



In this unit the pupils will learn:

- To use short conversational chunks of language for basic communication such as introducing themselves and greeting others
- To recognize words which are cognates
- To name people, animals, colors and the numbers 0-12
- The story *Oreo*

## Introduction

- Greet the pupils by saying *Hello. My name is ...*. Throw a soft ball to a pupil and ask *What's your name?* Help him or her answer using the structure *My name is*. Tell the pupil to throw the ball back to you. Repeat with other pupils in the class.
- Tell the pupils to look at the picture on page 7 and tell them the characters' names. Explain that Ann, Bob, Jet and Nat are the main characters in the book. Tell the pupils to turn the page to hear the characters introduce themselves.

## pages 8-9

**Part 1**

**NEW VOCABULARY (For the teacher)**

boy	girl	mom
dog	cat	

What's your name?  
My name is ...

**1 Talk, stick and listen.**

1. Listen and write ✓ or ✗.

2. Listen and write ✓ or ✗.

3. Listen and write ✓ or ✗.

4. Listen and write ✓ or ✗.

5. Listen and write ✓ or ✗.

**Get Ready: Part 1**

**3 Chant, clap and snap.**

**What Is It?**

**4 Listen and circle.**

1. Listen and circle the correct answer.

2. Listen and circle the correct answer.

3. Listen and circle the correct answer.

4. Listen and circle the correct answer.

5. Listen and circle the correct answer.

**5 Listen and tick (✓).**

1. Listen and tick the correct answer.

2. Listen and tick the correct answer.

3. Listen and tick the correct answer.

4. Listen and tick the correct answer.

5. Listen and tick the correct answer.

6. Listen and tick the correct answer.

## New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Play *The Sequence Game*. See page xvi for instructions.
- Note:** The new vocabulary box at the top of the page is meant for the teacher.

### 1 Talk, stick and listen.

Talk about the picture and stick the stickers. Then listen to the dialogue.

- Review the names of the characters and elicit that they are arriving at a restaurant.
- Say *I see a boy* and tell the pupils to point to the correct character(s). Repeat with *girl*, *dog*, *cat* and *mom*.
- Say *I see a ...* and name an item in the picture. Explain that many words are the same in English and in the pupils' own language. Then ask the pupils to name items in the picture using your sentence as a model.

- Brainstorm other words that are the same in English and the pupils' own language.
- Tell the pupils to stick the stickers from sticker page 1 at the back of the book in the following order:
  - boy
  - dog
  - mom
  - girl
  - cat
- Alternatively, save the stickers to use as review in the next lesson.
- Play the recording and tell the pupils to listen to the characters introduce themselves.

### Listening script

Boy: Look, Mom. A boy, a girl, a dog, a cat! And balloons!

Jet: Hello. My name is Jet. J, E, T  
Look at me. 1, 2, 3

Ann: Hello. My name is Ann.

Bob: Hello. My name is Bob.

Nat: And I'm Nat the cat.

Jet: Hello, hello. What's your name?

## 2 Listen and write ✓ or X.

Listen and write ✓ for true or X for false.

- Make a quick sketch of a girl on the board. Invite a pupil to the board. Say *It's a dog*. Tell the pupil to mark ✓ next to the picture if your sentence is true and X if the sentence is false.
- Play the recording and tell the pupils to point to the correct pictures.

### Listening script

1. A girl. It's a girl. It's a girl.
2. A boy. It's a boy. It's a boy.
3. A dog. It's a dog. It's a dog.
4. A cat. It's a cat. It's a cat.
5. A mom. It's a mom. It's a mom.

- Play the recording again and tell the pupils to write ✓ or X next to each picture.

## 3 Chant, clap and snap.

Chant and clap when you hear the word *dog* and snap when you hear the word *cat*.

- Play the recording of the chant *What Is It?* and tell the pupils to clap when they hear the word *dog* and snap when they hear the word *cat*.

### Listening script

It's a dog, dog, dog.  
No, it's a cat, cat, cat.  
Hello, hello. What is it?  
Hee, hee, hee. It's Nat, Nat, Nat.

- Teach the chant. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the chant again and invite the pupils to chant along.

## 4 Listen and circle.

Listen and circle the correct picture.

- Say *My name is Wonder Girl* and tell the pupils to point to the correct picture. Repeat with *My name is Wonder Boy*.
- Play the recording and tell the pupils to point to the pictures as they are described.

### Listening script

1. Jet: Hello. What's your name?  
Boy: My name is Wonder Boy.
2. Jet: Hello. What's your name?  
Cat: My name is Kit the Cat.
3. Jet: Hello. What's your name?  
Woman: I'm Mom.
4. Jet: Hello. What's your name?  
Dog: My name is Dag the Dog.
5. Jet: Hello. What's your name?  
Girl: My name is Avocado Girl.

- Play the recording again and tell the pupils to circle the correct pictures.

## 5 Listen and tick (✓).

Listen and tick (✓) the pictures that are described. There are two extra pictures.

- Say *a mom and a girl* and tell the pupils to point to the correct picture. Repeat with *a boy and a cat*.
- Play the recording and tell the pupils to point to the pictures that are described. Explain that there are two extra pictures.

### Listening script

It's a girl and a dog. A girl and a dog.  
It's a mom and a boy. A mom and a boy.  
It's a dog and a cat. A dog and a cat.  
It's a mom and a girl. A mom and a girl.

- Play the recording again and tell the pupils to tick the correct pictures.

**6 Sing and point.**

What's Your Name?

7 Cut, make and talk.

8 Chant and clap.

Boys and Girls

**9 Talk and draw.**

10 Find and say.

## 6 Sing and point.

Sing the song and point to the correct characters.

- Play the recording of the song *What's Your Name?* and tell the pupils to point to the correct characters in exercise 1.

### Listening script

Hello, hello.

What's your name?

What's your name?

My name is Jet.

Hello, hello.

What's your name?

What's your name?

My name is Ann.

Hello, hello.

What's your name?

What's your name?

My name is Bob.

Hello, hello.

What's your name?

What's your name?

My name is Nat.

- Teach the song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the song again and invite the pupils to sing along.

## 7 Cut, make and talk.

Cut out the finger puppets from page 245. Then introduce them to your friend.

- Tell the pupils they are going to introduce the characters to a friend.
- Tell them to turn to the cut-outs on page 245 and name the characters. Then tell them to cut out and make the finger puppets.
- Ask *What's your name?* and tell the pupils to repeat the question. Invite a pupil to hold up a finger puppet and answer *My name is (Nat)*. Tell the pupils to repeat the answer.
- Tell the pupils to work in pairs to introduce the puppets to each other using the dialogue as a model.  
**Note:** The model dialogue in the book is for the teacher only and should be read out loud to the pupils.

## 8 Chant and clap.

Chant and clap your hands.

- Play the recording of the chant *Boys and Girls* and tell the pupils to clap their hands when they hear the word clap.

### Listening script

Let's go boys.

Sing a song.

Tell the girls

To sing along.

Clap, clap, clap

Clap, clap, clap

Let's go girls.

Sing a song.

Tell the boys

To sing along.

Clap, clap, clap

Clap, clap, clap

Let's go girls.

Let's go boys.

Sing a song.

Make some noise.

Clap, clap, clap

Clap, clap, clap

- Teach the chant. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the chant again and invite the boys to chant the first part, the girls to chant the second part and everyone to chant the third part.

## 9 Talk and draw.

Name the characters in any order. Your friend draws a line connecting the characters in the order you say them.

- Say *boy* and tell the pupils to point to the correct picture. Say *cat* and tell the pupils to draw a line with their finger from the boy to the cat. Repeat with *mom*, *girl* and *dog*.
- Invite a volunteer to name the characters in any order. Tell the pupils to draw a line with their fingers connecting the characters in the order the volunteer says them. Repeat with additional volunteers.
- Tell the pupils to work in pairs. Pupil A names the characters in any order; Pupil B draws a line connecting the characters in the order Pupil A says them. Then tell them to switch roles.

## 10 Find and say.

Follow each character's path to find the food he / she wants. Then say if the character is a boy, girl or dog and name the food the character wants.

- Tell the pupils to name the characters. Then tell them to name the food items.
- Tell them to draw a path with their fingers from each character to the food he or she wants. Then tell them to draw the path with their pencils.
- Name a character and tell the pupils to name his or her food.



## pages 12-13

**Part 2**

**1 Talk, stick and listen.**

**2 Listen and draw.**

**NEW VOCABULARY (for the teacher)**

black	white	How are you?
red	blue	I'm fine, thank you.
		What is it?
		It's a ...

12

**Get Ready: Part 2**

**3 Sing and act out.**

**How Are You?**

**4 Walk and talk.**

**5 Listen and circle.**

13

## Chit Chat

- Chant to the pupils:  
*Look, look.  
Look in the book.  
What can we say?  
What can we say today?*
- Ask individual pupils *What's your name?* Help them answer using the structure *My name is ...*

## New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Play *Say It with a Beat*. See page xv for instructions.

## 1 Talk, stick and listen.

Talk about the picture and stick the stickers. Then listen to the dialogue.

- Tell the pupils to name the characters. Elicit that the characters are at a restaurant. Point to an item in the picture that the pupils can name (*balloon, salad, avocado, banana, mango, melon, sandwich*,

*hamburger, chips, yo-yo, guitar, phone*) and say *What is it?* Elicit the meaning. Say *It's a ...* . Elicit the meaning and invite the pupils to repeat. Point to another item and ask *What is it?* and invite a pupil to respond using the structure *It's a ...* . Repeat with additional items.

- Tell the pupils to name the color of the telephone (*blue*). Repeat for the yo-yo (*white*) and the guitar (*black and red*).
- Ask the pupils to predict what the boy is saying to Ann, Bob and Jet. Explain that a common way to greet people is to ask *How are you?* Tell the pupils to repeat the greeting. Explain that a common response is *I'm fine, thank you* and tell the pupils to repeat. Ask a pupil *How are you?* and help him respond. Repeat with additional pupils.
- Tell the pupils to stick the stickers from sticker page 1 at the back of the book in the following order:
  - blue
  - black
  - red
  - white
- Alternatively, save the stickers to use as review in the next lesson.

- Play the recording and tell the pupils to point to the correct characters and items that are mentioned.

**Listening script**

Boy: Hello, Ann. Hello, Bob. Hello, Jet. How are you?

Ann: I'm fine, thank you.

Bob: I'm fine, thank you.

Jet: Mmmm.

Ann: Jet is fine too. How are you?

Boy: I'm fine, thank you. Look!

Ann: What is it?

Boy: It's a yo-yo. A white yo-yo.

Ann: Wow!

Bob: Look! A boy! A guitar! A black and red guitar.

Ann: A girl! A blue telephone.

Jet: Mmmm.

**2 Listen and draw.**

Listen and draw a line connecting the characters in the order Jet greets them.

- Say *Hello, Pandi the Panda. How are you?* and tell the pupils to point to the correct picture. Say *Hello, Dino the Dog. How are you?* and tell the pupils to draw a line with their finger from the panda to the dog. Repeat with the *zebra, cat* and *kangaroo*.
- Play the recording and tell the pupils to draw a line with their finger connecting the characters in the order Jet greets them.

**Listening script**

Jet: Hello, Pandi the Panda. How are you?

Panda: I'm fine, thank you. How are you?

Jet: I'm fine too.

Jet: Hello, Dino the Dog. How are you?

Dog: I'm fine, thank you. How are you?

Jet: I'm fine too.

Jet: Hello, Kanga the Kangaroo. How are you?

Kangaroo: I'm fine, thank you. How are you?

Jet: I'm fine too.

Jet: Hello, Kitty the Cat. How are you?

Cat: I'm fine. Thank you. How are you?

Jet: I'm fine too.

Jet: Hello, Zebby the Zebra. How are you?

Zebra: I'm fine, thank you. How are you?

Jet: I'm fine too.

- Play the recording again and tell the pupils to draw a line connecting the characters in the order Jet greets them.

**3 Sing and act out.**

Sing the song and act it out.

- Play the recording of the song *How Are You?* and encourage the pupils to act out the song.

**Listening script**

Hello, hello.

How are you?

Hello, hello.

How are you?

Hello, hello.

How are you today?

I'm fine.

- Teach the song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the song again and invite the pupils to sing along and act it out.

**4 Walk and talk.**

Walk around the room and ask your friends how they are.

- Tell the pupils to walk around the room and ask their friends how they are, using the dialogue as a model. Explain that they have three minutes to do this and that when you signal them (for example, by turning off the lights), they must return to their seat.

**5 Listen and circle.**

Listen and circle the correct picture.

- Say *a red guitar* and tell the pupils to point to the correct picture. Repeat with *a blue guitar*.
- Play the recording and tell the pupils to point to the pictures as they are described.

**Listening script**

1. A guitar. A red guitar. It's a red guitar.

2. A balloon. A white balloon. It's a white balloon.

3. A yo-yo. A blue yo-yo. It's a blue yo-yo.

4. A telephone. A black telephone. It's a black telephone.

5. A robot. A white robot. It's a white robot.

- Play the recording again and tell the pupils to circle the correct pictures.

**6 Sing, point and act out.** הקטן את היד והראש. שיר זה בשני צבעים: שחור ולבן. שיר זה בשני צבעים: שחור ולבן.

**Black and White**

**7 Listen and tick (✓).** הקטן את היד והראש. שיר זה בשני צבעים: שחור ולבן. שיר זה בשני צבעים: שחור ולבן.

**8 Listen and color.** הקטן את היד והראש. שיר זה בשני צבעים: שחור ולבן. שיר זה בשני צבעים: שחור ולבן.

**9 Talk, point and play.** הקטן את היד והראש. שיר זה בשני צבעים: שחור ולבן. שיר זה בשני צבעים: שחור ולבן.

A: What is it?  
B: It's a ...

**6 Sing, point and act out.**  
Sing the song. Point to the correct colors and do the actions.

- Play the recording of the song *Black and White* and encourage the pupils to act out the song.

**Listening script**

Black and white.  
Blue and red.  
Clap your hands  
And touch your head.

- Teach the song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the song again and invite the pupils to sing along and act it out.

**7 Listen and tick (✓).**

Listen and tick (✓) the pictures you hear about. There are two extra pictures.

- Say *A girl and a white yo-yo* and tell the pupils to point to the correct picture. Repeat with *A boy and a black guitar*.
- Play the recording and tell the pupils to point to the pictures that are described. Explain that there are two extra pictures.

**Listening script**

What is it? It's a white yo-yo.  
What is it? It's a black guitar.  
What is it? It's a blue balloon.  
What is it? It's a red balloon.

- Play the recording again and tell the pupils to tick the correct pictures.

**8 Listen and color.**

Listen and color the items or leave them white according to what you hear.

- Ask the pupils to name the items. Tell them they are going to hear short conversations and that they must color the items according to what they hear. Explain that items described as white should not be colored in.
- Play the recording and tell the pupils to make a dot of color in each item according to what they hear. Tell them they can finish coloring later.



**Listening script**

What is it? It's a red cat. It's a red cat.

What is it? It's a blue balloon. It's a blue balloon.

What is it? It's a black phone. It's a black phone.

What is it? It's a white guitar. It's a white guitar.

What is it? It's a black dog. It's a black dog.

- Play the recording again and tell the pupils to check their answers. Give the pupils time to finish coloring the picture.

**9 Talk, point and play.**

Name a picture and your friend points to it.

Then play Tic Tac Toe.

- Tell the pupils to name the items in the grid.
- Invite a pupil to demonstrate the dialogue with you. Point to an item and ask *What is it?* Tell the pupil to answer using the structure *It's a ...*. For example: *It's a kangaroo*. Invite the class to repeat the question and answer. Then switch roles with the volunteer.
- Tell the pupils to work in pairs to ask and answer questions about the items in the grid using your dialogue as a model.
- Draw a Tic Tac Toe grid on the board and write the items on the grid in the pupils' language.
- Invite two pupils to demonstrate the game. Pupil A chooses a square, names the item in that square in English and writes an X in the square; Pupil B chooses a different square, names the item and writes an O. Repeat until one volunteer has three X's in a row. Then tell the pupils to play Tic Tac Toe with a friend.

**New words:** zero, one, two, three, four, five, six

**Language structures:** Look!, What do you see?, I see ... , Thank you., You're welcome.

**Materials:** Flashcards of new words

## pages 16-17

**Part 3**

**NEW VOCABULARY (for the teacher)**

zero	one	two	three	Look!	Thank you.
four	five	six		What do you see?	You're welcome.
				I see ...	

**1 Talk, stick and listen.**

**2 Listen and write ✓ or X.**

1.  ☐

2.  ☐

3.  ☐

4.  ☐

5.  ☐

6.  ☐

16

**Get Ready: Part 3**

**3 Sing and point.**

**Look! Look! Look!**

**4 Listen and write.**

**5 Listen and tick (✓).**

1.  ☐

2.  ☐

3.  ☐

4.  ☐

5.  ☐

6.  ☐

17

## Chit Chat

- Ask individual pupils *How are you?* Encourage them to answer using the structure *I'm fine, thank you.*
- Ask individual pupils *What's your name?* Help them answer using the structure *My name is ... I'm a boy / girl.*

## Review

- Review the words *girl, boy, red* and *blue* from the previous lessons.

## New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Write the numbers on the board. Say the numbers in order and point to each number as you say it. Tell the pupils to repeat the numbers. Say the numbers backwards. Repeat several times. For each repetition, tell the pupils to use a different voice. For example: a quiet voice, a loud voice, a lion voice, a princess voice.

- Say a number from 1 to 6 and tell the pupils to hold up the correct number of fingers.

## 1 Talk, stick and listen.

Talk about the picture and stick the stickers. Then listen to the dialogue.

- Elicit that the characters are in a toy store and have the pupils name the characters. Say *Look!* and elicit the meaning. Repeat with *What do you see?* and *I see five robots.* Tell the pupils to repeat the sentences. Ask *What do you see?* and invite a pupil to answer using the structure *I see (number) (items).* Repeat with additional pupils.
- Tell the pupils to stick the stickers from sticker page 1 at the back of the book in the following order: 3, 6, 0, 2, 4, 1, 5. Alternatively, save the stickers to use as review in the next lesson.
- Play the recording and tell the pupils to point to the items that are mentioned.

**Listening script**

Jet: Wow! A zebra, robots, penguins.  
 Ann: Bob, what do you see?  
 Bob: 1, 2, 3, 4, 5, 6 penguins. I see six penguins.  
 Ann: Jet, what do you see?  
 Jet: 1, 2, 3, 4 kangaroos. I see four kangaroos.  
 Bob: Ann, what do you see?  
 Ann: 1, 2, 3 pandas. I see three pandas.  
 Bob: Nat, what do you see?  
 Nat: Two yo-yos! Ahhh!  
 Ann: Oh Nat. Here's a balloon.  
 Nat: Thank you.  
 Ann: You're welcome.

**2 Listen and write ✓ or X.**

Listen and write ✓ for true or X for false.

- Make a quick sketch of two yo-yos on the board. Invite a pupil to the board. Say *I see three yo-yos*. Tell the pupil to mark ✓ next to the picture if your sentence is true and X if the sentence is false.
- Play the recording and tell the pupils to point to the correct pictures.

**Listening script**

1. What do you see? I see three boys.
2. What do you see? I see two zebras.
3. What do you see? I see five girls.
4. What do you see? I see four robots.
5. What do you see? I see three gorillas.
6. What do you see? I see six astronauts.

- Play the recording again and tell the pupils to write ✓ or X next to each picture.

**3 Sing and point.**

Sing the song and point to the correct pictures.

- Play the recording of the song *Look, Look, Look* and tell the pupils to point to the correct pictures.

**Listening script**

Look, look, look.  
 What do you see?  
 I see two white dogs / four red penguins / five blue pandas / three black dogs  
 Looking at me.

- Teach the song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's guide.
- Play the song again and invite the pupils to sing along.

**4 Listen and write.**

Listen and write the correct score for each character.

- Elicit that the characters are playing a game with scores. Say *Jet has three* and tell the pupils to hold up the correct number of fingers. Repeat with *Bob has two*, *Ann has one* and *Nat has six*.
- Play the recording and tell the pupils to hold up the correct number of fingers for each score.

**Listening script**

Jet has five.  
 Bob has six.  
 Ann has three.  
 Nat has zero.

- Play the recording again and tell the pupils to write the correct score for each character.

**5 Listen and tick (✓).**

Listen and tick (✓) the pictures that are described. There are two extra pictures.

- Ask a pupil to give you a pencil or other item. Say *Thank you*, elicit the meaning and tell the pupils to repeat. Explain that a common response to *Thank you* is *You're welcome*. Tell the pupils to repeat.
- Say *Two dogs for you. Thank you. You're welcome*, and tell the pupils to point to the correct picture. Repeat with *Four balloons for you. Thank you. You're welcome*.
- Play the recording and tell the pupils to point to the pictures that are described. Explain that there are two extra pictures.

**Listening script**

Boy 1: Five balloons for you.  
 Boy 2: Thank you.  
 Boy 1: You're welcome.  
 Woman: Three cats for you.  
 Boy: Thank you.  
 Woman: You're welcome.  
 Man: Two dogs for you.  
 Girl: Thank you.  
 Man: You're welcome.  
 Woman: Four hamburgers for you.  
 Girl: Thank you.  
 Woman: You're welcome.

- Play the recording again and tell the pupils to tick the correct pictures.

**6 Sing and clap.** (استمعوا إلى الأغنية فصفقوا.)



**7 Listen and circle.** (استمعوا فضعوا دائرة حول البطاقة الصحيحة.)

1. 3126 3216
2. 4320 4302
3. 1505 1055
4. 5301 5031

Get Ready: Part 3

**8 Listen and write.** (استمعوا فامكثوا الأرقام المناسبة لكل لعبة.)

1. 
2. 
3. 

**9 Circle and talk.** (استمعوا فضعوا دائرة حول بعض الحيوانات في الكتاب. بعد على زميلكم أن يقول: 'I see four penguins.' ثم من كل حيوان جري في كتابكم وجرى بالترتيب.)



## 6 Sing and clap.

Sing the song and clap your hands.

- Play the recording of the song *Thank You* and tell the pupils to raise their hands when they hear the word *you*.

### Listening script

Thank you. Thank you. Thank you.  
Thank you.  
You're welcome, welcome, welcome.  
You're welcome.

- Teach the song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the song again and invite the pupils to sing along and clap their hands.

## 7 Listen and circle.

Listen and circle the correct ticket.

- Say *3216* and tell the pupils to point to the correct raffle ticket. Repeat with *1055*.
- Play the recording and tell the pupils to point to the tickets as they are described.

### Listening script

1. It's 3126.
2. It's 4302.
3. It's 1055.
4. It's 5301.

- Play the recording again and tell the pupils to circle the correct tickets.

## 8 Listen and write.

Listen and write the correct numbers for each game.

- Tell the pupils to look at the first game. Tell them to name the number on the first dice (4).
- Play the recording for the first game and tell the pupils to write the correct numbers on the remaining dice.

### Listening script

Number 1: It's 4206.

- Play the recording again and tell the pupils to check their answers.
- Tell the pupils to look at the second board game. Tell them to name the number on the spinner (5).



- Play the recording and tell the pupils to write the remaining numbers on the spinner.

**Listening script**

Number 2: It's 5103.

- Play the recording again and tell the pupils to check their answers.
- Tell the pupils to look at the third game. Play the recording and tell the pupils to write the correct numbers on the cards.

**Listening script**

Number 3: It's 3162.

- Play the recording again and tell the pupils to check their answers.

## 9 Circle and talk.

Circle some of the animals in your book. Your friend says how many of each of the circled animals he / she can see in your book.

- Tell the pupils to name the animals in the picture. Tell them to randomly circle some of the animals in their books. Explain that a friend will describe how many of each animal they see.
- Hold up a pupil's book and say how many penguins he or she circled in his / her book using the structure *I see (number) penguins*. Invite the class to repeat your sentence. Repeat with more animals as necessary.
- Tell the pupils to work in pairs. Pupil A says how many of each animal he / she can see in Pupil B's book using your sentence as a model. Then tell them to switch roles.

## pages 20-21

**Part 4**

**1 Talk, stick and listen.**

**2 Chant and act out.**

**NEW VOCABULARY (for the teacher)**

seven	eight	nine	Ten
ten	eleven	twelve	This is my ...
			Good morning
			Goodbye

**3 Listen and number.**

**4 Talk and draw.**

black seven, blue twelve

**Get Ready: Part 4**

**3 Listen and number.**

**4 Talk and draw.**

black seven, blue twelve

### Chit Chat

- Chant to the pupils:  
*Look, look.  
Look in the book.  
What do you see  
In part 3?*
- Encourage the pupils to answer using the structure  
*I see a girl / boy / cat / dog.*
- Ask the pupils *How many (items) do you see?* Repeat the question in the pupils' own language.

### Review

- Say a number from 0 to 6 and tell the pupils to hold up the correct number of fingers. Repeat with additional numbers. Write a number from 0 to 6 on the board and tell the pupils to name the number. Repeat with additional numbers.

### New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.

- Practice the numbers by counting the people in the classroom. For example, boys, girls and pupils in certain rows or groups in the class.
- Write the numbers 7-12 on the board. Practice saying the numbers in order – forwards and backwards. Say a number and ask the pupils what number comes before / after it.
- Play *Stand Up*. See page xvi for instructions. Explain the term *stand up* by saying it and miming the action.
- Suggestion:** Invite a pupil to call out the numbers.

### 1 Talk, stick and listen.

Talk about the picture and stick the stickers. Then listen to the dialogue.

- Have the pupils name the characters and elicit that they are at a park.
- Ask the pupils *What do you see?* Elicit the meaning of the question and help the pupils answer *I see eleven lemons. Repeat with girls, balloons, sandwiches, bananas and pizzas.*

- Ask the pupils to predict what Ann and Bob are saying to the girl and the robot. Explain that a common way to greet people is to say *Good morning*. Elicit the meaning and tell the pupils to repeat the greeting. Explain that *Goodbye* is a common thing to say when leaving people. Tell the pupils to repeat.
- Tell the pupils to stick the stickers from sticker page 1 at the back of the book in the following order: 10, 7, 11, 9, 8, 12. Alternatively, save the stickers to use as review in the next lesson.
- Hold up a finger puppet or picture of Ann and say *My name is Ann. I am a girl*. Elicit the meaning. Repeat with Bob. Invite the pupils to say *I am a girl* or *I am a boy* about themselves.
- Play the recording and tell the pupils to point to the people and items that are mentioned.

### Listening script

Ann: Hello. Good morning.  
 Girl: Good morning.  
 Ann: What's your name?  
 Girl: My name is Kim. This is my robot.  
 Robot: Hello. My name is Robby. I am a robot.  
 Ann: My name is Ann. I am a girl.  
 Bob: My name is Bob. I am a boy.  
 Jet: Oh no! Look! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 pizzas.  
 Bob: Oh no!  
 Ann and Bob: Goodbye, Kim. Goodbye, Robby.  
 Kim and Robby: Goodbye.

## 2 Chant and act out.

- Play the recording of the chant *One, Two, I See You* and encourage the pupils to act out the chant.

### Listening script

One, two. I see you.  
 Three, four  
 Touch the floor.  
 Five, six  
 Jump up quick.  
 Seven, eight  
 Stand up straight.  
 Nine, ten  
 Let's do it again!

- Teach the chant. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording again and invite the pupils to chant and act it out.

## 3 Listen and number.

Listen and write the correct number for each picture.

- Tell the pupils to name the animals and items in the pictures.
- Say *The balloon is number one* and tell the pupils to point to the correct picture. Repeat with *The astronaut is number two*.
- Play the recording and tell the pupils to point to the correct pictures.

### Listening script

The balloon is number one.  
 The kangaroo is number two.  
 The hamburger is number three.  
 The boy is number four.  
 The salad is number five.  
 The zebra is number six.  
 The cat is number seven.  
 The sandwich is number eight.  
 The dog is number nine.  
 The lemon is number ten.  
 The girl is number eleven.  
 The astronaut is number twelve.

- Play the recording again and tell the pupils to write the correct number for each picture.

## 4 Talk and draw.

Say the numbers with their colors in any order. Your friend draws a line connecting the numbers in the order you say them.

- Say *black seven* and tell the pupils to point to the correct number. Say *blue twelve* and tell the pupils to draw a line with their finger from the black seven to the blue twelve. Repeat with *blue eight*, *red eleven* and *white ten*.
- Invite a pupil to name the numbers in any order. Tell the pupils to draw a line with their finger connecting the numbers in the order the volunteer says them. Repeat with additional volunteers.
- Tell the pupils to work in pairs. Pupil A names the numbers in any order; Pupil B draws a line connecting the numbers in the order Pupil A says them. Then tell them to switch roles.

5 Listen and circle.

6 Listen and write.

7 Talk and write.

- Elicit that Sam is telling someone his phone number. Point out that part of Sam's phone number is written. Tell the pupils to name the numbers they see from Sam's phone number.
- Play the recording and tell the pupils to write the missing numbers.

#### Listening script

Sam: 055-469859

- Play the recording again and tell the pupils to check their answers.

#### 7 Talk and write.

Talk to two friends. Your friends say their phone numbers in English and you write them down.

- Tell the pupils they are going write down the phone numbers of two friends. Tell them they will also tell two friends their phone number.
- Invite two volunteers to help you demonstrate. Tell Pupil A to say his or her phone number; Pupil B writes it on the board. Then they switch roles.
- Tell the pupils to ask two friends for their phone number and write them in the spaces provided. They can write their friends' names in English or their own language.

#### 5 Listen and circle.

Listen to Sam and circle the things he describes.

- Say *This is my cat. It is black.* Tell the pupils to point to the correct picture and elicit the meaning. Repeat with *This is my phone. It is blue.*
- Play the recording and tell the pupils to point to the items Sam describes. Explain that there are two extra items.

#### Listening script

Good morning. My name is Sam. I am a boy.  
This is my dog. It is black.  
This is my cat. It is white.  
This is my guitar. It is red.  
This is my phone. It is blue.

- Play the recording again and tell the pupils to circle the correct items.

#### 6 Listen and write.

Listen and write Sam's phone number.

- Ask the pupils who they see in the picture (*Sam*).



# Story Time

Get Ready

Oreo

page 23



## Listen and follow.

Listen and follow the story.

- Read the name of the story, *Oreo*. Elicit that Oreo is the cat's name. Elicit that the cat got its name because it is black and white like an Oreo cookie.
- Tell the pupils to look at the pictures and ask them what they think the story is about. Elicit that the story is about a cat that loves food, eats too much and doesn't feel well.
- Invite the pupils to name the food items they see in the pictures (*pizza, hamburger, cake, sandwich*).  
**Note:** all the words are cognates except for the word *cake* which will be taught later in the book.
- Describe a picture and have the pupils say the number of the picture.
- Play the recording and tell the pupils to point to each frame as they hear about it.

## Listening script

1

Narrator: It's a black and white cat. Good morning, cat. What's your name?  
Cat: Hello. My name is Oreo.

Narrator: Hi, Oreo. How are you?

Cat: I'm fine, thank you.

2

Narrator: Look Oreo!

Oreo: What do you see?

Narrator: I see a pizza.

Oreo: Mmm. This is *my* pizza. Yum!

3

Narrator: Look Oreo!

Oreo: What do you see?

Narrator: I see a hamburger.

Oreo: Mmm. This is *my* hamburger. Yum!

4

Narrator: Look Oreo!

Oreo: What do you see?

Narrator: I see a sandwich.

Oreo: Mmm. This is *my* sandwich. Yum!

5

Narrator: Look Oreo!

Oreo: What do you see?

Narrator: I see a cake.

Oreo: Mmm. This is *my* cake. Yum!

6

Narrator: Wow! Oreo!

Oreo: What do you see?

Narrator: I see a big cat.

Oreo: I had a pizza, a hamburger, a sandwich and a cake! Oh, no!

- Check comprehension by asking the following questions in English and in the pupils' own language. They may use their own language to answer the questions.
  - What is the cat's name? (Oreo)
  - Why is the cat big at the end of the story? (because it eats a pizza, a hamburger, a sandwich and a cake)
  - How does the cat feel at the end of the story? (bad)
  - Why does the cat feel bad? (because it ate too much food)
- Elicit the messages and values from the story by asking the pupils:
  - Have you ever eaten too much food? How did you feel?
  - Do you think the cat would feel bad if it only ate one item?
- Have the pupils repeat the sentences:  
*It's a black and white cat. Good morning cat. This is my sandwich.*
- Suggestion:** Invite the pupils to retell the story using puppets or flashcards.

**Act It Out!**
Get  
ready

### 1 The New Kid

Teacher: Hello, What's your name?  
 Girl: My name is Gail.  
 Teacher: How are you, Gail?  
 Girl: I'm fine, thank you.


معلمة: مرحبا، ما اسمك؟  
 فتاة: اسمي جيل.  
 معلمة: كيف أنت، جيل؟  
 فتاة: أنا بخير، شكرا لك.



### 2 The Museum

Child 1: What do you see?  
 Child 2: I see a blue dog. I see  
 a black gorilla.  
 Child 1: Look! I see let.

الطفل 1: ماذا ترون؟  
 الطفل 2: أرى كلبا أزرق. أرى  
 غوريلا أسود.  
 الطفل 1: انظروا! أرى ل...  
 (The text is partially cut off in the original image)



## Act It Out!

- This feature offers the pupils the opportunity to practice and recycle the functional language learned in this unit in a fun and meaningful manner.
- Tell the pupils they will work in pairs to act out various scenarios in English, using language they have learned.
- Tell the pupils to look at the first picture (*The New Kid*) and read the scenario and instructions provided in the pupils' own language. Invite the pupils to give suggestions about what the teacher and new pupil might say to each other.
- Play the recording.
- Read the teacher's first line of the dialogue (*Hello. What's your name?*) and elicit the meaning. Tell the pupils to repeat. Repeat for the remaining lines of the dialogue.
- Repeat for the second scenario.
- Tell the pupils to work in pairs. Allow each pair to choose which scenario they want to perform or assign a scenario to each pair. Invite the pupils to bring in props and costumes and perform the scenarios for the class.
- The pupils can replace the words in *italics* with their own words / ideas.