

In this unit the pupils will learn:

- To describe things they like and don't like as well as items they have
- To name colors, family members and items you find at home
- The letters Aa, Bb, Nn, Dd, Gg
- The story *The Gray Duck*

Task

Draw a monster poster.

Chit Chat

- Chant to the pupils:
*Look, look.
Look in the book.
What can we say?
What can we say today?*
- Ask the pupils *What's your name?* Encourage them to answer using the structure *My name is ... I am a boy / girl.*
- **Suggestion:** Give out puppets, have pupils give names to their puppets and practice the question and answer.
- Ask the pupils: *How are you?* Encourage them to answer using the structure *I'm fine, thank you.* Invite a pupil to ask you *How are you?* Respond by saying *I'm fine, thank you.* Then smile and say *I'm happy.* Repeat the sentence in the pupils' own language.

Review

- Review the greetings from the previous lessons and the numbers 0-12.

Find and say.

Find four differences between the pictures and tell the class.

- Tell the pupils to look at the pictures and guess what they are going to learn in the unit.
- Elicit where the characters are (*at home*). Explain that the unit is about things we do at home.
- Tell the pupils to find and name four differences between the two pictures. (*Picture 1 has blue bananas, a red pizza, a girl and a boy; Picture 2 doesn't have these.*)
- Invite the pupils to name the characters in the pictures. Name the family members the pupils don't know and tell them they will learn these words in the unit. Repeat with the food and school items.
- Name some of the colors the pupils don't know (*orange, green, gray, yellow*) and tell them they will learn these colors in the unit.

pages 26-27

Part 1

NEW VOCABULARY (for the teacher)
apple man woman I like ...
green yellow orange

1 Talk, stick and listen.

2 Listen and circle.

1. 2.

3. 4.

5. 6.

1

2

3

4

5

6

Unit 1: Part 1

3 Sing and point.

4 Listen and tick (✓).

5 Talk and circle.

New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Play *Kim's Game*. See page xiv 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.

- Ask *What can you see in the picture?* Tell the pupils to name the people and items using the structure *I can see*.
- Name different food items and ask the pupils what colors they are.
- Tell the pupils to stick the stickers from sticker page 1 at the back of the book in the following order:
 - green
 - woman
 - orange
 - apple
 - man
 - yellow

- Say *I like melon* and mime this by rubbing your stomach and smiling. Invite the pupils to use the structure *I like* about other things.
- Play the recording and tell the pupils to point to the items and people that are mentioned.

Listening script

Man: Look! A dog!

Ann: Look! Green apples. Yellow bananas. Orange melon.

Bob: Look! A man and a woman.

Woman: I like apples.

Bob: I like bananas.

Nat: I like melon.

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.

1. *Who does Bob see?*
2. *Who says I like apples?*
3. *Who says I like bananas?*
4. *What does Nat like?*

2 Listen and circle.

Listen and circle the correct picture.

- Tell the pupils to name the items in number 1. Say *I see a banana* and tell them to point to the correct picture. Repeat with *apple* and *avocado*.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1. What do you see? I see an apple. An apple.
2. What do you see? I see a man. A man.
3. What do you see? I see an orange balloon. An orange balloon.
4. What do you see? I see a yellow apple. A yellow apple.
5. What do you see? I see a green banana. A green banana.
6. What do you see? I see a woman. A woman.

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

3 Sing and point.

Sing the song and point to the correct items.

- Play the recording of the song *Apples for Me and You* and tell the pupils to point to the items that are mentioned.

Listening script

Red apples, green apples.
Yellow apples too.
Apples, apples, apples, apples
For me and for you.

- 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 tick (✓).

Listen and tick (✓) the fruit each person likes.

- Tell the pupils to name the items in the top row of the chart and elicit the words for the people on the side of the chart (*man, girl, woman*).
- Play the recording and tell the pupils to point to the correct column(s) according to what each person likes.

Listening script

Hello. I'm Ben. I'm a man. I like red apples, yellow apples, and yellow bananas.

Hello. I'm Meg. I'm a girl. I like green apples, green bananas and green melon.

Hello. I'm Kim. I'm a woman. I like green apples, yellow apples, yellow bananas and orange melon.

- Play the recording again and tell the pupils to tick the correct column(s) for each person.

5 Talk and circle.

Tell your friend what fruit you like in the picture. Your friend circles the fruit in his / her book.

- Tell the pupils to name the fruit on the table and say what color they are. For example: *green apples*.
- Say *I like yellow bananas* and invite the class to repeat. Invite the pupils to say what fruit they like using your sentence as a model.
- Tell the pupils to work in pairs. Explain that Pupil A names the fruit he / she likes using your sentence as a model; Pupil B circles the fruit in his / her book. Then have the pupils switch roles.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

6 Sing and write. نحن الغنية نكتبوا الحروف الجديدة.

7 Trace from left to right. نكتب الحروف من اليسار إلى اليمين.

8 Listen and tick (✓). استمعوا للصوت وعلّقوا بالعلامة التي تبدأ به الحرف.

1. 2. 3. 4. 5. 6.

Unit 1: Part 1

I can read

9 Color "Look". Look new way! Look بطلاقة.

Look

10 Read the story. اقرأ القصة.

Go to Practice, page 17b.

6 Sing and write.

Sing the song and write the new letter.

- Point to the pictures and have the pupils name them (*avocado, apple, Ann, ambulance*). Ask what sound all these words start with and explain that /a/ is one of the sounds the letter **a** makes.
- Invite the pupils to say other words that begin with **a**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, A, A

What do you say? /a/, /a/, /a/

Say it when you clap: /a/, /a/, /a/

Say it when you snap: /a/, /a/, /a/

Say it fast: /a/, /a/, /a/, /a/, /a/

Say it slow: /a/, /a/

Say it again before you go: /a/, /a/

- Tell the pupils to point to the letter **Aa** in the alphabet strip at the top of the page.

- Tell the pupils to practice writing capital **A** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **A** on the lines provided.
- Note:** The pupils can also practice letter formation in the Jet Notebook. This can be assigned as classwork, homework or review.
- Repeat with lower case **a**.
- Say words that begin with **a** and other words the pupils know. For example: *ambulance, apple, avocado, banana, red, seven, five, gorilla, astronaut, green*. Tell the pupils to hold up one hand when they hear a word that begins with **a**, and two hands when they hear other words.
- Suggestion:** Explain that the letter **a** is a vowel and that there are five vowels in English. Draw a smiley face to show the vowels and point out the **a**.



- Explain that the vowels are instead of "nikud" in Hebrew / Arabic.
- For additional suggestions, see *How to Teach Letters and Sounds* in the Introduction to this Teacher's Guide.

7 Trace from left to right.

Trace over the lines from left to right.

- Remind the pupils that we read and write English from left to right. Explain that they are going to practice writing from left to right.
- Tell them to look at the first activity and elicit that the boy threw a ball into the basketball net. Tell the pupils to trace the ball's path from the boy to the net (from left to right). Repeat with the remaining activity.

8 Listen and tick (✓).

Listen and tick (✓) the words that begin with Aa.

- Play the recording and tell the pupils to repeat the words.

Listening script

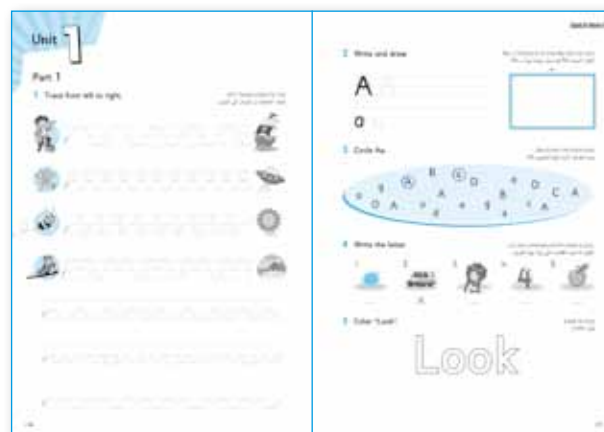
- orange
- ambulance
- apple
- astronaut
- man
- Ann

- Play the recording again and tell the pupils to tick the words that begin with *a*.

- Play the recording and tell the pupils to follow along.
- Invite a pupil to read the text in Frame 1, encouraging him / her to say the color of the apples. Elicit the meaning. Repeat for the remaining frames.
- Say *I like apples*. Elicit the meaning and invite the pupils to name the characters in the story that like apples (*Ann* and *Nat*). Ask the pupils if they think *Jet* likes apples too.

Practice Pages

- Tell the pupils to do the exercises on page 176-177 independently.



I can read

9 Color "Look".

- Copy the *LOOK!* icon onto the board by writing the word with eyes inside the O's. Explain to the pupils that the *LOOK!* icon means that they need to "take a picture" of the word in their mind in order to remember it.
- Read the sight word *Look* out loud for the pupils. Tell them to repeat and review the meaning. Explain that in this case, the word that they are taking a picture of happens to be the word *Look*.
- See *How to Teach Sight Words* in the Introduction to this Teacher's Guide.
- Tell the pupils to color the word *Look*. Remind them to color the letters from left to right.

10 Read the story.

- Tell the pupils they are going to read a story in English. Ask them to look at the pictures and name the characters in the story.
- Ask the pupils to name an item in the story and say what color it is.
- Tell the pupils to find the word *Look* in the story and highlight it in green.

pages 30-31

Part 2

NEW VOCABULARY (For the Teacher)

baby	bag	book	I have ...
box	big	small	

1 Talk, stick and listen.

2 Listen and write ✓ or X.

1. ☒ 2. ☐ 3. ☐
4. ☐ 5. ☐ 6. ☐

30

Unit 1: Part 2

3 Sing and point.

Look at Me

4 Listen and circle.

1.
2.
3.
5 Circle, talk and tick (✓).

☒ I have a yellow book.

31

Chit Chat

- Tell the pupils to open their books to page 26. Ask the pupils: *How many apples / balls / bananas can you see?* Repeat the question in the pupils' own language. **Suggestion:** Say the chant *Look, Look* on page 12 in this Teacher's Guide.
- Encourage the pupils to answer the question using the structure *I can see*.
- Review the food words *chips, hamburgers, eggs, pizza, sandwich, mango, melon, etc.*
- Invite a pupil to name a food he / she likes and then help the pupil say *I like hamburgers*. Invite a second volunteer to repeat the sentence and add another item. For example: *I like hamburgers and chips*.

Review

- Say *green* and tell the pupils to hold up or point to something green. Repeat with *orange, yellow, red* and *blue*.

New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Play *Rainbow and the Pot of Gold*. See page xv for instructions.

1 Talk, stick and listen.

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

- Ask *What do you see in the pictures?* Tell the pupils to name the characters and items in the picture using the structure *I see ...*
- Tell the pupils to name things that are *black, red, orange* and *green*.
- Say *The blue balloon is small*. Tell the pupils to give the thumbs up sign if your sentence is correct and the thumbs down sign if your sentence is wrong. Repeat with *The blue balloon is big*. *The red balloon is big*. *The red balloon is small*.

- Tell the pupils to stick the stickers from sticker page 1 at the back of the book in the following order:
 1. book
 2. small
 3. baby
 4. big
 5. bag
 6. box
- Hold up your book and say *I have a book*. Tell the pupils to repeat the sentence and elicit the meaning of *I have*. Repeat with *bag*. Invite the pupils to say sentences about items they have using your sentences as a model.
- Play the recording and tell the pupils to point to the characters and items that are mentioned.

Listening script

Bob: I have a book. A green book and a yellow bag.
 Ann: I have a black guitar.
 Jet: I have a big blue balloon and a small red balloon.
 Mom: The baby likes balloons.
 Nat: I have a box. Hee, hee, hee!

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.
 1. *Who says I have a yellow bag?*
 2. *What color is Bob's book?*
 3. *Who has a black guitar?*
 4. *What does Nat have?*

2 Listen and write ✓ or ✗.

Listen and write ✓ for true or ✗ for false.

- Draw a red book on the board. Invite a pupil to the board. Say *I have a red book*. Tell him / her to write ✓ next to the book if your sentence is true and ✗ if the sentence is false. Repeat with a drawing of a large book. Say *I have a small book*. Tell the pupil to write ✓ or ✗.
- Play the recording and tell the pupils to write ✓ or ✗ next to each picture.

Listening script

1. Look! I have a yellow book.
2. Look! I have a red bag.
3. Look! I have a blue box.
4. Look! I have a baby.
5. Look! I have a small book.
6. Look! I have a big bag.

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

3 Sing and point.

Sing the song and point to the correct items.

- Play the recording of the song *Look at Me* and tell the pupils to point to the items that are mentioned.

Listening script

A red bag, a green book.
 Look at me!
 A blue bag, a black book.
 Look at me!
 Stand up. Sit down.
 Stand up. Sit down.
 Look at me!
 1, 2, 3.

- 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 do the motions.

4 Listen and circle.

Listen and circle the correct picture.

- Say *I have a black book and a green bag* and tell the pupils to point to the correct picture. Repeat with *I have a green book and a black bag* and *I have an orange book and a black bag*.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1. I'm Dan. I'm a boy. I have a green book and a black bag.
2. I'm Jen. I'm a girl. I have a big book and a small bag.
3. I'm Meg. I'm a woman. I have a black book and a red box.

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

5 Circle, talk and tick (✓).

Circle an item in each group and tell your friend what items you have. Your friend ticks (✓) the items in his / her book.

- Tell the pupils to name the items and circle one of each item. Explain that they are going to tell a partner which items they chose.
- Invite a volunteer to demonstrate with you. Say *I have a yellow book*. Tell the pupil to repeat your sentence and tick the appropriate item in his / her book. Tell the class to repeat your sentence.
- Tell the volunteer to describe one of the items he / she circled using your sentence as a model. Tell the pupils to repeat the sentence.
- Tell the pupils to work in pairs to describe each item they circled and tick the items their partners describe. Remind the pupils to use the sentence *I have a (color) (item)*.

Aa


Bb


Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm


تقرأ الحروف بالترتيب التالي:


ألفا، بيتا، جيتا، ديتا، إيتا، إف، جيف، هيف، آيف، جيف، كلف، إل، إم


6 Sing and write.




1


2



3



4



5



B B b b


استمعوا فالتقوا الحروف الأول لكل كلمة.


1

b


2

—

3

—





4

—

5

—

6

—

I can read 

8 Read the sounds and word.

b
ba
ab
aba

Look

Unit 1: Part 2

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

9 Read and say.

LOOK!
I am

I am

10 Read the story.

I am
Look!

Look!

Look!

Look!

I am

Go to Practice, page 178

33

6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Aa**. Write the letter **Aa** on the board. Ask the pupils what sound the letter **a** makes and what words begin with **a**.
- Point to the pictures (*baby, bag, black, book, blue*) and have the pupils name them. Ask what sound all these words start with and explain that /b/ is the sound the letter **b** makes.
- Invite the pupils to say other words that begin with **b**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, B, B

What do you say? /b/, /b/, /b/

Say it when you clap: /b/, /b/, /b/

Say it when you snap: /b/, /b/, /b/

Say it fast: /b/, /b/, /b/, /b/, /b/

Say it slow: /b/, /b/

Say it again before you go: /b/, /b/, /b/

- Tell the pupils to point to the letter **Bb** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **B** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **B** on the lines provided.
- Repeat with lower case **b**.
- Say words that begin with **b** or **a**. For example: *blue, apple, black, ambulance, balloon, boy, avocado, bag, banana*. Tell the pupils to hold up one hand when they hear a word that begins with **b**, and two hands when they hear a word that begins with **a**.
- For additional suggestions, see *How to Teach Letters and Sounds* in the Introduction to this Teacher's Guide.

7 Listen and write.

Listen and write the first letter of each word.

- Write the letters **Aa** and **Bb** on the board. Then tell the pupils to circle these letters on the letter strip at the top of the page.
- Play the recording and tell the pupils to write the first letter of each word. Point out that they can use the circled letters as a letter bank.

Listening script

1. bag
2. black
3. apple
4. Bob
5. Ann
6. box

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

I can read**8 Read the sounds and word.**

- In the *I Can Read* section the pupils practice reading in a systematic and direct manner. They first practice decoding sound families and then gradually progress to reading words as they learn the letters and sounds. In order to offer adequate practice, some of the words may be nonsense words.
- The words that appear in the yellow box are either a review of sight words that were previously taught or exposure to words that the pupils will encounter in the reading activity that follows.
- Read the sounds and word together with the pupils and then have them practice individually.
- Remind the pupils that *Look* is a sight word that they should “take a picture of” in their mind in order to remember it.

9 Read and say.

Read and say your name.

- Read the sight words *I am* out loud for the pupils. Tell them to repeat and review the meaning.
- Remind the pupils that the **LOOK!** icon means they need to “take a picture” of the words in their mind in order to remember them.
- See *How to Teach Sight Words* in the Introduction to this Teacher’s Guide.
- Tell the pupils to point to *I am* and read it out loud. Invite a pupil to read Ann’s sentence.
- Invite a pupil to read the beginning of Ann’s sentence and complete it with his / her own name. Repeat with other pupils.

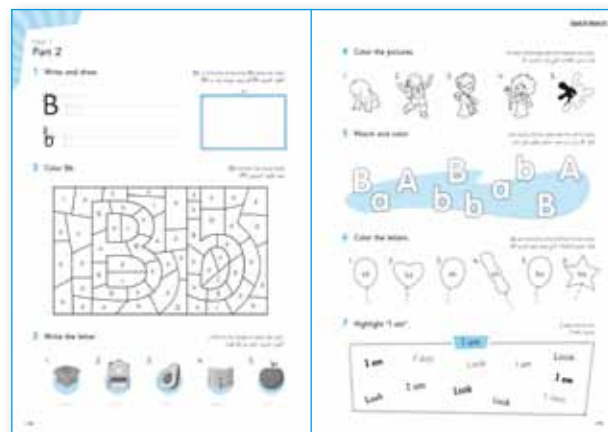
10 Read the story.

- Tell the pupils to look at the pictures and name the characters and items in the story.
- Tell the pupils to find *I am* in the story and highlight it in yellow. Then tell them to find *Look*, review its meaning and highlight it in green.

- Play the recording and tell the pupils to follow along.
- Invite a pupil to read the text in Frame 1 and elicit the meaning. Repeat for the remaining frames.
- Tell the pupils to think of something in English that Ann and Bob would say to Jet at the end of the story. Elicit that *Thank you* is appropriate to say when someone helps you.

Practice Pages

- Tell the pupils to do the exercises on pages 178-179 independently.



pages 34-35

Part 3

NEW VOCABULARY (for the teacher)

notebook	nose	mouth	yes	no
computer	sister	brother	well	

1 Talk, stick and listen.

تحدثوا مع بعضكم البعض عن الأشياء التي ترون في الصورة. ثم استمعوا إلى التسجيل.

2 Listen and circle.

استمعوا للصوت الذي تسمعون في الصورة. ثم املأوا الفراغ بالعلامة المناسبة.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522

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

Listening script

Boy: Hello! Hello! Good morning.

Ann: Bob! Jet! Look at the computer. It's a boy.
Good morning. I'm Ann. This is my brother, Bob.

Bob: I'm Bob. Ann is my sister.

Ann: And this is Jet.

Jet: I'm Jet. I'm a dog. I have a big black nose and a big mouth too.

Boy: No, cat. No! Look at the cat!

Nat: Yes, yes, yes. I'm Nat the cat. I have a notebook. Hee, hee, hee!

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.

1. *Who is Ann's brother?*
2. *Who is Jet?*
3. *What does Nat have?*

2 Listen and circle.

Listen and circle the correct picture.

- Tell the pupils to look at the people in number 1 and point to the boy who has a sister. Then tell them to point to the boy who has a brother.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1. I'm a boy. I have a sister.
2. I'm a girl. I have a brother.
3. I'm a man. I have a notebook.
4. I'm a woman. I have a computer.

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

3 Listen and color.

Listen and color the pictures according to what you hear.

- Ask the pupils to name the items that are not colored in (*cat, computer, nose, mouth*). Tell them that they are going to hear two monsters talk about what they have and that the pupils must color in the items according to what they hear.
- 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

Hi. I'm Liz. I'm a girl. I have a red mouth and a blue nose. I have a green computer. I have a small black cat.

Hi. I'm Ben. I'm a boy. I have a yellow mouth and two black noses. I have a blue computer. I have a big orange cat.

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

- Give the pupils time to finish coloring the picture.

4 Talk and play.

Pretend you are one of the monsters and give your friend clues. Your friend names the number of the monster.

- Tell the pupils they are going to play a guessing game in pairs.
- To demonstrate, describe a monster using sentences beginning with *I have*. For example: *I have a big mouth. I have a small nose. I have a bag*. Invite a pupil to say the number of the monster you described (*11*). Say the sentences again and tell the pupils to repeat.
- Tell the pupils to work in pairs. Pupil A describes a monster using your sentences as a model; Pupil B says the number of the monster. Then have the pupils switch roles.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

5 Sing and write. نغنى الأغنية فالتكرار الحرف الجديد.



6 Listen and write. استمعوا للحرف الأول لكل كلمة.

1.  2.  3. **9** 4.  5.  6. 

I can read 

7 Read the sounds and words. اقرأ الأصوات والكلمات.

ab bab nab
an ban non Ann banana
A Look I am

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

8 Read the story. اقرأ القصة.



9 Write the meaning. اكتب المعنى.

1. Look _____
2. banana _____

Go to Practice, page 183

5 Sing and write.

Sing the song and write the new letter.

- Review the letter **Bb**. Write the letter **Bb** on the board. Ask the pupils what sound the letter **b** makes and what words begin with **b**.
- Point to the pictures (*notebook, nose, nine*) and have the pupils name them. Ask what sound all these words start with and explain that /n/ is the sound the letter **n** makes.
- Invite the pupils to say other words that begin with **n**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, N, N

What do you say? /n/, /n/, /n/

Say it when you clap: /n/, /n/, /n/

Say it when you snap: /n/, /n/, /n/

Say it fast: /n/, /n/, /n/, /n/, /n/

Say it slow: /n/, /n/

Say it again before you go: /n/, /n/, /n/

- Tell the pupils to point to the letter **Nn** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **N** in the air, on the back of their hand or on a friend's back. Then tell the pupils to practice writing **N** on the lines provided.
- Repeat with lower case **n**.
- Say words that begin with **n** or **b**. For example: *notebook, black, boy, no, nine, book, balloon, baby, nose, brown, big, not, brother*. Tell the pupils to hold up one hand when they hear a word that begins with **n**, and two hands when they hear a word that begins with **b**.
- For additional suggestions, see *How to Teach Letters and Sounds* in the Introduction to this Teacher's Guide.

6 Listen and write.

Listen and write the first letter of each word.

- Write the letters **Aa, Bb** and **Nn** on the board. Then tell the pupils to circle these letters on the letter strip at the top of the page.
- Play the recording and tell the pupils to write the first letter of each word. Point out that they can use the circled letters as a letter bank.

Listening script

1. boy
2. nose
3. nine
4. apple
5. book
6. notebook

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

I can read**7 Read the sounds and words.**

- Tell the pupils to read the sounds and words in each group. Point out that only some of these are real words in English.
- Tell the pupils to circle the word *ban*. Repeat with *nab*, *nan* and *Ann*. Elicit that *Ann* is the name of the girl in the book. Explain that *Ann* is written with a capital *A* because it is a name. Note that the word *banana* is in a different color because it's a "challenge" word which in this case is a longer or more difficult word to read. Later in the book some of the challenge words also practice sounds different to the sound families presented.
- Point out that the words in the yellow box will appear in the reading activity on the following page. Elicit that *Look* and *I am* are sight words that they should "take a picture of" in their mind in order to remember them.

8 Read the story.

- Tell the pupils to look at the pictures and name the characters and items in the story.
- Tell the pupils to find *I am* in the story, review its meaning and highlight it in yellow. Then tell them to find *banana* and highlight it in blue.
- Play the recording and tell the pupils to follow along.
- Invite a pupil to read the text in Frame 1 and elicit the meaning. Repeat for the remaining frames.
- Ask the pupils how they think the monkey and Ann feel at the end of the story. The pupils may use their own language for this discussion.
- Point out the punctuation marks that appear in the story (*a full stop, an exclamation point, a question mark*). Ask the pupils what each one is used for and have them practice reading using the correct intonation.

9 Write the meaning.

Translate the words into your language.

- Tell the pupils to write the meaning of the words in their language.

Practice Pages

- Tell the pupils to do the exercises on pages 180-181 independently.



pages 38-39

Part 4

NEW VOCABULARY (for the teacher)
 dad desk duck help sad bad
 help sad foot but

1 Talk, stick and listen.

2 Listen and number.

38

Unit 1: Part 4

3 Listen and circle.

4 Talk and write ✓ or ✗.

I like bananas but I don't like chips.

39

Chit Chat

- Say *Good morning* and ask *How are you?* Then smile and say: *I'm happy.* Ask the pupils: *Are you happy?* Encourage them to answer *Yes / No* with the appropriate gestures.
- Chant to the pupils:
Look, look.
Look in the book.
What do you see
In part 3?
- Tell the pupils to look at exercise 1 on page 34 and ask the pupils *Who has an apple?* Repeat with *banana / bag / notebook / computer.*
- Ask *Who has a (brother / sister / baby / cat / dog)?* Explain the question. Help the pupils to answer using the structure *I have a ...*

Review

- Sing *One, Two, I See You* from page 20.

New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Ask the pupils which of the new words rhyme (*dad, sad, bad*). Then ask them how many sounds are in each of these words.
- Play *Fast Fun*. See page xiii for instructions.

1 Talk, stick and listen.

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

- Ask *What can you see in the pictures?* Tell the pupils to name the characters and items in the pictures using the structure *I can see.*
- Say *Who is bad?* and elicit the meaning of the question. Repeat with *Who is sad?*
- Tell the pupils to stick the stickers from sticker page 1 at the back of the book in the following order:

| | |
|---------|---------|
| 1. duck | 4. sad |
| 2. dad | 5. bad |
| 3. desk | 6. help |

- **Note:** Some words that are difficult to illustrate are written in Hebrew / Arabic on the stickers.
- Review *I like*. Then make a sad face and say *I don't like dogs*. Elicit the meaning. Invite the pupils to say sentences about things they don't like using the structure *I don't like*.
- Play the recording and tell the pupils to point to the characters and items that are mentioned.

Listening script**1**

Nat: Ha, ha, ha, hee, hee. Look at the bag.
What do you see?

Bob: Look, Dad! Look, Mom!

Dad: Oh, no! The bag! The desk! No, Nat, no.

Jet: Oh, no! The duck! Bob is sad.

Mom: Nat is bad.

Jet: I can help.

2

Bob: Look! The duck!

Mom: Thank you, Jet.

Jet: You're welcome.

Nat: I don't like dogs. I don't like Jet.

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.
 1. *Who has the bag?*
 2. *Nat loves dogs. Yes or no?*
 3. *Nat and Jet are friends. Yes or no?*

2 Listen and number.

Listen and write the correct number for each picture.

- Tell the pupils to say what they see in the pictures.
- Tell the pupils to point to the desk, the bad gorilla and the big duck.
- Say *The big duck is number 1* and tell the pupils to point to the correct picture. Repeat with *The bad gorilla is number 2* and *The desk is number 3*.
- Play the recording and tell the pupils to point to the correct pictures.

Listening script

Number 1: Dad

Number 2: Mom and Dad

Number 3: the desk

Number 4: the big duck

Number 5: the sad gorilla

Number 6: the bad gorilla

Number 7: I can help.

Number 8: I like the small duck.

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

3 Listen and circle.

Listen and circle in red the items Jet likes.

Circle in blue the items Jet doesn't like.

- Tell the pupils to name the pictures.
- Play the recording and tell the pupils to make a red dot next to the items Jet likes and a blue dot next to the items Jet doesn't like. Explain the meaning of the word *but*.

Listening script

1. I like the desk and the box, but I don't like the notebook.
2. I like the dog and the kangaroo, but I don't like the duck.
3. I like the red bag and the blue bag, but I don't like the green bag.
4. I like the pizza and the salad, but I don't like the apple.

- Play the recording again and tell the pupils to circle the items Jet likes in red. Then tell them to circle the items Jet doesn't like in blue.

4 Talk and write ✓ or X.

Talk to three friends. Write ✓ by the food they like and X by the food they don't like.

- Tell the pupils to name the food items in the top row of the chart. Say *I like bananas, but I don't like chips*. and tell the pupils to repeat. Use the picture of Jet to demonstrate the meaning of the sentences. Point out that you added the /s/ sound at the end of some of the food items because there is more than one of each item.
- Copy the chart onto the board. Make a quick sketch of an apple and a banana as they appear at the top of the chart in the book to help the pupils recognize that you are replicating the chart. You don't need to sketch all the food items.
- Invite a volunteer to demonstrate with you. Tell the pupil to use the structure *I like / I don't like* to say if he / she likes / doesn't like apples. Write ✓ or X in the correct place according to the pupil's answer. Then tell the pupil to repeat the sentence.
- Repeat the procedure for all of the items and have the pupils fill in the first row of the chart.
- Tell the pupils to complete the chart by finding out what three friends like and don't like.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

5 Sing and write.

6 Listen and write.

I can read

7 Read the sounds and words.

an
ban
Dan

ad
bad
dad

and
band
dand

Dad
Look
I am

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

8 Read the story.

9 Write the meaning.

1. dad _____

2. bad _____

Go to Practice, page 182

5 Sing and write.

Sing the song and write the new letter.

- Review the letter **Nn**. Write the letter **Nn** on the board. Ask the pupils what sound the letter **n** makes and what words begin with **n**.
- Point to the pictures (*desk, duck, dad, dog*) and have the pupils name them. Ask what sound all these words start with and explain that /d/ is the sound the letter **d** makes.
- Invite the pupils to say other words that begin with **d**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, D, D

What do you say? /d/, /d/, /d/

Say it when you clap: /d/, /d/, /d/

Say it when you snap: /d/, /d/, /d/

Say it fast: /d/, /d/, /d/, /d/, /d/

Say it slow: /d/, /d/

Say it again before you go: /d/, /d/, /d/

- Tell the pupils to point to the letter **Dd** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **D** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **D** on the lines provided.
- Repeat with lower case **d**.
- Say words that begin with **d** or **n**. For example: *no, dad, desk, nine, dog, duck, dragon, nose, notebook, dolphin*. Tell the pupils to hold up one hand when they hear a word that begins with **d**, and two hands when they hear a word that begins with **n**.
- For additional suggestions, see *How to Teach Letters and Sounds* in the Introduction to this Teacher's Guide.

6 Listen and write.

Listen and write the first letter of each word.

- Write the letters **Aa, Bb, Dd** and **Nn** on the board. Then tell the pupils to circle these letters on the letter strip at the top of the page.
- Play the recording and tell the pupils to write the first letter of each word. Point out that they can use the circled letters as a letter bank.

Listening script

1. boy
2. duck
3. nine
4. desk
5. apple
6. dad

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

I can read**7 Read the sounds and words.**

- Tell the pupils to read the sounds and words in each group. Point out that only some of these are real words in English.
- Tell the pupils to circle the word *bad*. Elicit the meaning. Repeat with *and*, *dad* and *Dan*. Elicit that *Dan* is written with a capital **D** because it is a name.
- Point out that the words in the yellow box will appear in the reading activity on the following page. Elicit that *Look* and *I am* are sight words that they should “take a picture of” in their mind in order to remember them.
- **Note:** *Dad* appears in the yellow box with a capital because the word is being used in the text as a name.

Jet Notebook

- See *How to Use the Flip Chart* in the Introduction to this Teacher’s Guide.
- Tell the pupils to trace over the letter **a** in the middle column in red.
- Remind the pupils that **a** is one of the five vowels and all the vowels need to be colored red.
- Tell the pupils to trace over the letters **b**, **n**, **d** with black or blue marker.
- Show the pupils how to use their flip charts in the Jet Notebook by forming the word *bad* and having them sound it out.
- Demonstrate how you can make the word *dad* by changing the initial consonant from **b** to **d** and have the pupils read out the word.
- Tell the pupils to form the word *dad*. Then tell them to form rhyming words by changing the first letter. Point out that some of the words are nonsense words that we just use to practice reading.
- Tell the pupils to form the word *bad*. Then tell them to form a new word by changing the last letter. For example: *ban*.

- Invite two pupils to the front of the class and give one pupil the flashcard *Look* and the other pupil the flashcard *I am*. Invite a pupil who formed the word *bad* to come to the front and have the pupils form the sentence *Look! I am bad*.

8 Read the story.

- Tell the pupils to look at the pictures and name the characters in the story.
- Tell the pupils to find *I am* in the story, review its meaning and highlight it in yellow.
- Play the recording and tell the pupils to follow along.
- Invite a pupil to read the text in Frame 1 and elicit the meaning. Repeat for Frames 3 and 4.
- Ask *Who is bad?* Elicit the meaning of *Who*. Repeat with *Who is sad?*

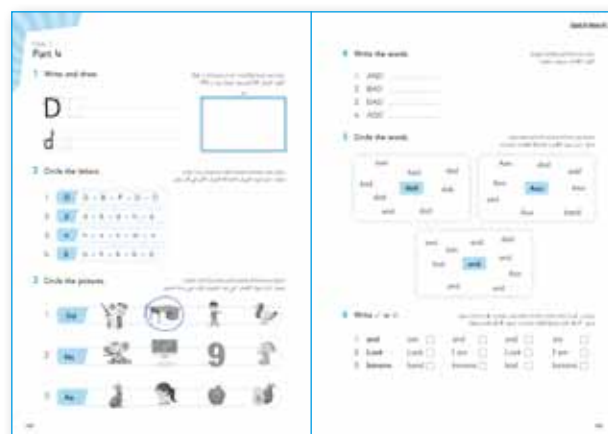
9 Write the meaning.

Translate the words into your language.

- Tell the pupils to write the meaning of the words in their language.
- **Suggestion:** Tell the pupils to make their own stories using photocopyable page 175 in this Teacher’s Guide. Tell the pupils to read and cut out the speech bubbles. Then tell them to stick the speech bubbles in the correct places to complete the story.

Practice Pages

- Tell the pupils to do the exercises on pages 182-183 independently.



pages 42-43

Part 5

NEW VOCABULARY (For the teacher)

| | | | |
|---------|---------|-------|---------------|
| grandma | grandpa | gift | Open the ... |
| gray | door | house | Close the ... |

1 Talk, stick and listen.

2 Listen and write ✓ or X.

3 Sing and point.

4 Listen and draw.

5 Talk and color.

Unit 1: Part 5

3 Sing and point.

4 Listen and draw.

5 Talk and color.

Chit Chat

- Say *I like red. I don't like blue. / I like dogs. I don't like ducks.*
- Have the pupils use these sentences as models to make up their own pairs of *I like / I don't like* sentences.

Review

- Put the flashcards of *baby, apple, dog, yellow, green, red, black* and *small* on the board and ask the pupils to make connections between two words using their own language to explain. For example: *small baby*.

New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Say the word *grandma* and ask the pupils to say what the syllables in the word are. Repeat with *grandpa*.
- Play *Find the Star*. See page xiii for instructions.

1 Talk, stick and listen.

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

- Ask *What can you see in the pictures?* Tell the pupils to name the characters and items in the pictures using the structure *I can see*.
- Say *Look at Picture 1. Who is at the door?* and elicit the meaning of the question.
- Say *Look at Picture 1. Who has a gray gift?* and elicit the meaning. Repeat with *Who has a white gift?* Repeat the questions for Picture 2.
- Tell the pupils to stick the stickers from sticker page 1 in the following order:
 - door
 - grandma
 - gift
 - grandpa
 - gray
 - house
- Say *Open the book* and demonstrate. Repeat with *Close the book*. Repeat a number of times and tell the pupils to follow your instructions. Say *Open the door / Close the door* and ask for a volunteer to follow your instructions.

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

Listening script

1

Grandpa: Open the door, please.
Bob: Grandma and Grandpa are at our house.

2

Grandma: Close the door, Grandpa.
Bob: Good morning, Grandma.
Good morning, Grandpa.
Grandma: Good morning, Bob.
Good morning, Ann. We have gifts for you.
Grandpa: Open the gray gift, Bob.
Open the white gift, Ann.
Ann: What is it?
Bob: Wow, it's a robot!
Ann: Wow, a telephone! Thank you, Grandma.
Bob: Thank you, Grandpa.
Grandma and Grandpa: You're welcome.

- Ask the pupils some of the following questions in English and in the pupils' own language. They may use their own language to answer the questions.
 1. What color are the gifts?
 2. Who has a robot?
 3. What is Ann's gift?
 4. What do Ann and Bob say to Grandma and Grandpa?

2 Listen and write ✓ or ✗.

Listen and write ✓ for true or ✗ for false.

- Draw a gift on the board. Invite a pupil to the board. Say *I have a gift*. Tell the pupil to write ✓ next to the box if your sentence is true and ✗ if the sentence is false. Draw a banana on the board and invite a different pupil to the board. Say *I have a door*. Tell the pupil to write ✓ or ✗.
- Play the recording and tell the pupils to write ✓ or ✗ next to each picture.

Listening script

- | | |
|------------------------|------------------------|
| 1. I have a grandma. | 2. I have a grandpa. |
| 3. The house is blue. | 4. The gift is orange. |
| 5. I have a gray desk. | 6. The door is green. |

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

3 Sing and point.

Sing the song and point to the correct pictures.

- Play the recording of the song *Open the Door* and tell the pupils to point to the correct pictures.

Listening script

| | |
|-----------------|-----------------|
| Open the door. | Open the door. |
| Who do you see? | Close the door. |
| Mom, Dad and | |
| A gift for me! | |

| | |
|------------------|----------------|
| Open the box. | Open the box. |
| What do you see? | Close the box. |
| Big black dogs | |
| One, two, three. | |

| | |
|-------------------|-----------------|
| Open the book. | Open the book. |
| What do you see? | Close the book. |
| A big yellow duck | |
| 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 and do the motions.

4 Listen and draw.

Listen and draw a line along the path to find out who is behind each door.

- Tell the pupils to name the family members in the maze. Tell them to describe the dogs and the doors. For example: *a white dog / a yellow door*.
- Play the recording and tell the pupils to draw a path with their fingers to show who is at each door.

Listening script

Who is at the yellow door? It's Grandma and Grandpa. It's my big sister and Rex, the white dog. Hello. How are you today?

Who is at the white door? It's Mom and Grandma. It's my small brother and Jack, the gray dog. Hello. How are you today?

Who is at the gray door? It's Dad and the baby. It's my big brother and Molly, the black dog. Hello. How are you today?

- Play the recording again and tell the pupils to draw a line with their pencils from each door to the correct dog.

5 Talk and color.

Tell your friend who you think is in Dan's family. Your friend colors the characters' shirts in blue.

- Tell the pupils to name the family members.
- Tell the pupils to work in pairs in order to guess who is in Dan's family. Explain that Pupil A names the people he / she thinks are in Dan's family; Pupil B colors the shirts of the family members (in blue) in his / her book. Then have them switch roles.

Aa Bb Cc Dd Ee Ff **Gg** Hh Ii Jj Kk Ll Mm

6 Sing and write.

7 Listen and write.

I can read

8 Read the sounds and words.

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Unit 1: Part 5

9 Read and number.

1. Look! A bag.
2. Look! A banana.
3. Dad and Ann.
4. A bag and a banana.
5. I am bad.

Go to Practice, page 184

6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Dd**. Write the letter **Dd** on the board. Ask the pupils what sound the letter **d** makes and what words begin with **d**.
- Point to the pictures (*grandma, grandpa, gorilla, girl*) and have the pupils name them. Ask what sound all these words start with and explain that /g/ is one of the sounds the letter **g** makes.
- Invite the pupils to say other words that begin with **g**.
- Teach the letter song. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording. Invite the pupils to sing along and do the motions.

Listening script

Hello, hello, G, G

What do you say? /g/, /g/, /g/

Say it when you clap: /g/, /g/, /g/

Say it when you snap: /g/, /g/, /g/

Say it fast: /g/, /g/, /g/, /g/, /g/

Say it slow: /g/, /g/

Say it again before you go: /g/, /g/, /g/

- Tell the pupils to point to the letter **Gg** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **G** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **G** on the lines provided.
- Repeat with lower case **g**.
- Say words that begin with **g** or **d**. For example: *grandma, duck, desk, girl, door, gorilla, grandpa, Dad, dog, good, dolphin*. Tell the pupils to hold up one hand when they hear a word that begins with **g**, and two hands when they hear a word that begins with **d**.
- For additional suggestions, see *How to Teach Letters and Sounds* in the Introduction to this Teacher's Guide.

7 Listen and write.

Listen and write the first letter of each word.

- Write the letters **Bb, Dd, Gg** and **Nn** on the board. Then tell the pupils to circle these letters on the letter strip at the top of the page.
- Play the recording and tell the pupils to write the first letter of each word. Point out that they can use the circled letters as a letter bank.

Listening script

1. nose
2. grandpa
3. bag
4. girl
5. duck
6. grandma

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

I can read**8 Read the sounds and words.**

- Tell the pupils to read the sounds and words in each group. Point out that only some of these are real words in English.
- Tell the pupils to circle the word *bag*. Elicit the meaning. Repeat with *bad* and *Dad*.
- Point out that the words in the yellow box will appear in the reading activity on the following page.

Jet Notebook

- Tell the pupils to trace over the letter *g* with black or blue marker.
- Have the pupils form the word *gag*, then change the initial *g* to *n*, then to *d* and finally to *b*.
- Have them read the new word each time.
- Repeat by changing the final letter of the words.

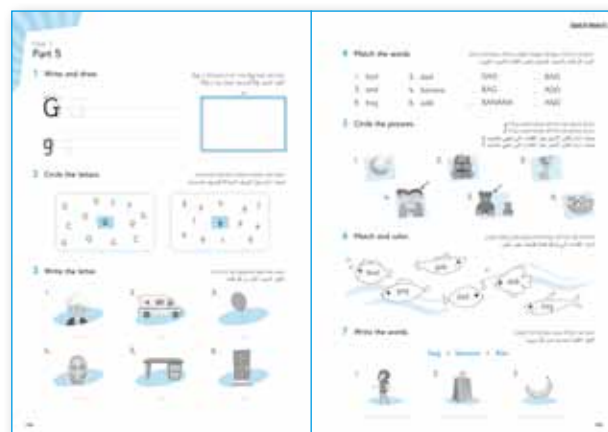
9 Read and number.

Read and write the number of each sentence next to the correct picture.

- Tell the pupils to find the word *bag*, review its meaning and highlight it in green. Tell them to find the word *banana*, review its meaning and highlight it in yellow. Then tell them to highlight the name *Ann* in blue and elicit that *Ann* and *Dad* are written with a capital letter because they are names.
- Tell the pupils to read number 1 to themselves and look for the matching picture. Read it out loud and make sure the pupils understand it. Tell the pupils to write the number 1 next to the matching picture.
- Tell the pupils to read the remaining phrases and sentences and write the number of each next to the correct picture.

Practice Pages

- Tell the pupils to do the exercises on pages 184-185 independently.



Story Time 1 The Gray Duck

pages 46-47



Listen and follow.

Listen and follow the story.

- Read the name of the story, *The Gray Duck*, and elicit the meaning.
- Ask the pupils the following questions:
 1. How many baby ducks can you see?
 2. What color are the ducks?
- Describe a picture and have the pupils say the number of the picture.
- Tell the pupils to predict what is going to happen in the story.
- Play the recording and tell the pupils to point to each frame as they hear about it.

Listening script

1

Narrator: Look! Mom Duck and five baby ducks.

Mom Duck: 1, 2, 3, 4, 5 baby ducks. I have five baby ducks! Four yellow ducks. Oh no! One gray duck. That duck is not my baby duck.

2

Gray Duck: My brothers and sisters are yellow. I am gray.

3

Narrator: The gray duck is sad. He sees a girl.

Girl: Ahhh! A gray duck. I don't like gray ducks. Go away!

4

Narrator: The gray duck is sad. He sees a man.

Man: Ahhh! A gray duck. I don't like gray ducks. Go away!

5

Narrator: The gray duck is sad. He sees a woman.

Woman: A gray duck. I don't like big gray ducks. Go away!

6

Narrator: The gray duck is sad. He sees a boy.

Boy: Hello, duck. How are you?

Gray Duck: Hello, boy. I am sad. My brothers and sisters are yellow. I am gray.

Boy: You are NOT gray. You are white. Look!

7

Gray Duck: Yes, I can see. I am a big white duck.

8

Boy: Look! I can see 1, 2, 3, 4 big white ducks.

- Check comprehension by asking the following questions in English and in the pupils' own language. The pupils answer in their own language.
 1. *How many ducks does the mom duck have?* (five)
 2. *Why is the gray duck different from his brothers and sisters?* (Because he is gray and they are yellow.)
 3. *Why is the gray duck sad?* (Because he is different.)
 4. *What do the people say to the gray duck when they see him?* (The girl, man and woman tell the gray duck to go away.)
- Ask the pupils if they think the ducks were nice to the gray duck.
- Elicit the messages and values from the story by asking the pupils:
 1. *How do you think the gray duck feels when the people tell him to go away?*
 2. *How does the gray duck feel at the end of the story?*
- Have the pupils repeat the sentences:
 - *The gray duck is sad.*
 - *Ahhh! A gray duck.*
 - *I don't like gray ducks.*
 - *Go away!*
- Ask the pupils if they know any similar stories.
- **Suggestion:** Invite the pupils to retell the story or act it out using puppets or flashcards.

Act It Out! 1

1 This Is My Family

- Child 1: This is my dad.
Child 2: Hi. My name is Ali.
Child 1: This is my sister.
Child 2: Hello.

هذه عائلتي. هذا هو والدي. اسمي علي.
هذه عائلتي. أهلاً بك. اسمي علي.
هذه عائلتي. هذه اختي.
هذه عائلتي. أهلاً بك. اسمي علي.



2 The Dogs

- Child 1: I have a big dog.
Child 2: I have a small dog.
Child 1: I have a white dog.
Child 2: I have a black dog.

هذه عائلتي. هذا هو والدي. اسمي علي.
هذه عائلتي. أهلاً بك. اسمي علي.
هذه عائلتي. هذه اختي.
هذه عائلتي. أهلاً بك. اسمي علي.



Unit 1: Act It Out!

3 At the Zoo

- Child 1: I like the zebra.
Child 2: I don't like the zebra.
Child 1: I like the penguin.

هذه عائلتي. هذا هو والدي. اسمي علي.
هذه عائلتي. أهلاً بك. اسمي علي.
هذه عائلتي. هذه اختي.
هذه عائلتي. أهلاً بك. اسمي علي.



4 Lunchtime

- Child 1: I have an sandwich.
Child 2: No, thank you. I don't like sandwiches.
Child 1: I have pizza.
Child 2: Thank you. I like pizza.
Child 1: You're welcome.

هذه عائلتي. هذا هو والدي. اسمي علي.
هذه عائلتي. أهلاً بك. اسمي علي.
هذه عائلتي. هذه اختي.
هذه عائلتي. أهلاً بك. اسمي علي.



Act It Out

- This feature offers the pupils the opportunity to practice and recycle the functional language learned in this unit and in previous units 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 (*This Is My Family*) and read the scenario and instructions provided in the pupils' own language. Invite the pupils to give suggestions about what the children might say to each other.
- Play the recording.
- Read the child's first line of the dialogue (*This is my dad.*) and elicit the meaning. Tell the pupils to repeat. Repeat for the remaining lines of the dialogue.
- Repeat for the remaining scenarios.
- 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.

Review

1

pages 50-51

Review 1

Sounds and Words

1 Listen and color.

استمعوا للصوت الذي تسمعون. اكتبوا اللون الذي تسمعون.

2 Listen and circle.

استمعوا للصوت الذي تسمعون. اكتبوا اللون الذي تسمعون.

1. 2.

3. 4.

3 Listen and number.

استمعوا للصوت الذي تسمعون. اكتبوا الرقم الذي تسمعون.

Unit 1: Review

4 Listen and number.

استمعوا للصوت الذي تسمعون. اكتبوا الرقم الذي تسمعون.

5 Color the frames.

استمعوا للصوت الذي تسمعون. اكتبوا اللون الذي تسمعون.

1. b + d + a + n

2. b + d + g + a

3. d + b + n + a

4. p + n + d + g

5. a + b + d + g

6. g + a + d + b

Chit Chat

- Put an object in a box or bag. For example: a book, a notebook, an apple, or a cognate they have learned. Tell the pupils that you are Grandma. Invite a pupil to model the following dialogue with you:
Pupil: Hello, Grandma.
Grandma: Hello. Open the box / bag.
Pupil: I can see a / an (item). I like / don't like (item).
- Tell the pupils to work in pairs and role play the dialogue. Pupil A plays Grandpa or Grandma; Pupil B plays a kid. Then tell them to switch roles.

Review

- Sing *Open the Door* from page 43.

1 Listen and color.

Listen and color the items according to what you hear.

- Tell the pupils to name the items in the picture.

- 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

I can see Jan. Jan is a baby.
I can see a green door. A green door.
I can see a red box. Look! A red box.
I can see a gray dolphin. A gray dolphin.
I can see a yellow duck. A yellow duck.
I can see a black dog. Look! A black dog.
I can see a big blue book. A big blue book.
I can see a small orange book.
I like books. Yes, Jan. You like books too.

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

2 Listen and circle.

Listen and circle the picture in each group that is NOT mentioned.

- Tell the pupils to point to the box and then the door in number 1. Ask the pupils which item they didn't point to.
- Play the recording and tell the pupils to point to the picture that is not mentioned.

Listening script

Number 1: What is it? It's a gift and a computer.

Number 2: What is it? It's my sister and my grandpa.

Number 3: What is it? It's a small duck and a big duck.

Number 4: What is it? It's an orange bag and a black bag.

- Play the recording again and tell the pupils to circle the pictures that are not mentioned.

3 Listen and number.

Listen and write the correct number for each picture. There is one extra picture.

- Tell the pupils to look at the pictures and describe them.
- Say *A girl and a bag* and tell the pupils to point to the correct picture. Repeat with *Close the door*.
- Play the recording and tell the pupils to point to the correct pictures. Tell them that there is one extra picture.

Listening script

Number 1: The girl is sad.

Number 2: I can see six dogs.

Number 3: I have a big nose and a small mouth.

Number 4: Close the door.

Number 5: Open the green bag.

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

4 Listen and number.

Listen and number the correct characters. There is one extra character.

- Tell the pupils to look at the picture and name the characters and items.
- Say *I'm sad* and ask the pupils which character(s) you are describing in the scene. Repeat with other sentences. For example: *I have a box. I have a bag. I am a girl. I am a man.*
- Play the recording and tell the pupils to point to the characters as they describe themselves. Point out that there is one extra character.

Listening script

Number 1: I'm sad. I have a bag and a book.

Number 2: I'm a woman. I have a book and a baby.

Number 3: I'm a man. I have a box and an apple.

Number 4: I'm sad. I have a box and a duck.

Number 5: I'm bad. I have a bag and an apple.

- Play the recording again and tell the pupils to number the correct characters.

5 Color the frames.

Color the frame for each picture in the same color as its first letter.

- Tell the pupils to look at number 1. Tell them to name the item (*door*), the letters (*b, d, a, n*) and the first letter in the word *door*.
- Tell the pupils to color the frame of the door in the same color as the letter *d* (blue).
- Tell the pupils to repeat with the rest of the exercise.

6 Listen and circle. 

1. b = d = g 2. b = g = n 3. d = n = g
4. b = d = n 5. n = g = d 6. g = d = b

7 Listen and circle. 

1. dad = bad = bag 2. Dan = dad = bad 3. Ann = Dan = and
4. ban = Ann = and 5. ban = bad = bag

8 Read, circle and count.

an ban nan Dan and
ad bad dad ned bad
and band bad Dan dad

9 Listen and number. 

— I am — Look

What did you learn?

1 Look and draw 

2 Read again and tick 

Unit 1: Game

Play a Game

1 Color and cut.

2 Play a memory game.

Look! A 

Go to Practice, page 186

6 Listen and circle.

1. b = d = g 2. b = g = n 3. d = n = g
4. b = d = n 5. n = g = d 6. g = d = b

7 Listen and circle.

1. dad = bad = bag 2. Dan = dad = bad 3. Ann = Dan = and
4. ban = Ann = and 5. ban = bad = bag

8 Read, circle and count.

an ban nan Dan and
ad bad dad ned bad
and band bad Dan dad

9 Listen and number.

— I am — Look

What did you learn?

1 Look and draw

2 Read again and tick

Unit 1: Game

Play a Game

1 Color and cut.

2 Play a memory game.

Look! A

Go to Practice, page 186

6 Listen and circle.

Listen and circle the last letter you hear in each word.

- Write the letters **a, b, g** on the board.
- Say the word **bag** and invite a pupil to come to the board and circle the last letter they heard in the word.
- Invite the pupils to say what letter they hear at the beginning of the word **bag** and in the middle of the word.
- Repeat with the letters **a, d, b** on the board and the word **bad**.
- Play the recording and tell the pupils to point to the last letter they hear in each word.

Listening script

- red
- balloon
- bag
- dad
- woman
- big

- Play the recording again and tell the pupils to circle the last letter they hear in each word.

7 Listen and circle.

Listen and circle the correct word.

- Tell the pupils to look at number 1 and point to the word **dad**. Repeat with **bag** and **bad**.
- Play the recording and tell the pupils to point to the words they hear.

Listening script

- bad
- dad
- Ann
- and
- bag

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

8 Read, circle and count.

How many words can you read in one minute? Circle them and write the number of words you can read in the box.

- Tell the pupils that you are going to set a timer for one minute and in that time they must circle all the words they can read. Then tell them to count how many words they have circled and write the number in the box.

- **Suggestion:** Repeat the exercise. Ask the pupils if they read more words the second time.

9 Listen and number.

Listen and number the words in the correct order.

- Invite a pupil to read the words. Ask the pupils to say the meanings of the words they know.
- Play the recording and tell the pupils to point to the words as they hear them.

Listening script

Number 1 is *Look*.

Number 2 is *I am*.

- Play the recording again and tell the pupils to number the words.

What did you learn?

1 Look and draw 😊.

Look at the pictures on page 240 and draw a smiley next to the words you remember in English.

- Explain to the pupils that they are going to see how many words they have learned and how many they remember by using a checklist.
- Tell the pupils to look at the pictures of the new words they have learned in the unit on page 240. Tell them to draw a smiley next to the words they remember how to say in English. Tell them to ask a friend how to say any words they don't remember.
- A chart for monitoring and assessing the vocabulary acquisition of individual pupils appears on page 184 of this Teacher's Guide.

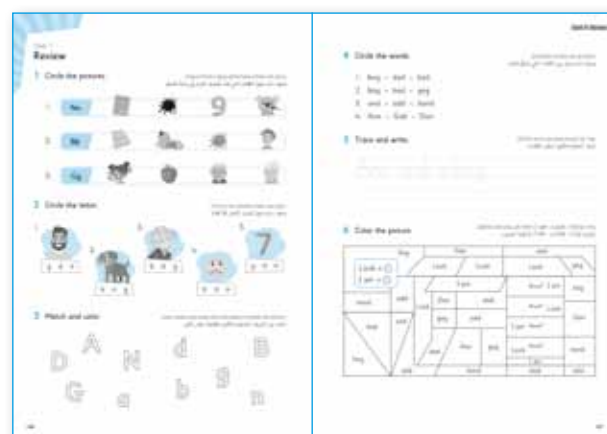
2 Read again and tick (✓).

Read exercise 8 on page 41 again. Tick (✓) all the speech bubbles you can read and understand.

- Point out to the pupils that they have learned to read a lot of words in this unit.
- Tell the pupils to go back to page 41 and invite them to read the story in exercise 8 again. Tell them to tick all the speech bubbles they can read and understand.
- Encourage the pupils to help each other.
- **Suggestion:** After completing a unit in the book, you may wish to go back to the opening scene of the unit. Have the pupils describe the picture or do the activity again using the new vocabulary and language that they have learned.

Practice Pages

- Tell the pupils to do the exercises on pages 186-187 independently.



Play a Game

1 Color and cut.

Color the pictures on page 247 and cut out the cards.

- Tell the pupils they are going to play a memory game.
- Tell them to turn to the cut-outs on page 247. Ask them to name the items and the colors. Tell them to color each item in a different color according to the color cards. For example: They can color the desk red to match the red card. Then tell the pupils to cut out the cards.

2 Play a memory game.

Play a memory game with the cards you made.

- Tell the pupils to play a memory game with a partner using the cards they made. Tell the pupils to match a color card to the item with the corresponding color. Then tell them to say what is on their card. For example: *A red desk*.
- Invite two pupils to demonstrate the game.
- **Note:** See page xiv for instructions on how to play a basic memory game.
- Explain that the winner is the pupil who collects the most pairs of cards.

- Tell the pupils to look at the picture and describe the monster's nose and mouth. Encourage them to use the words *big* or *small* and the colors they have learned so far.
- Point out the two cut-outs at the top of the poster and the thumbs up and thumbs down signs. Ask the pupils what the monster likes and doesn't like.
- Tell the pupils to make a poster of a monster. Tell them to do the following:
 1. Draw a monster on a poster.
 2. Write your monster's name using the letters you learned in this unit.
 3. Choose an item your monster likes from page 247 and cut it out. Stick it onto your poster and draw a thumbs up sign next to the item.
 4. Choose an item your monster dislikes from page 247 and cut it out. Stick it onto your poster and draw a thumbs down sign next to the item.
- Tell the pupils to pretend they are the monster and to present themselves to the class. Guide them by using the model sentences in the Pupil's Book.
- A photocopiable assessment chart for the teacher and pupils appears on pages 180-182 of this Teacher's Guide.