him.

1	Who is the story about? A. a teacher B. a hero C. a farmer	4	What happened to the boy? A. he ran away B. he fell into the river C. he went home
2	Where did Ali live? A. near a river B. in a city C. in a school	5	What did Ali do? A. he watched B. he jumped into the river C. he slept
3	What was the problem in the story? A. the river was fast B. there was no food C. it was very hot	6	How did the story end? A. the people were sad B. the boy was lost C. the people were happy

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

first –
mix

then –
chop

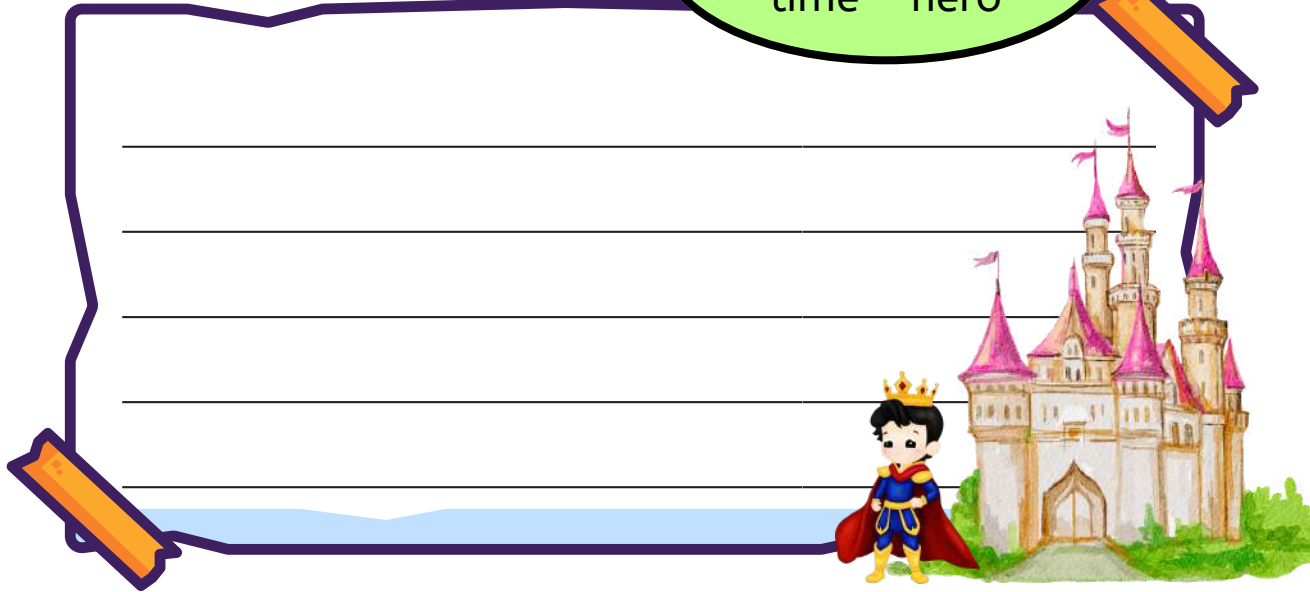
Task Completion	Use of Vocabulary	Puncturation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

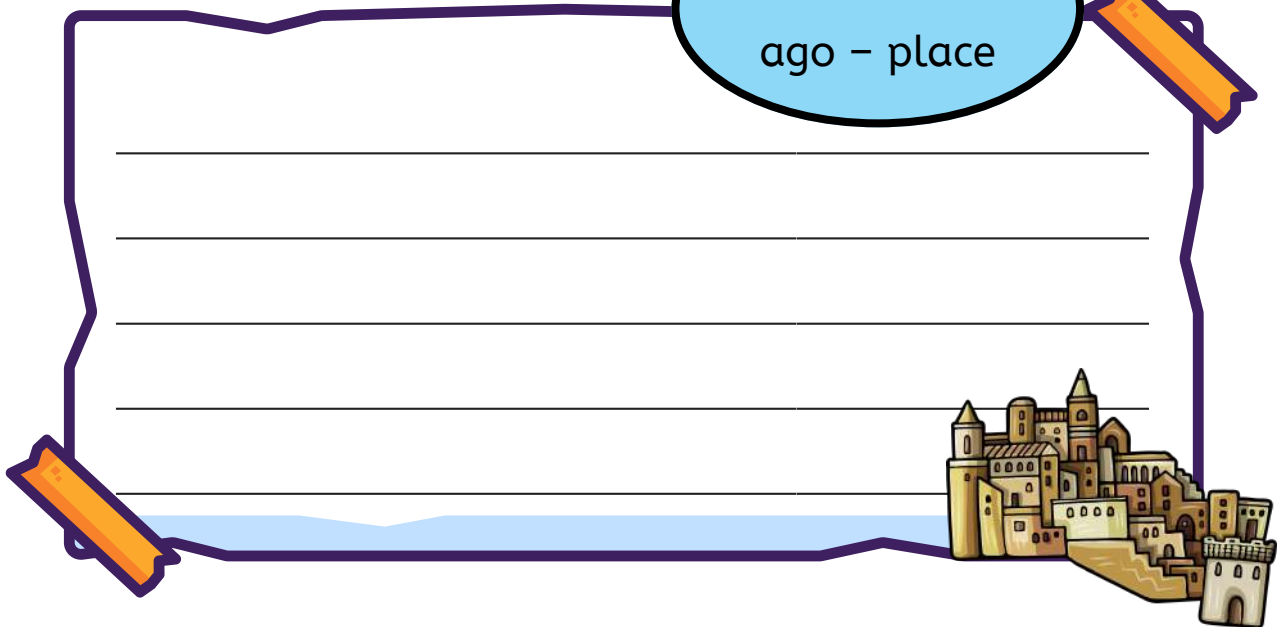
Write complete sentences for the picture. Use the words in the circle to help you.

Writing

once upon a
time – hero



a long time
ago – place



Task
Completion

Use of
Vocabulary

Punctuation

Spelling

Handwriting

Total

/8

/8

/8

/8

/8

/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Spelling & Vocabulary

Vocabulary:

once upon a time
a long time ago
lived happily ever
after

character

place

hero

lived happily ever
after – last



character
– class



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Week 6: Inspiring People

78

T. Aisha Aladab

You will learn:

Literacy Readiness

- 4.LR.HFW.2: Apply high frequency words correctly across different contexts and text types.

Speaking, Listening & Oral Communication

- 4.SLOC.LC.5: Identify and differentiate between factual statements and personal opinions in oral presentations.
- 4.SLOC.LC.4: Summarise spoken information with main points and key details.

Reading

- 4.R.VD.2: Use dictionaries, glossaries, and digital tools to clarify and confirm word meanings.
- 4.R.UTSF.4: Identify main ideas and supporting details in informational texts.

Writing

- 4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.
- 4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.
- 4.W.WPD.3: Write opinion texts that include a clear statement and at least two supporting reasons or examples.

Spelling & Vocabulary

Vocabulary:

brave
clever /
smart
change
world
hard-
working
kind
helpful

Weekly reading and spelling

Spelling



- brave
- clever / smart
- change
- world
- hard-working
- kind
- helpful

Reading



1. Cristiano Ronaldo was born in Portugal in 1985.
2. He loved football when he was a child and practised every day.
3. He played for famous clubs and won many trophies.
4. Today, he is one of the best football players in the world.
5. He works very hard and helps young players.

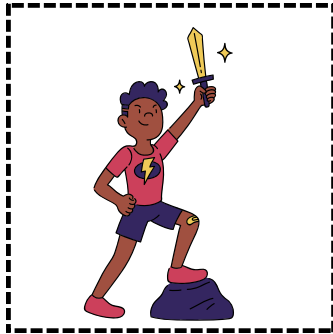


See It, Say It!



Read as many words as you can in 30 seconds—ready, set, go!

Spelling & Vocabulary



brave



clever/ smart



change



world



hard-working



kind



helpful

Vocabulary:

brave
clever /
smart
change
world
hard-
working
kind
helpful

Read, Copy, and Learn

Read and Practice Writing the Words

Spelling & Vocabulary

brave	_____	_____	_____
clever	_____	_____	_____
smart	_____	_____	_____
helpful	_____	_____	_____
hard working	_____	_____	_____
kind	_____	_____	_____
change	_____	_____	_____
world	_____	_____	_____

Vocabulary:

brave
clever /
smart
change
world
hard-
working
kind
helpful

Write some sentences

Read and Write the Word in a sentence

Spelling & Vocabulary

Vocabulary:

brave
clever /
smart
change
world
hard-
working
kind
helpful

brave

clever

smart

change

world

hard-working

kind

helpful

Inspiring People

Match each sentence to the correct picture

Spelling & Vocabulary

Vocabulary:

brave
clever /
smart
change
world
hard-
working
kind
helpful

1	The man is brave and helps people.	
2	She is clever and learns new things.	
3	He works hard every day.	
4	She wants to change the world.	
5	The boy is kind to his friend.	
6	He is helpful at home.	
7	He walks on a long path.	
8	The girl waters the plant.	

HFW:

bath

path

father

plant

half

Read, Copy, and Learn

Read and Practice Writing the Words

bath	.....	.....	.....
path	.....	.....	.....
father	.....	.....	.....
plant	.....	.....	.....
half	.....	.....	.....

Read and Write the Word in a sentence

bath

path

father

plant

half

HFW:

bath

path

father

plant

half

Past Simple + Present Simple

► **Past Simple** - talks about things **in the past**.

► **Present Simple** - talks about things **now**.

Past Simple

(in the past)



- ✓ Cristiano Ronaldo **was born** in Portugal in 1985.
- ✓ He **loved** football when he **was** a child.
- ✓ He **played** for famous clubs and **won** many trophies.

Present Simple

(now / every day / always)



- ✓ Today, he **is** one of the best football players in the world.
- ✓ He **works** very hard and **helps** young players.



More Examples



He **was** brave and kind.
(in the past)



He **wants** to change the world.
(now)



He **is** clever and **learns** every day.
(now)



He **helps** his father at home.
(now)



He **worked** hard to help people.
(in the past)



He **walks** on a long **path** every day.
(now)

★ High Frequency Words (HFW)



bath



path



father



plant



half

HFW:

bath

path

father

plant

half

Grammar

Fill, Find, and Finish

Wordbank: was – is – helped – helps – worked

1. He _____ a brave man.
2. Today, he _____ a helpful person.
3. He _____ people in the past.
4. Now, he _____ people every day.
5. He _____ hard when he was young.

Write the sentences

1. (was / a brave hero)

2. (helps / people every day)

Write your own sentences

.....

.....

.....

.....

Reading

Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example.

An Inspiring Man

Ahmad is an inspiring man. Today, he is kind, helpful, and hard-working. He helps people in his community and works very hard every day. Many people like him because he is brave and clever.

A long time ago, Ahmad was a young boy. He lived with his father in a small place. He worked hard and helped his father. He wanted to change the world and make it a better place.

Now, Ahmad is a strong and helpful man. He walks on a long path every day and helps many people. He also teaches children to be kind and helpful.

was	is	helps	helped
worked	father	path	world
kind	brave	plant	half

Example:	Ahmad is a kind man.
1	Today, Ahmad _____ kind and helpful.
2	A long time ago, he _____ a young boy.
3	He _____ his father at home.
4	He wanted to change the _____.
5	Now, he _____ people every day.
6	He walks on a long _____.

Reading

Read the text and answer the questions. Choose the correct answer.
Choose A, B or C.

Saif Helps Others

Saif learns about helping people in his class. He listens carefully when his teacher talks about inspiring people. Saif thinks helping others is important and interesting.

One day, the teacher tells a story about Saif. A long time ago, Saif was a young boy. He lived with his father in a small place. He worked hard and helped his father every day.

Now, Saif is a kind and helpful man. He helps people in his community and works very hard. He walks on a long path and teaches children to be kind and brave.

At the end of the lesson, Saif smiles. Helping others is important, and he wants to continue helping people.

1	Saif listens carefully when his teacher talks about _____. A. games B. inspiring people C. food	4	What does Saif do now? A. he helps people B. he runs away C. he stays home
2	Where did Saif live when he was young? A. in a city B. in a small place C. in a school	5	What does Saif teach children? A. to cook B. to be kind and brave C. to sleep
3	What did Saif do when he was young? A. he played games B. he helped his father C. he slept	6	Why is Saif happy? A. he is tired B. he likes helping people C. he does not like the lesson

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

kind –
helpful



father –
helpful



Vocabulary:

brave
clever /
smart
change
world
hard-
working
kind
helpful

Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

hard-working -
world



change -
world



Vocabulary:

brave
clever /
smart
change
world
hard-
working
kind
helpful

Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

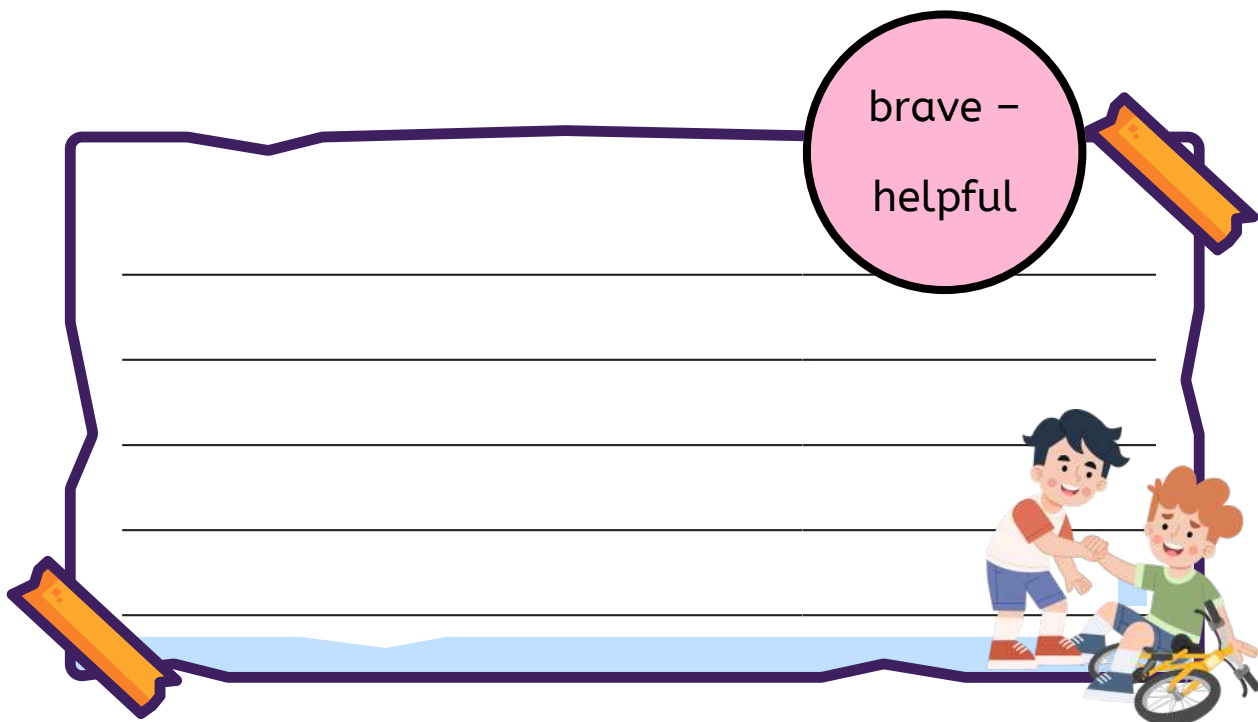
Write complete sentences for the picture. Use the words in the circle to help you.

Spelling & Vocabulary

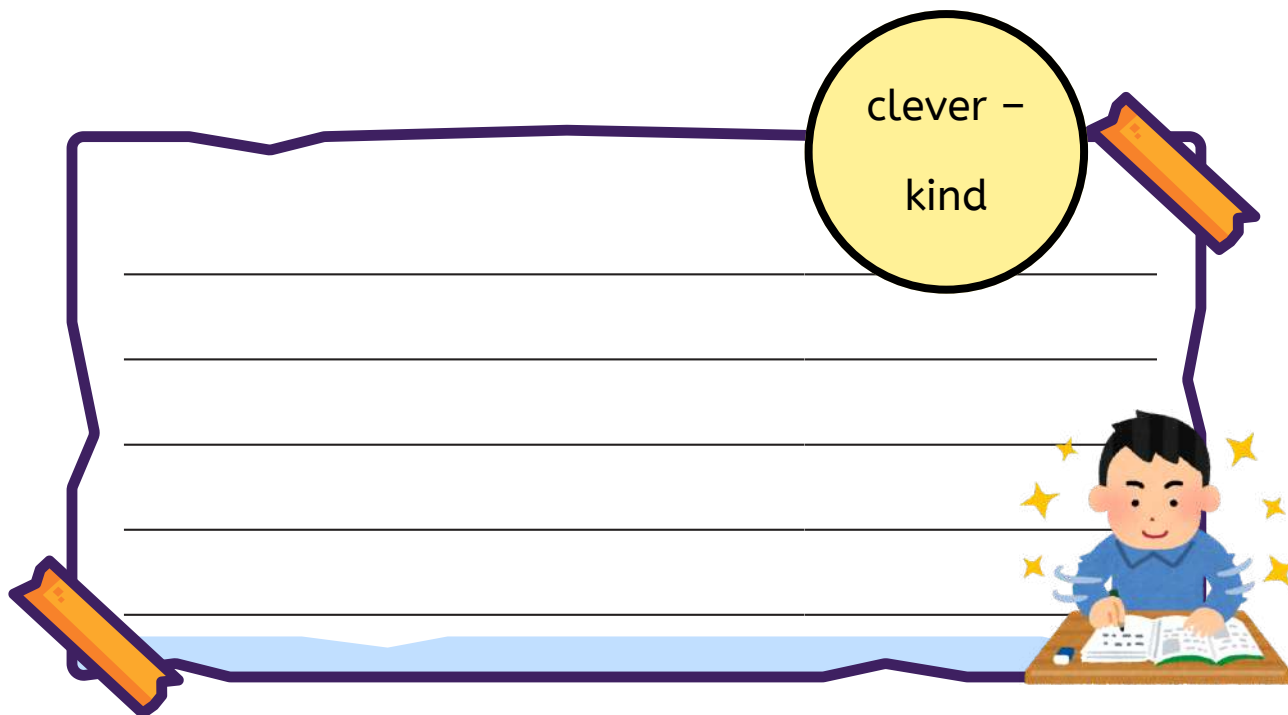
Vocabulary:

brave
clever /
smart
change
world
hard-
working
kind
helpful

brave –
helpful



clever –
kind



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Week 7: Staying Connected

92

T. Aisha Aladab

You will learn:

Literacy Readiness

- 4.LR.SP.1: Spell multisyllabic and subject specific vocabulary correctly.

Speaking, Listening & Oral Communication

- 4.SLOC.LC.4: Summarise spoken information with main points and key details.

Reading

- 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.
- 4.R.UTSF.4: Identify main ideas and supporting details in informational texts.

Writing

- 4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.
- 4.W.SWU.4: Select precise vocabulary to enhance meaning and match writing purpose and audience.
- 4.W.WPD.3: Write opinion texts that include a clear statement and at least two supporting reasons or examples.

Spelling & Vocabulary

Weekly reading and spelling

Spelling



- Vocabulary:
- send a message
- make a (video) call
- write an email
- phone (verb)
- talk/chat online

Reading

Vocabulary:

send a
message
make a
(video) call
write an
email
phone
(verb)
talk/chat
online



1. I will call you back when I get home.
2. Log in to your computer.
3. I hang up after I say goodbye.
4. I keep in touch with my cousin in Abu Dhabi.
5. We stay connected with our family online.
6. We catch up with our friends online.

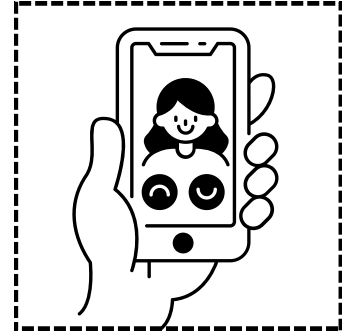
See It, Say It!



Read as many words as you can in 30 seconds—ready, set, go!



send a message



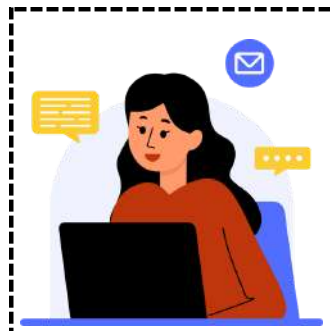
make a (video) call



write an email



phone (verb)



talk/ chat
online

Spelling & Vocabulary

Vocabulary:

send a
message
make a
(video) call
write an
email
phone
(verb)
talk/chat
online

Read, Copy, and Learn

Read and Practice Writing the Words

send a message	-----	-----	-----
make a (video) call	-----	-----	-----
write an email	-----	-----	-----
phone	-----	-----	-----
talk online	-----	-----	-----
chat online	-----	-----	-----

**Spelling &
Vocabulary**

Vocabulary:

send a
message
make a
(video) call
write an
email
phone
(verb)
talk/chat
online

Write some sentences

Read and Write the Word in a sentence

Spelling & Vocabulary

send a message

make a (video)

call

write an email

phone

talk online

chat online

Vocabulary:

send a
message

make a
(video) call

write an
email

phone
(verb)

talk/chat

online

Staying Connected

Match each sentence to the correct picture

Spelling & Vocabulary

Vocabulary:

send a message
make a (video) call
write an email
phone
(verb)
talk/chat online

1	She sends a message to her friend.	
2	They make a video call to talk.	
3	He writes an email on his computer. He writes an email on his computer.	
4	She phones her mother.	
5	They chat online with their friends.	
6	He keeps in touch with his cousin.	
7	They stay connected with their family online.	
8	They catch up with their friends online.	



Phrasal Verbs

Phrasal verbs are phrases that combine a verb with a preposition, creating a new meaning.

Non-separable

- log in
- hang up
- keep in touch with
- stay connected with
- catch up with

Examples:



I will call you **back** when I get home.



Log in to your computer.



I **hang up** after I say goodbye.



I **keep in touch with** my cousin in Abu Dhabi.



We **stay connected with** our family online.

We **catch up with** our friends online.



Fill, Find, and Finish

Wordbank: log in – hang up – keep in touch – stay connected – catch up

1. I _____ to my computer every day.
2. I _____ after I say goodbye.
3. I _____ with my friends online.
4. We _____ with our family online.
5. I _____ with my cousin every week.

Write the sentences

1. (log in / to my computer)

2. (hang up / after the call)

Write your own sentences

I keep in touch...

We stay connected...



Handwriting practice area with four sets of dotted lines for writing sentences.





Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example.

Staying Connected

Our class learns about communication in school. Our teacher shows us different ways to stay connected. We send messages, make video calls, and write emails. Staying connected is important for everyone.

We use technology every day. First, we log in to our computers. Then, we send messages to our friends. Next, we make a video call and talk online. After that, we keep in touch with our family. Finally, we hang up after we say goodbye.

We enjoy talking to our friends and family. We stay connected and catch up with people online. Communication helps us feel happy and close to others.

log in	hang up	keep in touch	catch up
send	call	talk	message
first	then	after	finally

Example:	We send messages to our friends.
1	We _____ to our computers.
2	First, we _____ to our friends.
3	Then, we _____ online.
4	After that, we _____ with our family.
5	Finally, we _____ after we say goodbye.
6	We _____ with our friends online.

Reading

Read the text and answer the questions. Choose the correct answer.
Choose A, B or C.

Staying Connected with Friends

Reading

Omar learns about communication in his class. He listens carefully when his teacher talks about how people stay connected. Omar thinks talking to friends and family is fun and important.

One day, the teacher shows the class how to use technology. First, they log in to their computers. Then, they send messages to their friends. Next, they make a video call and talk online. After that, they keep in touch with their family. Finally, they hang up after they say goodbye.

Omar enjoys talking with his friends. He likes to catch up with them online and share news. Staying connected makes him feel happy.

At the end of the lesson, Omar smiles. He wants to stay connected with his friends every day

1	Omar listens carefully when his teacher talks about _____. A. cooking B. communication C. games	4	What do they do after the call? A. keep in touch B. sleep C. run
2	What do students do first? A. send messages B. log in C. hang up	5	What do they do at the end? A. log in B. hang up C. write
3	What do students do after sending messages? A. go home B. make a video call C. eat	6	Why is Omar happy? A. he is tired B. he likes staying connected C. he does not like the lesson

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

send a message
– friend



make a video call
– cousin



Vocabulary:

send a
message
make a
(video) call
write an
email
phone
(verb)
talk/chat
online

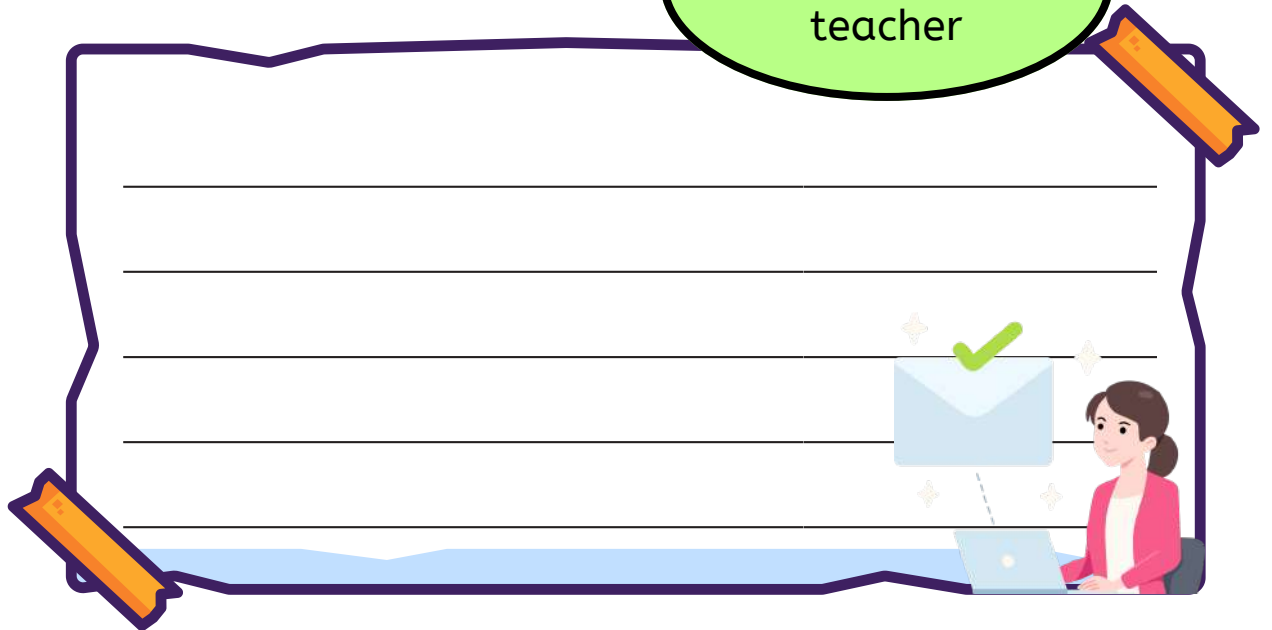
Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

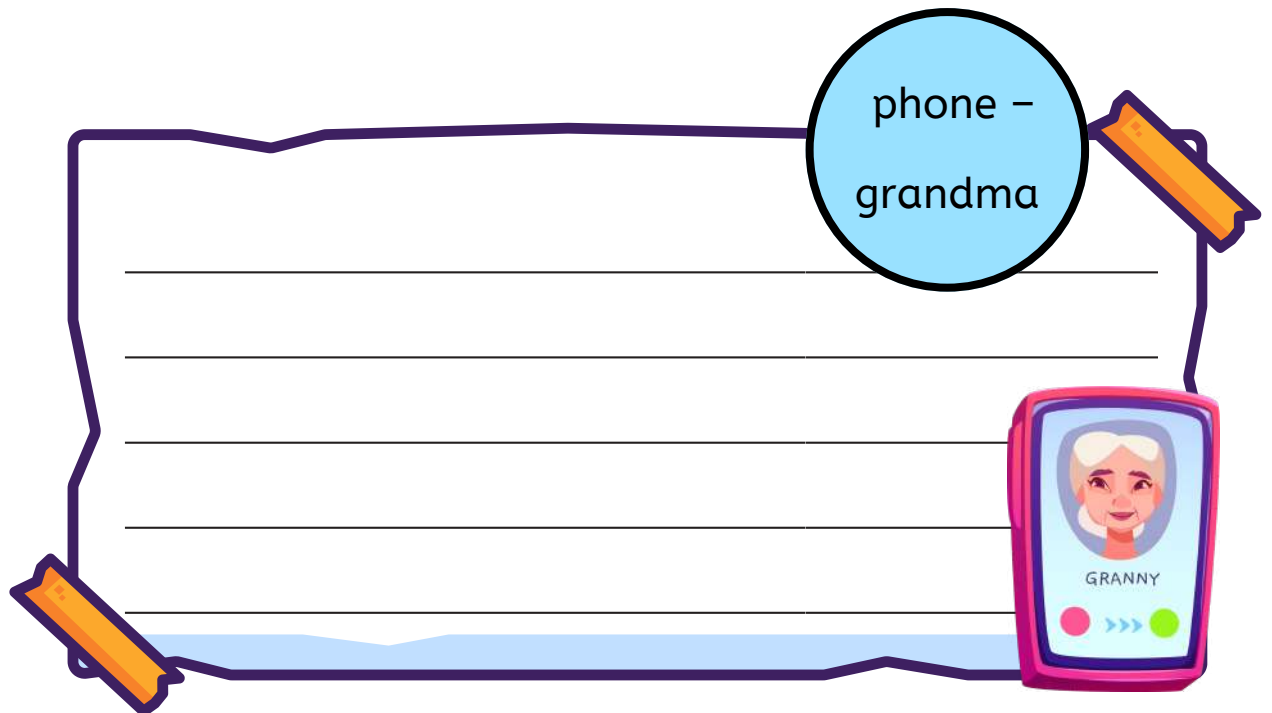
Write complete sentences for the picture. Use the words in the circle to help you.

Writing

write an email –
teacher



phone –
grandma



Vocabulary:

send a
message
make a
(video) call
write an
email
phone
(verb)
talk/chat
online

Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

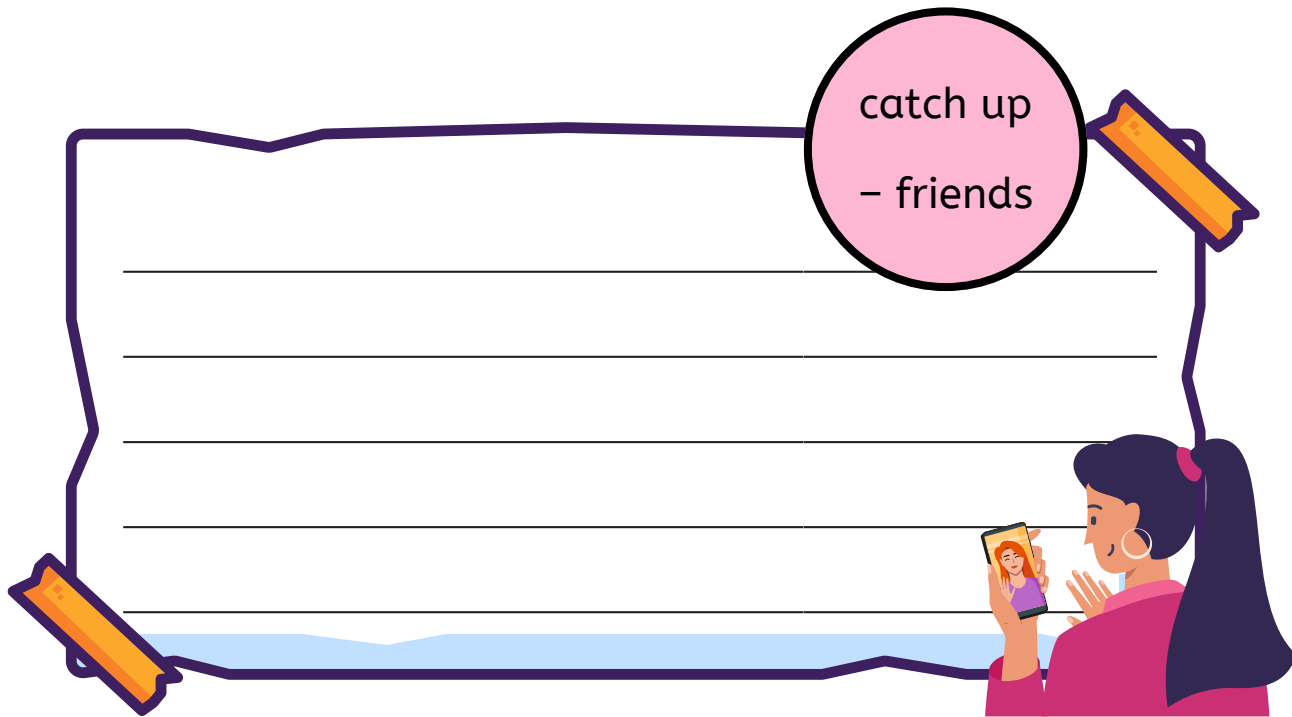
Write complete sentences for the picture. Use the words in the circle to help you.

Writing

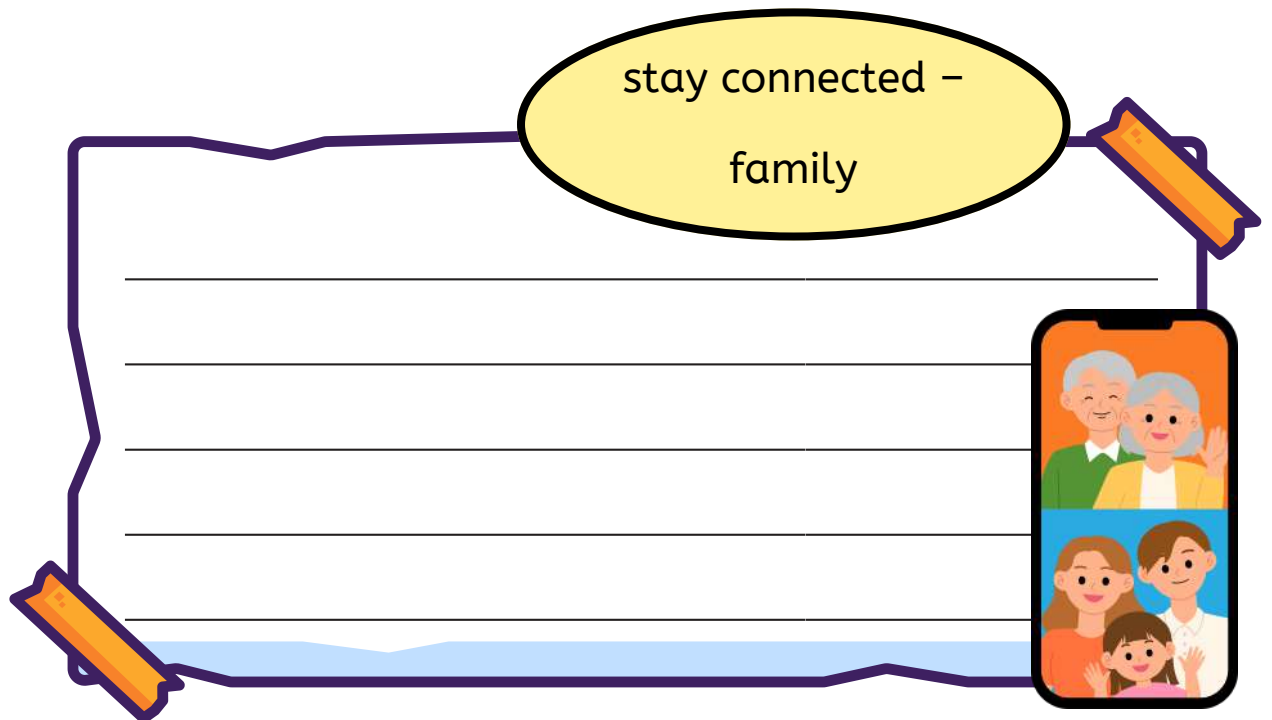
Vocabulary:

send a
message
make a
(video) call
write an
email
phone
(verb)
talk/chat
online

catch up
– friends



stay connected –
family



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Week 8: Looking to the Future

105

T. Aisha Aladab

You will learn:

Literacy Readiness

- 4.LR.HP.2: Produce well-formatted written work that enhances readability and visual appeal.

Speaking, Listening & Oral Communication

- 4.SLOC.DCC.4: Express opinions and provide reasons using simple sentences.

Reading

- 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.
- 4.R.RC.5: Identify the author's purpose and how it affects understanding of the text.
- 4.R.RC.4: Make and justify predictions and inferences with supporting evidence.

Writing

- 4.W.WC.3: Apply commas in compound sentences and after introductory phrases.
- 4.W.WP.2: Develop multiple paragraphs with clear connections between ideas.
- 4.W.WP.3: Revise drafts to improve word choice, sentence variety, and overall organisation.

Spelling & Vocabulary**Vocabulary:**

in the future

plan

hope

want

next year

grow up

one day

Weekly reading and spelling

Spelling



- in the future
- plan
- hope
- want
- next year
- grow up
- one day

Reading



1. What will you be when you grow up?
2. What will you do when you leave school?
3. What will you do when you get home?
4. When I grow up, I will be a teacher.
5. When I leave school, I will go to university.
6. When I get home, I will eat dinner.

See It, Say It!



Read as many words as you can in 30 seconds—ready, set, go!

Spelling & Vocabulary

Vocabulary:

in the future

plan

hope

want

next year

grow up

one day



in the future



plan



hope



want



next year



grow up



one day

Read, Copy, and Learn

Read and Practice Writing the Words

in the future	_____	_____	_____
plan	_____	_____	_____
hope	_____	_____	_____
want	_____	_____	_____
next year	_____	_____	_____
grow up	_____	_____	_____
one day	_____	_____	_____

Spelling & Vocabulary

Vocabulary:

- in the future
- plan
- hope
- want
- next year
- grow up
- one day

Write some sentences

Read and Write the Word in a sentence

Spelling & Vocabulary

in the future

plan

hope

want

next year

grow up

one day

Vocabulary:

in the future

plan

hope

want

next year

grow up

one day

Cooking With Friends

Match each sentence to the correct picture

Spelling & Vocabulary

Vocabulary:

in the future

plan

hope

want

next year

grow up

one day

1	In the future, I will be a doctor.	
2	I have a plan to study every day.	
3	I want to be a teacher.	
4	Next year, I will go to a new school.	
5	When I grow up, I will be a pilot.	
6	One day, I will travel around the world.	

Looking to the Future

First Conditional

We talk about the future and what **will** happen.
We use the words "**when**" and "**will**".

Asking About the Future

To ask questions, we use
Wh-words + "**will**".



What will you be
when you grow up?

When will you leave school?

- **Wh-**
- What, When...

Talking About the Future

To talk about our plans, we
say "**when**" + **simple present**,
• "**will**" + base verb.

When I grow up,
I **will** be a doctor.



Wh- examples:

- What • When • Where

When I grow up,
I **will** be a doctor.



When + simple present
• **will** + base verb

Examples:

- **When** I grow up, I **will** go to university.
- **When** I leave school, I **will** eat dinner.



Grammar

Grammar &
Functional
Language

Fill, Find, and Finish

Wordbank: will – grow up – next year – one day – plan

- 1. When I _____, I will be a doctor.
- 2. _____, I will learn new things.
- 3. I will have a _____ for my future.
- 4. _____, I will help people.
- 5. When I get home, I _____ do my homework.

Write the sentences

1. (grow up / be a teacher)

2. (next year / learn English)

Write your own sentences

When I grow up...
One day...



.....

.....

.....

.....

.....





Reading

Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example.

My Future Plans

Our class learns about the future in school. Our teacher asks us about our plans and hopes. We talk about what we want to be and what we will do. Thinking about the future is fun and important.

We share our ideas in class. First, we talk about our dreams. Then, we make a plan for the future. Next, we think about what we will do next year. After that, we talk about what we will be when we grow up. Finally, we share what we hope to do one day.

We enjoy talking about our future. We want to learn new things and help people. Our dreams make us feel happy and excited.

plan	hope	want	future
grow up	next year	one day	will
first	then	next	finally

Example:	We talk about the future in school.
1	We talk about the _____.
2	First, we make a _____.
3	Then, we think about what we _____ to be.
4	Next, we talk about what we will do _____.
5	After that, we think about when we _____.
6	Finally, we talk about what we will do _____.

Reading

Read the text and answer the questions. Choose the correct answer.
Choose A, B or C.

Reading

My Future Plans

Hessa learns about the future in her class. She listens carefully when her teacher asks about plans and hopes. Hessa thinks talking about the future is fun and interesting.

One day, the teacher asks the class some questions. First, they talk about what they want to be. Then, they think about what they will do next year. Next, they share their plans with the class. After that, they talk about what they will be when they grow up. Finally, they say what they hope to do one day.

Hessa wants to be a doctor in the future. She studies hard and makes a plan to help people. She feels happy because she has a dream.

At the end of the lesson, Hessa smiles. She is excited about her future and wants to achieve her goals.

1	Hessa listens carefully when her teacher talks about _____. A. cooking B. plans and hopes C. games	4	What does Hessa want to be? A. teacher B. doctor C. pilot
2	What do students talk about first? A. what they want to be B. what they eat C. where they go	5	What does Hessa do to achieve her dream? A. sleeps B. studies hard C. plays games
3	What do students think about next year? A. games B. future plans C. food	6	Why is Hessa happy? A. she has a plan B. she is tired C. she does not like school

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

Vocabulary:

in the future

plan

hope

want

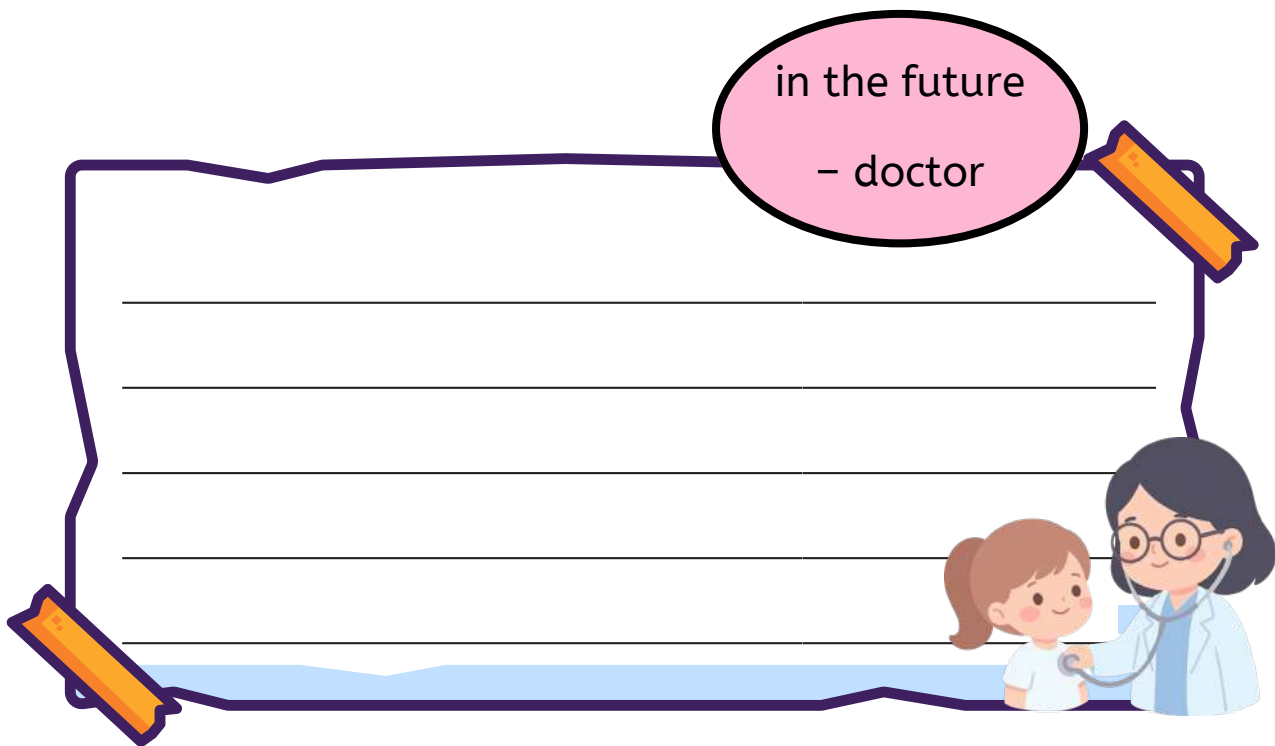
next year

grow up

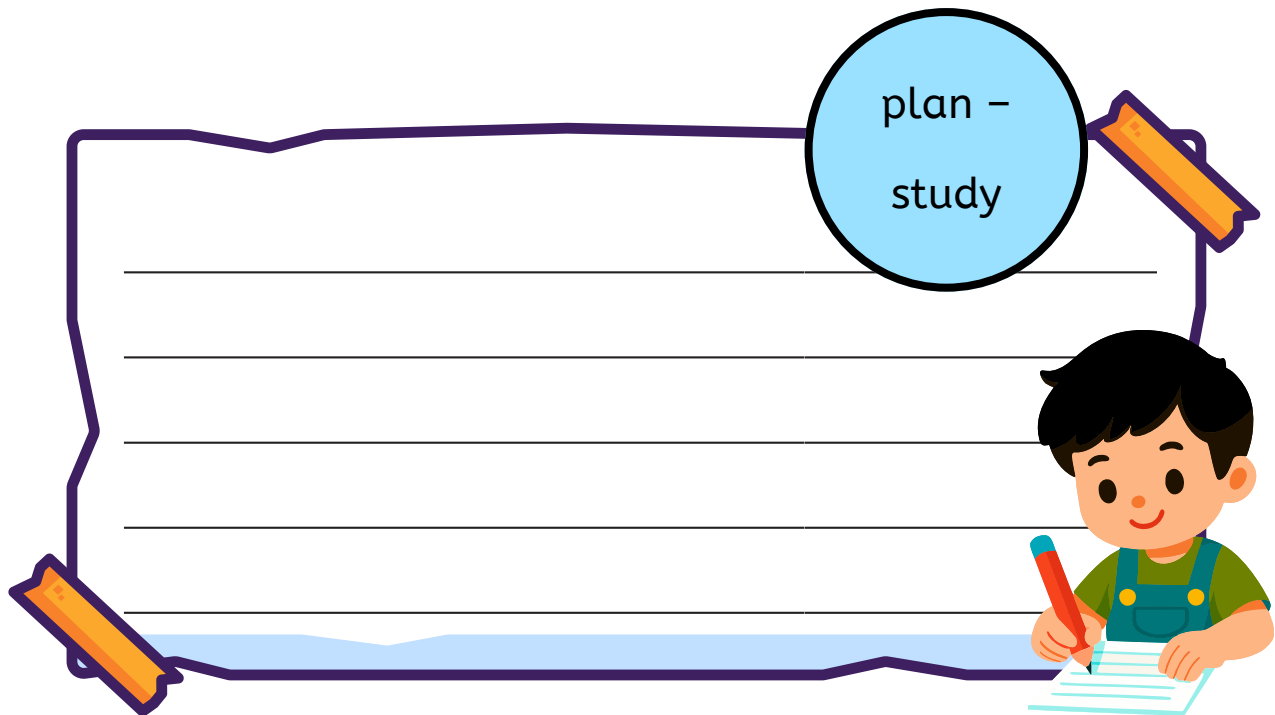
one day

in the future

– doctor



plan –
study



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

Vocabulary:

in the future

plan

hope

want

next year

grow up

one day

hope –

help



want –

teacher



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Writing

Write complete sentences for the picture. Use the words in the circle to help you.

Writing

Vocabulary:

in the future

plan

hope

want

next year

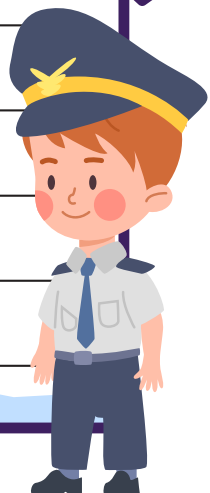
grow up

one day

next year
– learn



grow up
– pilot



Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

congratulations



you did it!

