**This is for an English app**  
A teacher robot called Sam, teaches English to children from 07 to 17 years old. The robot speaks, explains and can show what he explains the content of each module on the screen not too fast at speaking like at normal class.

**Content**

🟦 **MODULE 1 : ALPHABET & NUMBERS**

**General Objectives**  
By the end of this module, learners will be able to:

* Recognize and pronounce all 26 letters of the English alphabet.
* Identify vowels and consonants.
* Understand the dual role of the letter Y as both a vowel and a consonant.
* Count, read, and write numbers from 1 to 20.
* Engage in interactive games to reinforce learning.

**Part 1: THE ENGLISH ALPHABET**  
**Objectives:**

* Recognize and pronounce all 26 letters.
* Differentiate between vowels and consonants.
* Understand the special role of the letter Y.

Hello! I'm Teacher Sam.  
In this lesson, we will learn the English alphabet.  
Do you know how many letters there are in English?  
Do you know the English Alphabet?

There are 26 letters, vowels and consonants such as :  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**(Image of the alphabet, perhaps colorful and child-friendly, like on page 2)**  
A B C D E F G  
H I J K L M N  
O P Q R S T U  
V W X Y Z

There are 5 vowels :  
A – E – I – O – U  
These letters create the core sounds of most words. They are the heart of syllables, providing the main sounds.

Examples:

* A: /æ/ as in cat, /eɪ/ as in cake.
* E: /ɛ/ as in bed, /iː/ as in see.
* I: /ɪ/ as in sit, /aɪ/ as in bike.
* O: /ɒ/ as in hot, /oʊ/ as in go.
* U: /ʌ/ as in cup, /uː/ as in blue.

There are 21 consonants :  
B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z  
Consonants are sounds that come with some form of closure or restriction in the vocal tract.

What about the letter Y?  
The Letter Y : can be vowel and consonants

* As a consonant: When Y is at the beginning of a word and sounds like /j/, as in yes or yellow.
* As a vowel: When Y is in the middle or end of a word and can sound like a vowel:
  + Long E sound: happy, sunny.
  + Long I sound: cry, fly.
  + Short I sound: gym, myth.

Interactive Alphabet Games (No Download Required):

1. Alphabet Games – Turtle Diary  
   Engage in various alphabet games focusing on letter recognition, phonics, and tracing.  
   🔗 Play Now [Placeholder for actual link]
2. Alphabet Letter Recognition – CoolKindergarten  
   Practice letter naming, uppercase and lowercase matching, and alphabetical order.  
   🔗 Play Now [Placeholder for actual link]
3. Letters! – Mr. Nussbaum  
   Click on the correct letter as it's called out to reinforce letter recognition.  
   🔗 Play Now [Placeholder for actual link]

**Part 2 : NUMBERS 1–20**  
**Objectives:**

* Count from 1 to 20.
* Read and write numbers.
* Recognize number order.
* Engage in interactive games to reinforce learning.

Hello again! I'm Teacher Sam.  
Today, we will learn to count from 1 to 20 in English!  
Can you count already? If not, no problem! Let me teach you.

Let's talk about Numbers from 1 to 20 :  
1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

Numbers in Words :  
Number Word  
1 One  
2 Two  
3 Three  
4 Four  
5 Five  
6 Six  
7 Seven  
8 Eight  
9 Nine  
10 Ten  
11 Eleven  
12 Twelve  
13 Thirteen  
14 Fourteen  
15 Fifteen  
16 Sixteen  
17 Seventeen  
18 Eighteen  
19 Nineteen  
20 Twenty

Interactive Number Games (No Download Required):

1. Number Bingo 1–20 – Wordwall  
   Spin the wheel and identify numbers from 1 to 20.  
   🔗 Play Now [Placeholder for actual link]
2. Number Bingo – ABCya!  
   Practice identifying numbers by their names in a fun bingo format.  
   🔗 Play Now [Placeholder for actual link]
3. Numbers and Words 1–20 Interactive Bingo – Twinkl  
   Match numbers to their corresponding words in this interactive bingo game.  
   🔗 Play Now [Placeholder for actual link]

**MODULE 1 REVIEW**  
By the end of this module, you have:

* ✔️ Recognized and pronounced all 26 letters of the English alphabet.
* ✔️ Differentiated between vowels and consonants.
* ✔️ Understood the dual role of the letter Y.
* ✔️ Counted, read, and wrote numbers from 1 to 20.
* ✔️ Engaged in interactive games to reinforce learning.  
  Well done!

🟦 **MODULE 2: GREETINGS & INTRODUCTIONS**

**General Objectives**  
By the end of this module, learners will be able to:

* Understand and use common greetings in English.
* Introduce themselves and ask for names.
* Use simple questions and answers in social situations.
* Understand and use the pronouns "I" and "You" with the verb "to be" (am/are).
* Participate in short role-plays to practice what they've learned.

**Part 1: GREETINGS**  
**Objectives:**

* Learn the most common greetings in English.
* Understand the difference between formal and informal greetings.
* Practice how to ask and answer common social questions.

Hello! I'm Teacher Sam.  
In this lesson, we are going to learn how to greet people in English.  
Do you know how to say hello in different ways? No worries — I'll show you!

We use greetings every day! Some are formal, some are informal.  
Let me explain:  
There are common greetings you should know :

* **Hello!** – A general greeting used at any time of the day.
* **Hi!** – is an informal greeting.
* **Good morning!** – Used in the early part of the day (until 12:00 PM).
* **Good afternoon!** – Used after 12:00 PM, until about 5 PM.
* **Good evening!** – Used in the evening.
* **Good night!** – A farewell, said when going to bed or leaving at night.

Let's explain :  
"Greeting people is very important because it helps start conversations. The way we greet others can change depending on the time of day and whether it's a formal or informal setting."

Examples:

* Formal: "Good morning, Mr. Smith." (Image of two people formally shaking hands)
* Informal: "Hi, how's it going?" (Image of two friends waving)

Now, let's see the Questions for Greeting and how we respond.  
Question | Usage | Example Response  
---|---|---  
How are you? | General, polite | “I'm fine, thank you. And you?”  
How do you do? | Very formal, business | "How do you do?” (same question as reply)  
How's it going? | Informal, casual | "It's going great! How about you?"  
How have you been? | Used after some time apart | “I've been good, thanks! And you?”  
How are you doing? | Flexible, both formal/informal | "I'm doing well, thank you!"

See the Roleplay Examples to understand.  
Example 1:

* Person A: "How are you?"
* Person B: “I'm good, thank you! How about you?”

Example 2:

* Person A: “How do you do?”
* Person B: “How do you do?”

Example 3:

* Person A: "How's it going?”
* Person B: "Not bad, how about you?"

Interactive Greeting Games (Access Instructions):

1. EnglishClub – Greetings in English  
   Explore various ways to greet people in English, including formal and informal expressions.  
   🔗 Visit EnglishClub Greetings [Placeholder for actual link]
2. Wordwall – Greetings and Responses Matching Game  
   Engage in a fun activity where you match common greetings with appropriate responses.  
   🔗 Play the Game [Placeholder for actual link]

**Part 2: INTRODUCTIONS**  
**Objectives:**

* Learn how to introduce yourself and ask for someone's name.
* Practice polite conversation techniques.
* Learn to talk about age and origin.

Hi again! I'm Teacher Sam.  
In this lesson, we'll learn how to introduce ourselves and ask for names.  
Do you know how to introduce yourself in English? Let's start!

Introducing Yourself:

* **My name is [Your Name].** Example: "My name is Sam."
* **I'm [Your Name].** Example: "I'm Sam."
* **What's your name?** (Asking someone for their name.)

Let's Explain :  
"Introducing yourself is an important step in making new friends or meeting people. It's simple: say your name and ask for theirs!"  
Examples: (Image of two children meeting)

* A: "Hi, my name is Sarah. What's your name?"
* B: "Hi Sarah, I'm Ahmed."

Talking About Your Age:  
**How old are you?**

* Correct answer: “I am 10 years old.” Or “I'm 10.”
* Incorrect: “I have 10 years old."  
  So In English, we use the verb “to be” to state age. (In French, you might say “J’ai 10 ans," but English uses “I am 10 years old.”)

Describing Residency & Origin:  
**Where do you live?**

* “I live in [City]." Example: “I live in Maradi.”  
  **Where are you from?**
* “I am from [Country]." Example: “I am from Niger.”

Stating Your Student Status:

* "I am a student.” or “I'm a student."
* “I am not a student." (if applicable)

Practice Dialogue for Introducing Yourself  
A: Hi! What's your name?  
B: Hi! My name is Zainab.  
A: Nice to meet you, Zainab! How old are you?  
B: I am 9 years old.  
A: Where do you live?  
B: I live in Maradi.  
A: And where are you from?  
B: I am from Niger.  
A: Are you a student?  
B: Yes, I am a student.  
A: Great! Nice to meet you, Zainab!  
B: Nice to meet you too!

Interactive Introduction Games (Access Instructions):

1. Wordwall – Introducing Yourself Matching Game  
   🔗 Play the Game [Placeholder for actual link]
2. ESL KidStuff – Intro Lesson Plan for Ages 3-7  
   🔗 View the Lesson Plan [Placeholder for actual link]
3. ESL Games Plus – What's Your Name? Video Lesson  
   🔗 Watch the Video [Placeholder for actual link]

**Part 3: Pronouns – “I” and “You”, The verb “To Be” – "I am" / "You are”**  
**Objectives:**

* Understand and use the pronouns "I" and "You".
* Understand and use "I am" and "You are".

Hello! I'm Teacher Sam.  
In today's lesson, we will learn about the pronouns **I** and **You**, and how to use the verb **to be** in the present tense: **I am** and **You are**.  
Do you know what a pronoun is? Okay, let me explain!

A pronoun is a word that replaces a name. It makes speaking easier and faster.  
(Image similar to page 10, focusing on 'I' and 'You')

* When you talk about **yourself**, you say: **I**  
  Example: I am a student. (Image of a child pointing to themselves)
* When you talk to **someone else**, you say: **You**  
  Example: You are my friend. (Image of a child pointing to another child)  
  Tip: "I" is always capitalized in English.

The verb "to be" means something like “exist”, “stay”, or “show who or what someone is”. (Être in French)  
Subject | Verb "to be" | Example Sentence  
---|---|---  
I | am | I am happy.  
You | are | You are ready to learn!

Use “I am” to talk about yourself, and “You are” to talk to someone else.

Practice Mini-Dialogue  
Repeat with a partner:  
A: Hello! I am Sam.  
B: Hi Sam, you are my teacher.  
A: You are right! And I am happy today.  
B: You are a kind teacher.

Exercises

1. Fill in the blanks (use **I am** or **You are**):
   1. \_\_\_\_ from Maradi. (If speaker is from Maradi)
   2. \_\_\_\_ a good friend. (When talking to a friend)
   3. \_\_\_\_ ready for class. (Teacher to student, or student to self)
2. Ask & Answer  
   Pair up. Take turns asking and answering:
   1. A: “Who are you?” → B: “I am [name]."
   2. A: “How are you?” → B: “I am fine, thank you."

Interactive Games & Quizzes - Video Lessons

* BBC Learning English – “to be” basics  
  🔗 [https://www.youtube.com/watch?v=5kjCcBsBzUs](https://www.google.com/url?sa=E&q=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D5kjCcBsBzUs)
* Simple English Grammar – Pronouns I & You  
  🔗 [https://www.youtube.com/watch?v=7UC4RQhGo54](https://www.google.com/url?sa=E&q=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D7UC4RQhGo54)

Great job today! Keep practicing these sentences every day:  
“I am learning English.” / “You are doing great!"

**MODULE 2 REVIEW**  
Here's what you've learned in this module:

* ✔️ Practiced common greetings and when to use them.
* ✔️ Learned how to introduce yourself and ask for someone's name.
* ✔️ Learned how to ask and answer common questions like "How are you?", "How's it going?", and more.
* ✔️ Understood Pronouns: **I** (for yourself) and **You** (for others).
* ✔️ Mastered Verb to be: **I am**, **You are**.
* ✔️ Practiced with dialogues, exercises, and fun online activities.  
  "Great job on your introductions and greetings! Keep practicing them, and soon you'll be able to use these skills easily in everyday conversations."

🟦 **MODULE 3 : FAMILY, PRONOUNS & POSSESSIVES**

**General Objectives**  
By the end of this module, learners will be able to:

* Identify and name common family members.
* Understand and use basic pronouns: he, she, we, they.
* Understand and use possessive adjectives: my, your, his, her.
* Form simple sentences about family members.

**Part 1: Family Members & Pronouns (he, she, we, they)**  
**Objectives:**

* Learn vocabulary for family members.
* Learn pronouns: he, she, we, they.

"Hello! I'm Teacher Sam.  
In this lesson, we will learn about **family members** and some basic **pronouns** like *he, she, we,* and *they*.  
Do you know how to say 'mother' or 'brother' in English? Hmm... okay, let me explain!"

Vocabulary : (Image of a family tree with simple drawings)  
Word | Meaning (in simple English) | French  
---|---|---  
Mother | Your mom | Mère (Maman)  
Father | Your dad | Père (Papa)  
Sister | A girl who has the same parents as you | Sœur  
Brother | A boy who has the same parents as you | Frère  
Grandmother | Your mother's or father's mother | Grand-mère  
Grandfather | Your mother's or father's father | Grand-père  
Aunt | Your mom's or dad's sister | Tante  
Uncle | Your mom's or dad's brother | Oncle  
Cousin | Your aunt's or uncle's son or daughter | Cousin / Cousine

Pronouns:  
Pronoun | Used for | Example  
---|---|---  
He | a boy or man | **He** is my father. (Image of a father)  
She | a girl or woman | **She** is my sister. (Image of a sister)  
We | yourself and others | **We** are a family. (Image of a family group including the speaker)  
They | other people (more than one) | **They** are my cousins. (Image of two cousins)

Working Video Resources:

1. Family Vocabulary for Kids – Fun Kids English (YouTube)  
   Simple and colorful family word introduction.  
   🔗 [Placeholder: Link to Fun Kids English Family Vocab]
2. Family Members | Vocabulary Song for Kids – Dream English  
   A fun and slow-paced song using real pictures and pronunciation.  
   🔗 [Placeholder: Link to Dream English Family Song]
3. Learn Family Members | Educational Video for Kids – ELF Kids  
   A classroom-style explanation with example pictures.  
   🔗 [Placeholder: Link to ELF Kids Family Members]

**Part 2: Possessive Adjectives (my, your, his, her)**  
**Objectives:**

* Learn possessive adjectives: my, your, his, her.
* Use possessive adjectives with family vocabulary.

"Hello! I'm Teacher Sam.  
In this lesson, we will learn how to say who owns something using **possessive adjectives**.  
For example: *My* mother, *your* father, *his* sister, *her* brother.  
Do you know what ‘my’ or ‘his’ means? Hmm... okay, let me explain!"

Vocabulary & Explanation:  
Possessive Adjective | Used For | Example Sentence | French  
---|---|---|---  
My | talking about yourself | **My** mother is kind. | Mon / Ma / Mes  
Your | talking to someone | **Your** sister is tall. | Ton / Ta / Tes  
His | talking about a boy/man | **His** father is strong. | Son / Sa / Ses (pour lui)  
Her | talking about a girl/woman | **Her** brother is funny. | Son / Sa / Ses (pour elle)

→ These words show that something **belongs** to someone. (Ces mots montrent que quelque chose **appartient** à quelqu'un.)

Practice Sentences:

1. My name is Amina.
2. Your brother is in the classroom.
3. His name is Adam.
4. Her dress is beautiful.
5. This is my mother. Her name is Fatima.
6. That is my brother. His name is Ali.

Working Video Resources:

1. Possessive Adjectives for Kids | Learn and Practice – Smile and Learn  
   Explains "my, your, his, her” clearly with animations.  
   🔗 [Placeholder: Link to Smile and Learn Possessives]
2. My, Your, His, Her Song – Fun Kids English  
   Fun and musical way to practice.  
   🔗 [Placeholder: Link to Fun Kids English Possessive Song]
3. Possessive Adjectives – English for Kids – English Singsing  
   Clear, slow speech with nice visuals.  
   🔗 [Placeholder: Link to English Singsing Possessives]

**MODULE 3 REVIEW**  
In this module, you learned:

* ✔️ Vocabulary for common family members.
* ✔️ Pronouns: he, she, we, they.
* ✔️ Possessive Adjectives: my, your, his, her.
* ✔️ How to make simple sentences about your family and their possessions.  
  Fantastic work! You're expanding your English world!

🟦 **MODULE 4: CLASSROOM, COLORS & SHAPES**

**General Objectives**  
By the end of this module, learners will be able to:

* Identify and name common classroom objects.
* Identify and name basic colors.
* Identify and name basic shapes.
* Use simple sentences to describe objects with their colors and shapes.

🗣️ *Spoken by Teacher Sam in a calm, slow voice:*

👋 Hello there! I'm Teacher Sam, your friendly robot guide.  
Today, we're going to learn some important English words for school and classroom objects — and we'll also have fun with colors and shapes!  
Are you ready? Let's begin!

**Part 1: School Objects**  
**Objectives:**

* Learn the names of five common school objects.
* Practice using "This is a..."

Here are five things you see in a classroom:

*(Each object should have a clear, simple image next to its description)*  
✒️ **Pen** (Stylo)  
This is a pen.  
We use a pen to write on paper.  
“I write my name with a pen.”  
(pause 2 seconds)

📖 **Book** (Livre)  
This is a book.  
Books help us read and learn.  
“I read a story in my book.”  
(pause 2 seconds)

🪑 **Chair** (Chaise)  
This is a chair.  
We sit on a chair during lessons.  
“I sit on the chair to learn."  
(pause 2 seconds)

📚 **Table** (Table) (or Desk - Bureau)  
This is a table.  
We use it to write and draw.  
“I keep my book on the table."  
(pause 2 seconds)

🎒 **Bag** (Sac)  
This is a bag.  
We carry our school things in it.  
“My pencil is inside my bag.”  
(pause 2 seconds)

🎮 **Let's Play a Game: What's Missing?**  
Look carefully...  
Pen, Book, Chair, Table, Bag.  
(Show images of each as they are named, then remove one)  
Now... one is missing.  
Can you guess which one?  
(pause)  
✔️ Yes! It was the [missing object]! Great job!

**Part 2: Colors and Shapes**  
**Objectives:**

* Learn two common colors.
* Learn two common shapes.
* Practice describing objects using colors and shapes.

🎨 Let's look at two common colors:

🔴 **Red** (Rouge)  
(Image of a red apple or red crayon)  
Red is the color of apples.  
“My crayon is red.”  
(pause 2 seconds)

🔵 **Blue** (Bleu)  
(Image of a blue sky or blue balloon)  
Blue is the color of the sky.  
“My bag is blue.”  
(pause 2 seconds)

🔶 Now, let's see some shapes:

🟥 **Square** (Carré)  
(Image of a square window or block)  
A square has four equal sides.  
“A window is a square.”  
(pause 2 seconds)

🟠 **Circle** (Cercle)  
(Image of a round clock or ball)  
A circle is round.  
"A clock is a circle."  
(pause 2 seconds)

✏️ **Let's Imagine Coloring Together!**

* Color the circle red. (Show a red circle)
* Color the square blue. (Show a blue square)  
  Can you picture it? You can also draw and color them at home!

✅ **Review Time**  
Let's say everything together:  
Pen – Book – Chair – Table – Bag  
Red – Blue – Square – Circle

👏 Great job today!  
You've learned classroom objects, colors, and shapes.

Interactive Games:

1. Colors Song for Children – Dream English Kids  
   🔗 [Placeholder: Link to Dream English Colors Song]
2. Shapes Song – Super Simple Songs  
   🔗 [Placeholder: Link to Super Simple Shapes Song]
3. Classroom Objects Game – ESL Games Plus  
   🔗 [Placeholder: Link to ESL Games Plus Classroom Objects]

**MODULE 4 REVIEW**  
In this module, you have:

* ✔️ Learned names of common classroom objects.
* ✔️ Learned names of basic colors (Red, Blue).
* ✔️ Learned names of basic shapes (Square, Circle).
* ✔️ Practiced simple descriptive sentences.  
  Excellent! You are getting good at describing the world around you!

🟦 **MODULE 5 : VERBS AND DAILY ROUTINES**

**General Objectives**  
By the end of this module, learners will be able to:

* Understand and use common action verbs in the simple present tense.
* Talk about daily routines using simple phrases.
* Understand the "s" ending for third-person singular verbs (he/she/it).

**Part 1: Common Verbs**  
**Objectives:**

* Learn five common action verbs.
* Understand the simple present tense for I, you, we, they, he, she.

👋 Introduction du professeur :  
Hello there! I'm Teacher Sam, your friendly robot guide.  
Today, we're going to learn some important English verbs that you use every day. These verbs will help you talk about what you do daily, like eating, sleeping, playing, reading, and writing. Ready? Let's get started!

Vocabulary (Vocabulaire)  
Verbs (Verbes) | Meaning (Signification) | Example Image  
---|---|---  
eat | manger | Child eating an apple  
sleep | dormir | Child sleeping in bed  
play | jouer | Children playing with a ball  
read | lire | Child reading a book  
write | écrire | Child writing in a notebook

Examples (Exemples)

* I **eat** breakfast at 7 o'clock.
* She **sleeps** at night.
* We **play** football after school.
* He **reads** a book every day.
* They **write** letters to their friends.

Grammar: Simple Present (Grammaire : Présent simple)  
In English, when you talk about things you do regularly, you use the simple present tense.

* For **I, you, we, and they**, the verb stays the same:
  + I **play**.
  + They **eat**.
* For **he, she, and it**, add **-s** at the end of the verb:
  + He **plays**.
  + She **eats**.

More examples with simple present:

* I **play** chess on Saturdays.
* She **eats** lunch at school.
* He **writes** stories.
* We **read** magazines.
* They **sleep** early.

**Part 2 : My Day**  
**Objectives:**

* Learn phrases for daily routine activities.
* Practice using verbs in sentences about daily routines.

Teacher Sam says:  
Now that you know some verbs, let's talk about your daily routine! What do you do every day? Let's learn some new phrases.

Vocabulary (Vocabulaire)  
Phrases | Meaning (Signification) | Example Image  
---|---|---  
wake up | se réveiller | Child waking up in bed  
go to school | aller à l'école | Child with a backpack walking to school  
eat lunch | déjeuner | Child eating lunch

Examples (Exemples)

* I **wake up** at 6 o'clock.
* She **goes to school** at 8 a.m. (Note: 'go' changes to 'goes' for she/he/it)
* We **eat lunch** at noon.

✏️ Activity: Draw Your Daily Routine (Activité : Dessine ta routine quotidienne)  
Teacher Sam says:  
Now it's your turn! Draw pictures showing your day. Start with waking up, going to school, eating lunch, and anything else you do. Write simple sentences in English under your drawings like these:

* I wake up at 7 a.m.
* I go to school by bus.
* I eat lunch with my friends.
* I play after school.
* I read a book before bed.

Interactive Games:

1. Daily Routines Song – Fun Kids English  
   🔗 [Placeholder: Link to Fun Kids English Daily Routines Song]
2. Simple Present Verb Game – MES Games  
   🔗 [Placeholder: Link to MES Games Simple Present]

Final tip from Teacher Sam:  
Try to use the verbs you learned today — eat, sleep, play, read, write — to talk about what you do every day! Practice makes perfect!

**MODULE 5 REVIEW**  
In this module, you've learned:

* ✔️ Five common verbs: eat, sleep, play, read, write.
* ✔️ How to use the Simple Present tense.
* ✔️ The special "-s" for verbs with he/she/it.
* ✔️ Phrases to talk about your daily routine.  
  Super! Now you can talk about your day in English!

Okay, here are the five new modules!

🟦 **MODULE 6: FOOD, ANIMALS & PLURALS**

**General Objectives**  
By the end of this module, learners will be able to:

* Identify and name common food items and animals.
* Understand and form basic plural nouns (adding -s).
* Use "I like..." to express preferences for food and animals.
* Understand and use "There is a..." and "There are...".

**Part 1: Yummy Food! (La nourriture délicieuse!)**  
**Objectives:**

* Learn vocabulary for common food items.
* Practice using "I like..." with food.
* Introduce "There is a..." for singular food items.

Hello! I'm Teacher Sam! Are you hungry?  
Today, we're going to learn about some yummy **food**! Let's see what we can eat!

Vocabulary: Food (Nourriture) (Show colorful images for each)  
Word | French | Example Sentence  
---|---|---  
Apple | Pomme | I like **apples**. There is an **apple** on the table.  
Banana | Banane | I like **bananas**. There is a **banana** in my bag.  
Bread | Pain | I like **bread**. There is **bread** for breakfast.  
Milk | Lait | I like **milk**. There is **milk** in the glass.  
Rice | Riz | I like **rice**. There is **rice** for dinner.  
Chicken | Poulet | I like **chicken**. There is **chicken** on my plate.

Teacher Sam explains:  
When we talk about one thing, we can say: "**There is a/an...**" (Il y a un/une...)

* There is an **apple**.
* There is a **banana**.

Practice:  
What food do you like? Say: "I like [food name]."  
Example: "I like apples." "I like milk."

**Part 2: Amazing Animals! (Les animaux étonnants!)**  
**Objectives:**

* Learn vocabulary for common animals.
* Practice using "I like..." with animals.
* Introduce "There are..." for plural animals.

Hello again! I'm Teacher Sam!  
Now, let's learn about some **animals**! Animals are fun!

Vocabulary: Animals (Animaux) (Show cute images for each)  
Word | French | Example Sentence  
---|---|---  
Dog | Chien | I like **dogs**. There is a **dog** in the park.  
Cat | Chat | I like **cats**. There is a **cat** on the chair.  
Bird | Oiseau | I like **birds**. There is a **bird** in the tree.  
Fish | Poisson | I like **fish**. There is a **fish** in the water.  
Lion | Lion | I like **lions**. There is a **lion** at the zoo.  
Elephant | Éléphant | I like **elephants**. There is an **elephant** at the zoo.

**Part 3: One and Many (Plurals & There is/There are)**  
**Objectives:**

* Learn how to make nouns plural by adding "-s".
* Practice using "There is a..." for one item and "There are..." for many items.

Teacher Sam explains:  
When we have more than one thing, we usually add an **-s** to the word. This is called **plural**. (Quand on a plus d'une chose, on ajoute un **-s**. C'est le **pluriel**.)

|  |  |
| --- | --- |
| **Singular (Un)** | **Plural (Plusieurs)** |
| one apple | two apple**s** (Image of one apple, then two apples) |
| one cat | three cat**s** (Image of one cat, then three cats) |
| one book | many book**s** (Image of one book, then many books) |

Now, let's use "There is" and "There are":

* **There is a** dog. (Il y a un chien.) (Image of one dog)
* **There are** two dog**s**. (Il y a deux chiens.) (Image of two dogs)
* **There is an** apple. (Il y a une pomme.)
* **There are** five apple**s**. (Il y a cinq pommes.)

Practice:  
Look around your room!

* Say: "There is a [singular object]."
* Say: "There are [number] [plural objects]."

Interactive Games:

1. Food Vocabulary Game – British Council Kids  
   🔗 [Placeholder: Link to British Council Food Game]
2. Animal Names Learning Game – Funbrain  
   🔗 [Placeholder: Link to Funbrain Animal Game]
3. Plural Nouns Game ("-s") – ESL Games Plus  
   🔗 [Placeholder: Link to ESL Games Plus Plurals Game]
4. "There is / There are" Game - GamestolearnEnglish  
   🔗 [Placeholder: Link to GamestolearnEnglish There is/are]

**MODULE 6 REVIEW**  
This module was delicious and wild! You learned:

* ✔️ Names of common foods and animals.
* ✔️ How to make nouns plural by adding "-s".
* ✔️ To use "I like..." to talk about your preferences.
* ✔️ To use "There is a..." for one thing and "There are..." for many things.  
  Great job, explorer!

🟦 **MODULE 7: ACTIONS NOW (PRESENT CONTINUOUS) & ABILITIES (CAN/CAN'T)**

**General Objectives**  
By the end of this module, learners will be able to:

* Understand and use the Present Continuous tense (verb + -ing) to talk about actions happening now.
* Ask and answer questions about current actions.
* Understand and use "can" and "can't" to talk about abilities.

**Part 1: What Are You Doing? (Present Continuous)**  
**Objectives:**

* Learn to form the Present Continuous (am/is/are + verb-ing).
* Use the Present Continuous to describe actions happening now.

Hello! I'm Teacher Sam!  
Today, we'll learn how to talk about what is happening **right now**! It's called the Present Continuous.

Teacher Sam explains:  
To talk about what's happening now, we use: **am/is/are + verb + -ing**.  
(Pour parler de ce qui se passe maintenant, on utilise : **am/is/are + verbe + -ing**.)

Examples: (Show images for each action)

* I **am talking**. (Je suis en train de parler.)
* You **are listening**. (Tu es en train d'écouter.)
* He **is reading**. (Il est en train de lire.) (Image of a boy reading)
* She **is writing**. (Elle est en train d'écrire.) (Image of a girl writing)
* We **are learning**. (Nous sommes en train d'apprendre.) (Image of children learning)
* They **are playing**. (Ils sont en train de jouer.) (Image of children playing)

Common Verbs + -ing:

* eat → eating
* sleep → sleeping
* play → playing
* read → reading
* write → writing
* run → running (double 'n')
* swim → swimming (double 'm')

Practice: Mime an action!  
Your friend asks: "What are you doing?"  
You answer: "I am [verb-ing]."  
Example: (Mime eating) "I am eating."

**Part 2: I Can, I Can't! (Abilities)**  
**Objectives:**

* Learn to use "can" to talk about ability.
* Learn to use "can't" (cannot) to talk about lack of ability.
* Ask and answer questions with "Can you...?"

Hi again! It's Teacher Sam!  
Let's talk about what things we **can** do and what things we **can't** do.

Teacher Sam explains:

* **Can** means you are able to do something. (Pouvoir / Savoir faire)
* **Can't** (cannot) means you are not able to do something. (Ne pas pouvoir / Ne pas savoir faire)

Examples: (Show images for each)

* A bird **can** fly. (Un oiseau peut voler.) (Image of a bird flying)
* A fish **can** swim. (Un poisson peut nager.) (Image of a fish swimming)
* A dog **can't** fly. (Un chien ne peut pas voler.) (Image of a dog looking up at a bird)
* I **can** run. (Je peux courir.) (Image of a child running)
* I **can't** fly like a bird. (Je ne peux pas voler comme un oiseau.)

Questions with "Can":  
Question: **Can you** swim?  
Answers:

* Yes, I **can**.
* No, I **can't**.

Practice:  
Ask your friend: "Can you [action verb]?" (e.g., Can you sing? Can you draw? Can you jump?)  
Your friend answers: "Yes, I can." or "No, I can't."

Interactive Games:

1. Present Continuous Game – British Council Kids  
   🔗 [Placeholder: Link to British Council Present Continuous Game]
2. "Can/Can't" Action Verbs Song – Dream English Kids  
   🔗 [Placeholder: Link to Dream English Can/Can't Song]
3. "Can you...?" Ability Game – ESL Games Plus  
   🔗 [Placeholder: Link to ESL Games Plus Can/Can't Game]

**MODULE 7 REVIEW**  
You're doing great! In this module, you learned:

* ✔️ How to talk about actions happening NOW using **am/is/are + verb-ing**.
* ✔️ How to talk about what you and others **can** do.
* ✔️ How to talk about what you and others **can't** do.  
  Now you can describe actions and abilities! Keep practicing!

🟦 **MODULE 8: DESCRIBING THINGS & PLACES (ADJECTIVES & PREPOSITIONS)**

**General Objectives**  
By the end of this module, learners will be able to:

* Understand and use common adjectives to describe people, animals, and things.
* Understand and use prepositions of place (in, on, under, next to).
* Form simple descriptive sentences.

**Part 1: Describing Words (Adjectives)**  
**Objectives:**

* Learn common adjectives to describe size, color, and feeling.
* Use adjectives in simple sentences.

Hello! I'm Teacher Sam!  
Today, we'll learn words to **describe** things. These words are called **adjectives** (adjectifs). They make our sentences more interesting!

Vocabulary: Adjectives (Adjectifs) (Show contrasting images for each pair)  
Adjective | French | Example Sentence  
---|---|---  
Big | Grand(e) | The elephant is **big**. (Image of a big elephant)  
Small | Petit(e) | The mouse is **small**. (Image of a small mouse)  
Happy | Heureux / Heureuse | The girl is **happy**. (Image of a smiling girl)  
Sad | Triste | The boy is **sad**. (Image of a frowning boy)  
Red | Rouge | The apple is **red**. (Image of a red apple)  
Blue | Bleu(e) | The sky is **blue**. (Image of a blue sky)  
Long | Long(ue) | The snake is **long**. (Image of a long snake)  
Short | Court(e) | The pencil is **short**. (Image of a short pencil)

Teacher Sam explains:  
Adjectives usually come **before** the noun they describe.  
Example: a **big** ball, a **red** book, a **happy** cat.

Practice:

1. Look at a pen. Is it long or short? Say: "The pen is [long/short]."
2. Look at a friend. Are they happy or sad? Say: "My friend is [happy/sad]."

**Part 2: Where Is It? (Prepositions of Place)**  
**Objectives:**

* Learn prepositions of place: in, on, under, next to.
* Use prepositions to describe the location of objects.

Hi! It's Teacher Sam again!  
Now let's learn how to say **where** things are. We use special words called **prepositions of place** (prépositions de lieu).

Vocabulary: Prepositions of Place (Show clear images for each)  
Preposition | French | Example Sentence  
---|---|---  
In | Dans | The cat is **in** the box. (Image of a cat inside a box)  
On | Sur | The book is **on** the table. (Image of a book on a table)  
Under | Sous | The ball is **under** the chair. (Image of a ball under a chair)  
Next to | À côté de | The pencil is **next to** the book. (Image of a pencil beside a book)

Practice: "Where is the...?"  
Teacher Sam asks (or shows a picture): "Where is the apple?"  
Student answers: "The apple is **on** the table."  
(Use classroom objects for this practice)

* Where is the pen? (The pen is **in** the bag.)
* Where is your book? (My book is **on** the desk.)
* Where is the ball? (The ball is **under** the table.)

Interactive Games:

1. Adjectives Opposites Game – Funbrain  
   🔗 [Placeholder: Link to Funbrain Adjectives Game]
2. Prepositions of Place Game – British Council Kids  
   🔗 [Placeholder: Link to British Council Prepositions Game]
3. "Where is it?" Interactive Song – Super Simple Songs  
   🔗 [Placeholder: Link to Super Simple Songs Where Is It?]

**MODULE 8 REVIEW**  
Wonderful! You are now a great describer! You learned:

* ✔️ Common adjectives like **big, small, happy, sad, red, blue, long, short**.
* ✔️ How to use adjectives to describe things.
* ✔️ Prepositions of place: **in, on, under, next to**.
* ✔️ How to say where things are.  
  You can make your English so much more colorful now!

🟦 **MODULE 9: ASKING QUESTIONS & TELLING TIME**

**General Objectives**  
By the end of this module, learners will be able to:

* Ask and answer basic "Wh-" questions (Who, What, Where, When).
* Tell time to the hour (o'clock).
* Ask and answer "What time is it?".

**Part 1: Asking Questions (Wh- Questions)**  
**Objectives:**

* Learn basic Wh- question words: Who, What, Where, When.
* Practice forming and answering Wh- questions.

Hello! I'm Teacher Sam!  
Asking questions helps us learn new things! Today, we'll learn some important **question words**. They often start with "Wh-".

Question Words (Mots interrogatifs)  
Word | French | Used for... | Example Question & Answer  
---|---|---|---  
Who | Qui | People | **Who** is that? That is my teacher. (Image of a teacher)  
What | Quoi / Quel(le) | Things, Actions | **What** is this? This is a book. (Image of a book) **What** are you doing? I am reading.  
Where | Où | Places | **Where** is the cat? The cat is on the chair. (Image of a cat on a chair)  
When | Quand | Time | **When** do you go to school? I go to school at 8 o'clock.

Practice:

1. Point to a person: Ask "Who is that?"
2. Point to an object: Ask "What is this?"
3. Ask about location: "Where is your bag?"
4. Ask about routine: "When do you eat breakfast?"

**Part 2: What Time Is It? (Telling Time)**  
**Objectives:**

* Learn to tell time to the hour (o'clock).
* Practice asking and answering "What time is it?".

Hello again! I'm Teacher Sam!  
It's important to know the time. Let's learn how to tell time in English! (Apprenons à dire l'heure!)

Teacher Sam explains: (Show a clock face)  
When the big hand (minute hand) is on the 12, we say "**o'clock**".  
The small hand (hour hand) tells us the hour.

Examples: (Show clock faces for each time)

* 🕒 (Small hand on 3, big hand on 12) → It's three **o'clock**. (Il est trois heures.)
* 🕘 (Small hand on 9, big hand on 12) → It's nine **o'clock**. (Il est neuf heures.)
* 🕛 (Both hands on 12) → It's twelve **o'clock**. (Il est midi / minuit.)
* 🕖 (Small hand on 7, big hand on 12) → It's seven **o'clock**. (Il est sept heures.)

Asking for the time:  
Question: **What time is it?** (Quelle heure est-il?)  
Answer: It's [number] o'clock.

Practice:  
(Use a real or toy clock. Set different times on the hour.)  
Teacher Sam: "What time is it?"  
Student: "It's [hour] o'clock."

Interactive Games:

1. Wh- Questions Game – ESL Games Plus  
   🔗 [Placeholder: Link to ESL Games Plus Wh- Questions]
2. Telling the Time Game – Topmarks  
   🔗 [Placeholder: Link to Topmarks Telling Time Game]
3. "What time is it?" Song – Fun Kids English  
   🔗 [Placeholder: Link to Fun Kids English Time Song]

**MODULE 9 REVIEW**  
You're becoming a great communicator! In this module, you learned:

* ✔️ Question words: **Who, What, Where, When**.
* ✔️ How to ask and answer simple Wh- questions.
* ✔️ How to tell time to the **o'clock**.
* ✔️ How to ask and answer **"What time is it?"**.  
  Excellent! Now you can ask more questions and know the time!

🟦 **MODULE 10: HOBBIES, LIKES/DISLIKES & SIMPLE STORIES**

**General Objectives**  
By the end of this module, learners will be able to:

* Talk about common hobbies and activities.
* Express likes and dislikes using "I like..." and "I don't like...".
* Understand and use simple past tense for common regular verbs (e.g., played, watched).
* Listen to and understand very simple stories.

**Part 1: What Do You Like to Do? (Hobbies & Preferences)**  
**Objectives:**

* Learn vocabulary for common hobbies.
* Use "I like [verb-ing]" and "I don't like [verb-ing]" to express preferences.

Hello! I'm Teacher Sam!  
Everyone has things they enjoy doing. These are called **hobbies** (les passe-temps). Let's talk about them!

Vocabulary: Hobbies (Passe-temps) (Show images for each)  
Activity | French | Example Sentence  
---|---|---  
Reading | Lire | I like **reading** books.  
Playing football | Jouer au football | I like **playing football**.  
Drawing | Dessiner | I like **drawing** pictures.  
Singing | Chanter | I like **singing** songs.  
Dancing | Danser | I like **dancing**.  
Watching TV | Regarder la télé | I like **watching TV**.

Teacher Sam explains:  
To talk about what you like or don't like to do, you can say:

* **I like** [verb-ing]. (J'aime...)
  + Example: I like **singing**.
* **I don't like** [verb-ing]. (Je n'aime pas...)
  + Example: I don't like **running** fast.

Practice:  
What hobbies do you like? What hobbies don't you like?  
Tell a friend: "I like [hobby]." or "I don't like [hobby]."

**Part 2: Yesterday's Fun! (Simple Past - Regular Verbs)**  
**Objectives:**

* Introduce the simple past tense for regular verbs (add -ed).
* Talk about activities done yesterday.

Hi again! Teacher Sam here!  
We've talked about today and every day. Now, let's talk about **yesterday** (hier)!  
When we talk about something that already happened, we often add **-ed** to the verb. This is the **Simple Past tense**.

Examples: (Show images of past actions)  
Verb (Present) | Past Tense (-ed) | Example Sentence (Yesterday)  
---|---|---  
play | play**ed** | Yesterday, I **played** with my friends. (Hier, j'ai joué avec mes amis.)  
watch | watch**ed** | Yesterday, she **watched** TV. (Hier, elle a regardé la télé.)  
walk | walk**ed** | Yesterday, he **walked** to school. (Hier, il a marché à l'école.)  
talk | talk**ed** | Yesterday, we **talked** about animals. (Hier, nous avons parlé des animaux.)

Practice:  
What did you do yesterday?  
Think of an action, add -ed, and say: "Yesterday, I [verb-ed]..."  
Example: "Yesterday, I played football." "Yesterday, I watched a cartoon."

**Part 3: Story Time! (Comprehension)**  
**Objectives:**

* Listen to a very simple story.
* Answer simple questions about the story.

Teacher Sam says:  
Let's listen to a very short story. Listen carefully! (Écoutez attentivement!)

**(Teacher Sam tells a very simple story using known vocabulary and structures, perhaps with on-screen illustrations. Example below:)**

"This is Tom. (Show picture of Tom)  
Yesterday, Tom **played** in the park. (Show Tom playing in a park)  
He **played** with a **red** ball.  
His dog, Max, **watched** Tom. (Show Max the dog watching)  
Tom was **happy**. Max was **happy** too.  
Tom **liked** playing in the park."

Questions after the story:

1. Who is the story about? (Tom)
2. Where did Tom play? (In the park)
3. What color was the ball? (Red)
4. Who watched Tom? (His dog, Max)
5. Was Tom happy? (Yes)

Interactive Activities:

1. Hobbies Vocabulary Game – MES Games  
   🔗 [Placeholder: Link to MES Games Hobbies]
2. Simple Past Tense Regular Verbs Game – ESL Games Plus  
   🔗 [Placeholder: Link to ESL Games Plus Simple Past Regular Verbs]
3. Short Stories for Kids with Audio – British Council Kids  
   🔗 [Placeholder: Link to British Council Kids Stories]

**MODULE 10 REVIEW**  
This was a fun module to end with! You learned:

* ✔️ Vocabulary for common **hobbies**.
* ✔️ How to say **"I like..."** and **"I don't like..."** for activities.
* ✔️ A little bit about the **Simple Past tense** (verb + -ed) to talk about yesterday.
* ✔️ To listen to and understand a **simple story**.

**CONGRATULATIONS!**  
You have completed all 10 modules with Teacher Sam! You have learned so much English. Keep practicing every day, and you will become a fantastic English speaker! Well done!  
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