



In this unit the pupils will learn:

- To describe things and talk about the location of things
- To name items related to school, animals, basic action words and everyday adjectives
- The letters Ee, Tt, Ii, Pp, Hh
- The story *Biddy Bird*

Task

Make a crazy classroom.

Chit Chat

- Tell the pupils they are going to be playing one of the characters from the book and invite a pupil to model the following dialogue with you.

Teacher: Hello. I'm (name of character). Look!
I have a / an (object).

Pupil: Hello. I'm (name of character). Look!
I have a / an (object).

Review

- Sing *Look at Me* from page 31.

Find and say.

Guess what you will learn in this unit. Find five items from Unit 1 in the picture.

- Tell the pupils to look at the picture on page 55 and guess what they are going to learn in the unit.
- Invite the pupils to name the characters and elicit where the characters are (*at school*). Explain that the unit is about things that we do and items we use at school.
- Tell the pupils to find and name five items that they learned in Unit 1 in the picture (*apple, book, notebook, box, duck*).
- Ask the pupils if they can name any other items in the picture. Name some of the items the pupils don't know and tell them they will learn these and other words in the unit.

pages 56-57

Part 1

NEW VOCABULARY (For the Teacher)

elephant	egg	eraser	school	let's go (to) ...
pencil	bed	table		

1 Talk, stick and listen.

تحدثوا مع الصورة واستمعوا إلى الحوار. ثم اصنعوا إلى الصورة.

2 Listen and circle.

استمعوا للصوت. دائرة حول الصورة 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. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705.

Listening script

Jet: Look at the table! Look at the computer! What do you see?

Baby: *baby noises*

Jet: Yes, it's a gray elephant! A big bed!

Ann: Bob, let's go to school.

Bob: OK. Look! I have a big pencil and a big eraser.

Ann: I have pencils and books.

Ann and Bob: Goodbye.

Dad: Oh no, Nat! Look at the eggs!

- 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 is Jet looking at?*
2. *Where are Ann and Bob going?*
3. *Who has a big pencil and a big eraser?*
4. *What is Nat doing?*

2 Listen and circle.

Listen and circle the correct picture.

- Tell the pupils to name the character and items in number 1. Say *The baby's bed is big* and tell the pupils to point to the correct picture. Repeat with *The baby's elephant is big*.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1. The baby's bed is big.
2. I have a white eraser.
3. The elephant is green.
4. I have a pencil and a book.
5. The table is blue.

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

3 Chant and point.

Chant and point to the correct characters.

- Ask the pupils what the girls in the picture are eating.
- Play the recording of the chant *Green Eggs* and tell the pupils to point to the characters as they are described.

Listening script

I like green eggs.
Yes, I do!
I like green eggs.
How about you?

I don't like green eggs.
No, not me.
I like blue eggs.
Can you see?

- 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 tick (✓).

Listen and tick (✓) the pictures you hear about. There is one extra picture.

- Say *I have a pencil and an eraser* and tell the pupils to point to the correct picture. Repeat with *I have three pencils and four erasers*.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

I have a pencil and an eraser.
I have an elephant and a bed.
I have a table and a bed.
I have three pencils and four erasers.
Let's go to school.

- Play the recording again and tell the pupils to tick the correct pictures. Ask the pupils to describe the picture that is not ticked (*number 4*).

5 Talk and circle.

Tell your friend how many of each item you have in your bag. Your friend circles the correct number of each item in his / her book.

- Tell the pupils to name the items in the picture.
- Invite a volunteer to demonstrate with you. Open your bag, take out two pencils and say *I have two pencils*. Point out that you added /s/ at the end of the word *pencil* because it is plural.
- Tell the volunteer to repeat your sentence and circle the appropriate number of pencils in his / her book. Invite the class to repeat your sentence.
- Tell the volunteer to choose one of the items in the book and say how many he / she has in his / her bag using your sentence as a model. Invite the pupils to repeat the sentence. Repeat with additional items as necessary.
- Tell the pupils to work in pairs. Pupil A says what he / she has in his / her bag; Pupil B circles the appropriate number of each item according to what his / her partner says. Then have the pupils switch roles.
- Remind the pupils to use the structure *I have (number) (item)* and to add the /s/ sound at the end of plurals.

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 2: Part 1

9 Color "have".

10 Read the story.

Go to Practice, page 188

6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Gg**. Write the letter **Gg** on the board. Ask the pupils what sound the letter **g** makes and what words begin with **g**.
- Point to the pictures (*egg, elephant, eleven, eraser*) and have the pupils name them. Ask what sound all these words start with and explain that /e/ is one of the sounds the letter **e** makes.
- Invite the pupils to say other words that begin with **e**.
- Suggestion:** Explain that the letter **e** is a vowel. Ask the pupils what other vowel they have learned (**a**). Remind the pupils that there are five vowels in English and that the vowels are instead of "nikud" in Hebrew / Arabic.
- Write the words *bed* and *bad* on the board, with the **e** and **a** in a different color than the rest of the letters.
- Tell the pupils to watch your mouth as they listen to you say the words. Point out that you open your mouth wide to make the /a/ sound in *bad*. Point out that your mouth "smiles" when you make the /e/ sound in *bed*.

- Tell the pupils to say the words as you point to them on the board. Tell them to pay attention to the shape of their mouths as they pronounce /a/ and /e/. Repeat with other words. For example: *bag* and *beg*, *Dan* and *Ben*.
- 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, E, E

What do you say? /e/, /e/, /e/

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

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

Say it fast: /e/, /e/, /e/, /e/, /e/

Say it slow: /e/, /e/

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

- Tell the pupils to point to the letter **Ee** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **E** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **E** on the lines provided.
- Repeat with lower case **e**.

- Say words that begin with *e* or *a*. For example: *egg, ambulance, ant, elevator, apple, elephant, astronaut, avocado, encyclopedia, eleven, alligator*. Tell the pupils to listen and hold up one hand when they hear a word that begins with *e*, 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*, *Bb* and *Ee* 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. elephant
2. egg
3. box
4. eleven
5. eraser
6. apple

- 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 *bed*. Elicit the meaning. Repeat with *bad* and *and*. Tell them to circle *Ned*. Elicit that *Ned* is written with a capital *N* because it is a name. The same is true of *Ann*.
- Encourage the pupils to read the challenge word in purple (*egg*).

9 Color "have".

- Read the sight word *have* out loud for the pupils. Then tell them to repeat and review the meaning.
- Remind the pupils that the **LOOK!** icon means they need to "take a picture" of the word in their mind in order to remember it.
- See *How to Teach Sight Words* in the Introduction to this Teacher's Guide.
- Ask the pupils to name the letters they know in *have*.

- Tell the pupils to color the letters they know in green and the letters they don't know in orange.

10 Read the story.

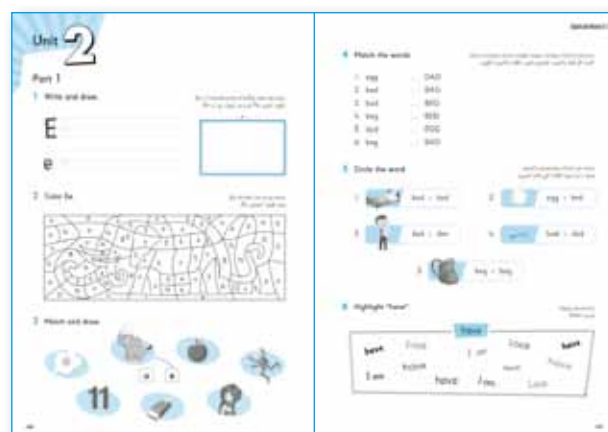
- Tell the pupils to look at the pictures and name the characters and items in the story.
- Tell the pupils to find *have* in the story, review its meaning and highlight it in yellow. Then tell them to find *bed*, review its meaning and highlight it in blue.
- Play the recording and tell the pupils to follow along.
- Read the first word in Frame 1 (*I*). Point to the next word (*have*) and tell the pupils to read it together. Read the next word alone (*a*). Point to the next word (*bag*) and tell the pupils to read it. Repeat with the rest of the story, alternating between yourself and the pupils.
- Ask the pupils *Who is going to school?* Elicit the meaning of *Who*. Then elicit the answer to the question (*Bob, Ann, Jet*). Shake your head and ask the pupils *Who is not going to school?* Elicit the meaning of *not*. Elicit that *Nat* is in bed so she is not going to school.

Jet Notebook

- Tell the pupils to trace over the letter *e* with a red marker.
- Tell the pupils to form the word *bed*, and then change the first letter to form new words.
- Repeat with the word *bad*.
- Have the pupils change the *a* to *e* in different words.
- Invite the pupils to form the following words: *a, an, bag, bed*. Give the flashcards *I / have / Look* to different pupils.
- Choose pupils to come to the front of the class to form sentences. For example: *Look! I have a bag. Look! I have a bed.*

Practice Pages

- Tell the pupils to do the exercises on pages 188-189 independently.



pages 60-61

Part 2

NEW VOCABULARY (For the Teacher)

| | | | | |
|------|---------|------|-------------|----------|
| test | teacher | pen | pencil case | stand up |
| hat | add | plus | | sit down |

1 Talk, stick and listen.

استمعوا للصوت، اكتبوا الكلمات الجديدة في دفترهم، ثم اكتبوا الكلمات في دفترهم.

2 Listen and tick (✓).

استمعوا للصوت، اكتبوا الكلمات الجديدة في دفترهم، ثم اكتبوا الكلمات في دفترهم.

| | | | |
|----|--|--|--|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

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Unit 2: Part 2

3 Sing and act out.

استمعوا للصوت، اكتبوا الكلمات الجديدة في دفترهم، ثم اكتبوا الكلمات في دفترهم.

Stand Up, Sit Down

4 Listen and write ✓ or ✗.

استمعوا للصوت، اكتبوا الكلمات الجديدة في دفترهم، ثم اكتبوا الكلمات في دفترهم.

1.

2.

3.

4.

5.

6.

5 Talk and play.

استمعوا للصوت، اكتبوا الكلمات الجديدة في دفترهم، ثم اكتبوا الكلمات في دفترهم.

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Chit Chat

- Say the chant *Look, look* from page 12 in this Teacher's Guide.
- Tell the pupils to open their book to page 56 and look at the picture. Tell them to work in pairs. Pupil A takes the role of Ann and names the items she has in her bag; Pupil B takes the role of Bob and names the items he has in his bag. Tell the pupils to practice the following dialogue:

Pupil A: I have three pencils and two books.

Pupil B: I have a bag and a pencil.

Pupil A: Let's go to school.

Pupil B: Goodbye, Jet. Goodbye, Dad. Goodbye, baby and Nat.

Review

- Review the new words from Part 1, page 56.

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 rhymes with *cat* (*hat*). Then ask them how many sounds are in each of these words. Repeat with *ten* (*pen*) and *bad* (*add*).
- Play *Chinese Whispers*. See page xii for instructions.

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*. Elicit that the characters are at school.
- Say *Who has a hat?* and elicit the meaning of the question. Repeat with *Who is the teacher?*
- Tell the pupils to point to the *pen*. Repeat with *pencil case*.

- Tell the pupils to stick the stickers from sticker page 2 at the back of the book in the following order:
 1. teacher
 2. add
 3. test
 4. pen
 5. hat
 6. plus
 7. pencil case
- Choose a pupil and say *Stand up* using hand motions to help him / her understand. Tell the class to repeat your instruction. Repeat with *Sit down*. Say *Boys, stand up*. Repeat with *Boys, sit down*. Alternate between *boys, girls* and *pupils* and have the pupils follow your instructions.
- **Suggestion:** Invite a pupil to give the commands.
- Play the recording and tell the pupils to point to the items and people that are mentioned.

Listening script

Girl: Look! On the desk! It's a cat and a hat.
 Ann: It's Nat. Nat has a pen and a pencil case.
 Nat: Good morning, boys and girls. I'm the teacher.
 Bob: Nat is the teacher?
 Nat: Yes, I'm the teacher. Good morning.
 Stand up. Sit down. Stand up. Sit down.
 Let's add. Three plus four is seven.
 Stand up. Sit down. Stand up. Sit down.
 You have a test. 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. *What can the girl see?*
 2. *What is Nat doing?*
 3. *Is Nat good or bad?*

2 Listen and tick (✓).

Listen and tick (✓) which characters the sentences are true for.

- Tell the pupils to name the characters in the chart and the items they are holding. Say *I have a hat* and tell the pupils to point to the correct character(s). Point out that the sentence could be true for more than one character.
- Play the recording and tell the pupils to point to the character(s) each sentence is true for.

Listening script

1. I have a hat.
2. I have a pen.
3. I have a pencil case.
4. I am a teacher.
5. I am a boy.

- Play the recording again and tell the pupils to tick the character(s) the sentences are true for.

3 Sing and act out.

Sing the song and act it out.

- Ask the pupils what items they see in the picture.
- Play the recording of the song *Stand Up, Sit Down*.

Listening script

Stand up fast.
 Sit down slow.
 Stand up, sit down.
 Go, go, go!
 Stand up and hop.
 Hop, hop, hop.
 Sit down and stop. Stop, stop, stop!
 Sit down and stop. Stop, stop, stop!

- 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 Listen and write ✓ or ✗.

Listen and write ✓ for true or ✗ for false.

- Draw a green hat on the board. Invite a pupil to the board. Say *What can you see? A green hat*. Tell the pupil to write ✓ next to the picture if your sentence is true and ✗ if the sentence is false. Draw a red table on the board. Invite a different pupil to the board. Say *What can you see? A red pen*. Tell the pupil to write ✓ or ✗.
- Play the recording and tell the pupils to write ✓ if the picture matches the description and ✗ if it doesn't.

Listening script

1. The teacher is at school.
2. Tim has a test.
3. Let's add. Four plus two is six.
4. The eggs are on the table.
5. I have a red pencil case.
6. I have a green hat.

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

5 Talk and play.

Name the pictures and play Tic Tac Toe.

- Tell the pupils they are going to play *Tic Tac Toe*. See page xvi for instructions.
- Draw a Tic Tac Toe grid on the board and place nine flashcards on the grid. Tell the pupils to name an item on the grid and put an X or O through it.
- Tell the pupils to play the game in pairs. Remind them to say the word to their partner before putting an X or O on the picture.

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

6 Sing and write.

1. Table 2. Teacher 3. Telephone 4. Ten

7 Listen and write.

1. Cat 2. Bed 3. Man 4. Book 5. Hat 6. Egg

I can read

8 Read the sounds and words.

at bat Not tot et bet net tet en Ben nen ten egg Ann add

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

9 Read and circle.

1. I am Dad. a. [Image of a man] b. [Image of a woman]

2. I am bad. a. [Image of a dog] b. [Image of a window]

3. I have a bed. a. [Image of a bed] b. [Image of a person]

4. I have an egg. a. [Image of a woman] b. [Image of a girl]

5. Look! A bag and an egg. a. [Image of a bag] b. [Image of a bag and an egg]

6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Ee**. Write the letter **Ee** on the board. Ask the pupils what sound the letter **e** makes and what words begin with **e**.
- Point to the pictures (*table, teacher, telephone, ten*) and have the pupils name them. Ask what sound all these words start with and explain that /t/ is the sound the letter **t** makes.
- Invite the pupils to say other words that begin with **t**.
- 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, T, T

What do you say? /t/, /t/, /t/

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

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

Say it fast: /t/, /t/, /t/, /t/, /t/

Say it slow: /t/, /t/

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

- Tell the pupils to point to the letter **Tt** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **T** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **T** on the lines provided.
- Repeat with lower case **t**.
- Say words that begin with **t** or **e**. For example: *ten, eleven, twelve, elephant, egg, table, encyclopedia, test, telephone, two, elevator*. Tell the pupils to hold up one hand when they hear a word that begins with **t**, and two hands when they hear a word that begins with **e**.
- 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 last letter of each word.

- Write the letters **Dd, Gg, Nn** and **Tt** on the board. Then tell the pupils to circle those letters on the letter strip at the top of the page.
- Play the recording and tell the pupils to write the **last** letter of each word.

Listening script

1. cat
2. bed
3. man
4. test
5. hat
6. egg

- 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 most of these are real words in English.
- Tell the pupils to circle the word *ten*. Elicit the meaning. Then tell them to circle the words *net*, *bat* and *bet*.
- Point out that the words in the last column all have double letters but that doesn't affect the way the word is pronounced.

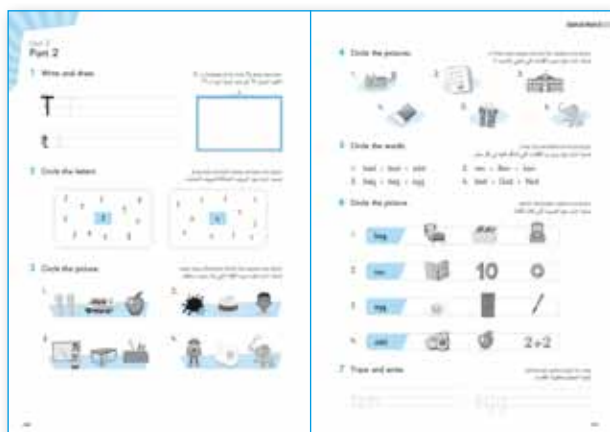
9 Read and circle.

Read and circle the correct picture for each sentence.

- Tell the pupils to highlight the words *bad*, *bed*, *bag* and *egg* and review their meanings.
- Read the first sentence out loud and make sure the pupils understand it. Tell the pupils to circle the picture that illustrates the sentence.
- Tell the pupils to read the rest of the sentences and circle the correct picture for each sentence.

Practice Pages

- Tell the pupils to do the exercises on pages 190-191 independently.



Part 3

New words: in, on, pupil, picture, chair, lost, ask
Language structures: Where's ... ? It's in / on ...

New letter: Ii
Sight words: The, the
Materials: Flashcards of new words

pages 64-65

Part 3

NEW VOCABULARY (For the Teacher)

| | | | | |
|-------|------|-------|------------------|---------------|
| in | on | pupil | picture | Where's ... ? |
| chair | lost | ask | It's in / on ... | |

1 Talk, stick and listen.

2 Listen and number.

3 Listen and match.

4 Listen and circle.

5 Draw and talk.

A: Where's the book?
 B: It's on the box.

Unit 2: Part 3

3 Listen and match.

4 Listen and circle.

5 Draw and talk.

A: Where's the book?
 B: It's on the box.

Chit Chat

- Ask the pupils to stand up. Greet them with the phrase *Good morning* and have the pupils repeat after you. Then tell the pupils to sit down. You can use hand motions to help them understand.
- Tell the pupils to open their book to page 60. Ask them what they think the girls are saying to Nat. Elicit: *Bad cat, sit down!*

Review

- Review the new words from Part 2, page 60.

New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Point out the pronunciation of multi-syllable words. Say *pu* and *pil* and ask the pupils to say what word it is. Repeat with the word *picture*.

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 picture?* Tell the pupils to name the characters and items in the pictures using the structure *I can see*. Elicit that the characters are at school.
- Say *What's in the box?* and elicit the meaning of the question. Repeat with *Who has pictures?* and *Who has a chair?*
- Tell the pupils to stick the stickers from sticker page 2 at the back of the book in the following order:
 - chair
 - picture
 - ask
 - pupil
 - in
 - on
 - lost
- Place a pen on a chair and ask *Where's the pen?* Elicit the meaning and tell the pupils to repeat the question. Then elicit the answer and tell the pupils to say *The pen is on the chair*. Place other objects *in* or *on* other items and practice the questions and answers.
- Play the recording and tell the pupils to point to the characters and items that are mentioned.

Listening script

Teacher: Good morning, Jet.

Jet: Good morning, teacher. Good morning, pupils. My bag is lost.

Teacher: Let's ask Nat.

Jet: Where's Nat?

Ann: Nat is on the chair.

Jet: Nat, where's my bag?

Bob: It's in the box.

Ann: Jet, look! Pictures. The teacher has pictures.

Jet: I see a dog in the picture. I like the dog.

Nat: I don't like the dog. 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 is at school?*
2. *Where is Nat?*
3. *What does the teacher have?*
4. *Who says, "I don't like Jet"?*

2 Listen and number.

Listen and write the correct number for each picture.

- Tell the pupils to name the people and items.
- Say *The eraser is on the bag* and tell the pupils to point to the correct picture. Say *I can see a boy and a bag* and *I have a desk and a chair* and tell the pupils to point to the correct picture for each.
- Play the recording and tell the pupils to point to the correct pictures.

Listening script

Number 1: Dan is a pupil.

Number 2: The eraser is on the bag.

Number 3: My red pencil is lost.

Number 4: The eraser is in the bag.

Number 5: Where's my hat? It's on the chair.

Number 6: I don't like the picture.

Number 7: I have a desk and a chair.

Number 8: Let's ask the teacher.

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

3 Listen and match.

Listen and draw a line to match each person to a picture. Which picture doesn't belong to anyone?

- Ask the pupils to name the people in the top row. Ask them to describe the pictures. For example: *I can see a cat on a chair.*

- Play the recording and tell the pupils to point to the person and picture as they are described.

Listening script

1. I am a teacher. Do you like my picture?

There's a pupil on a chair in my picture.

2. I am a pupil. Do you like my picture?

There's a teacher and pupils in my picture.

3. I am a grandpa. Do you like my picture?

There's a baby on a chair in my picture.

4. I am a baby. Do you like my picture?

There's a cat on a chair in my picture.

- Play the recording again and tell the pupils to draw lines to match the people to their pictures.
- Ask the pupils which picture doesn't belong to anyone (*the picture with the baby and the cat*).

4 Listen and circle.

Listen and circle the correct picture.

- Ask the pupils *Where's the pencil?* Elicit that there are two pencils and two correct answers. Say *The pencil is on the pencil case* and *The pencil is in the pencil case*. Tell the pupils to point to the correct picture for each sentence.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1. Where's the pencil? The pencil is on the pencil case.

2. Where's the book? The book is on the bag.

3. Where's the cat? The cat is in the box.

4. Where's the duck? The duck is in the hat.

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

5 Draw and talk.

Draw items in and on the boxes. Ask and answer questions with your friend about where each item is.

- Tell the pupils to name the items below the boxes. Tell them to choose at least one item and draw it in the open box or on the closed box.
- On the board, draw a box with a book on top of it. Invite a volunteer to demonstrate with you. Tell the pupil to ask *Where's the book?* Answer *It's on the box*. Invite the pupils to repeat the pupil's question and your answer. Invite the pupil to draw an item *in* or *on* one of the boxes on the board and repeat the dialogue, switching roles. Invite the pupils to repeat the new dialogue.
- Tell the pupils to work in pairs and ask and answer questions about where they drew each item.

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

6 Sing and write.

7 Listen and write.

8 Read the sounds and words.

I can read

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

Unit 2: Part 3

9 Highlight "The" and "the".

10 Read the story.

Go to Practice, page 192

6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Tt**. Write the letter **Tt** on the board. Ask the pupils what sound the letter **t** makes and what words begin with **t**.
- Point to the pictures (*iguana*, *in*, *igloo*) and have the pupils name them. Ask what sound all these words start with and explain that /i/ is one of the sounds the letter **i** makes.
- Suggestion:** Explain that the letter **i** is a vowel. Ask pupils what other vowels they learned (**a**, **e**). Remind the pupils that there are five vowels in English and that the vowels replace "nikud" in Hebrew / Arabic.
- Write the words *ten*, *tan* and *tin* on the board with the **e**, **a** and **i** in a different color from the rest of the letters. Tell the pupils to watch your mouth as they listen to you say the words. Point out that you open your mouth wide to make the /a/ sound in *tan*. Point out that your mouth "smiles" when you make the /e/ sound in *ten*. Point out that your mouth opens slightly when you make the /i/ sound in *tin*.
- Tell the pupils to say the words as you point to them on the board. Tell them to pay attention to the shape of their mouths as they pronounce /a/, /i/ and /e/.
- Repeat with other words. For example: *big*, *bag*, *beg*, and *bad*, *bed*, *bid*.

- Invite the pupils to say other words that begin with **i**.
- 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, I, I

What do you say? /i/, /i/, /i/

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

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

Say it fast: /i/, /i/, /i/, /i/, /i/

Say it slow: /i/, /i/

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

- Tell the pupils to point to the letter **Ii** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **I** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **I** on the lines provided.
- Repeat with lower case **i**.
- Say words that begin with **i** or **e**. For example: *in*, *Internet*, *egg*, *is*, *elephant*, *it*, *encyclopedia*, *eleven*, *iguana*. Tell the pupils to hold up one hand when they hear a word that begins with **i**, and hold up two hands when they hear a word that begins with **e**.

- 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**, **Ee** and **Ii** on the board. Then tell the pupils to circle the letters on the 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. in | 2. ask | 3. egg |
| 4. iguana | 5. it | 6. add |

- 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 most of these are real words in English.
- Tell them to circle the word *it*. Explain the meaning. Repeat with *big* and *in*.
- Encourage the pupils to read the challenge words in purple and to say the meaning of the words they know.

Jet Notebook

- Tell the pupils to trace over the letter **i** with a red marker and the letter **t** with a blue or black marker.
- Tell the pupils to form the word *big*. Then tell them to change the first letter to form new words.
- Tell the pupils to change the final letter to form new words.
- Tell the pupils to form the name *Ben* and then change the **e** to **i** and read the word. Then repeat by changing the **i** to **a** and read the word.
- Repeat with the word *ten*.

9 Highlight "The" and "the".

Highlight "The" and "the" in green.

- Write the sight word *The* on the board and read it out loud for the pupils. Then tell them to repeat and review the meaning.
- Remind the pupils that the **LOOK!** icon means they need to "take a picture" of the word in their mind in order to remember it.

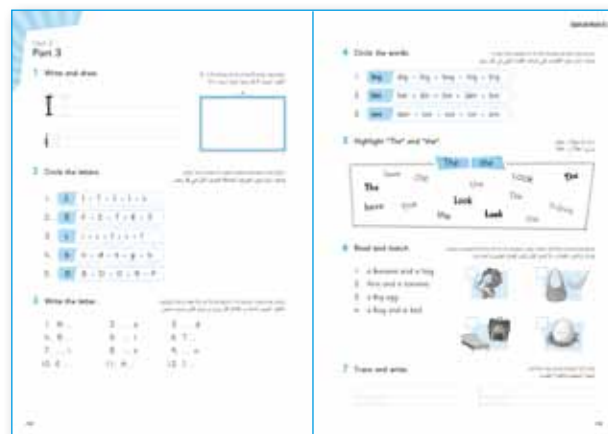
- Explain to the pupils that *The* and *the* have the same meaning but the word appears with a capital letter at the beginning of a sentence.
- See *How to Teach Sight Words* in the Introduction to this Teacher's Guide.
- Tell the pupils to find *The* in the grid and point to it. Tell them to highlight *The* in green every time it appears. Repeat with *the*.
- Ask the pupils how many times each word appears (*four times each*).

10 Read the story.

- Tell the pupils to name the characters and items in the story.
- Tell the pupils to find *The* in the story and highlight it in yellow. Tell them to find *the* and highlight it in green. Then tell the pupils to find *have* in the story, review its meaning and highlight it in blue.
- Play the recording and tell the pupils to follow along.
- Read the first word in Frame 1 (*I*). Point to the next word (*have*) and tell the pupils to read it together. Read the next word alone (*a*). Point to the next word (*bag*) and tell the pupils to read it. Repeat with the rest of the story, alternating between yourself and the pupils.
- Say *Jet is on the table* and tell the pupils to point to the correct frame(s). Repeat with *Jet is not on the table*.
- Suggestion:** Tell the pupils to make their own stories using page 176 of 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 192-193 independently.



Part 4

NEW VOCABULARY (for the teacher)

| | | | | |
|------|--------|------|------|---------------|
| play | sing | run | rest | What's this? |
| hen | rabbit | best | | This is a ... |

1 Talk, stick and listen.

استمعوا للصوت الذي تسمعون في الصورة واستمعوا للصوت الذي تسمعون في الصورة. (استمعوا للصوت الذي تسمعون في الصورة واستمعوا للصوت الذي تسمعون في الصورة.)

2 Listen and circle.

استمعوا للصوت الذي تسمعون في الصورة واستمعوا للصوت الذي تسمعون في الصورة. (استمعوا للصوت الذي تسمعون في الصورة واستمعوا للصوت الذي تسمعون في الصورة.)

1. 2. 3. 4. 5.

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Unit 2: Part 4

3 Listen and number.

استمعوا للصوت الذي تسمعون في الصورة واستمعوا للصوت الذي تسمعون في الصورة. (استمعوا للصوت الذي تسمعون في الصورة واستمعوا للصوت الذي تسمعون في الصورة.)

4 Listen and color.

استمعوا للصوت الذي تسمعون في الصورة واستمعوا للصوت الذي تسمعون في الصورة. (استمعوا للصوت الذي تسمعون في الصورة واستمعوا للصوت الذي تسمعون في الصورة.)

5 Color, cut and talk.

4. What's this?
8. This is a yellow notebook.

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Chit Chat

- Tell the pupils to put an *eraser*, *pencil*, *pen* and *notebook* in and on their *pencil cases*, *notebooks*, *books* and *bags*.
- Tell the pupils to take turns asking each other where each of the items is using the structure *Where's ... ?* For example: *Where's the pencil?* Their partner must answer. For example: *It's on the notebook.*
- Tell the pupils to open their book to page 64 and look at the picture. Tell them to work in pairs and practice the following dialogue:
Pupil A: Where's the teacher?
Pupil B: The teacher is in the classroom.
Repeat with *Nat / on the chair, the bag / in the box.*

Review

- Review the new words from Part 3, page 64.
- Encourage the pupils to make connections between the words. Accept any logical answers.

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 (*rest*, *best*). Then ask them to add /t/ to /est/ and say what the new word is (*test*).

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.*
- Tell the pupils to name the animals the cats see on the computer in Picture 1.
- Say *Look at Picture 2. What is Nat doing?* and elicit the meaning. Repeat with *What are the cats doing?*
- Tell the pupils to stick the stickers from sticker page 2 at the back of the book in the following order:

1. rest 4. hen 7. best
2. run 5. sing
3. rabbit 6. play

- Hold up a pen and say *What's this?* Elicit the meaning and tell the pupils to repeat the question. Then elicit the answer and tell the pupils to say *This is a pen*. Repeat with additional items.
- Play the recording and tell the pupils to point to the animals that are mentioned.

Listening script

1

Nat: Look at the computer, cats!

Cat: What's this?

Nat: This is a rabbit.

Cat: What's this?

Nat: This is a hen.

2

Nat: Let's sing.

Cats, cats, cats. Let's run and play.

Meow, meow, meow.

Cats, cats, cats. Let's sit and rest.

Meow, meow, meow.

Cat: Nat, you are the best!

- 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 a computer?*
 2. *What can the cats see?*
 3. *What do the cats sing?*

2 Listen and circle.

Listen and circle the correct picture.

- Say *I can see a rabbit* and tell the pupils to point to the correct picture. Repeat with *I can see a hen* and tell them to point to the correct picture.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1. I can see a hen.

2. I'm running.

3. Ben is the best.

4. There's a rabbit on the computer.

5. We can play at school.

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

3 Listen and number.

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

- Tell the pupils to name the animals in the pictures.

- Say *The rabbit is singing* and tell the pupils to point to the correct picture.
- Play the recording and tell the pupils to point to the correct pictures as they are described.

Listening script

Number 1: Rob is a rabbit. Look! Rob is singing.

Number 2: Dan is a hen. Look! Dan is resting.

Number 3: Pat is a cat. Look! Pat is playing.

Number 4: Jill is a duck. Look! Jill is running.

Number 5: Kim is a duck. Look! Kim is singing.

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

4 Listen and color.

Listen and color the items according to what you hear.

- Tell the pupils to name the items and animals in the picture.
- Play the recording and tell the pupils to make a dot of color on the items as they are described. Tell them they can finish coloring later.

Listening script

What's this? This is a red hen.

What's this? This is a black rabbit.

What's this? This is a green chair.

What's this? This is a blue table.

What's this? This is a yellow computer.

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

5 Color, cut and talk.

Color and cut out the pictures on page 249. Give a picture to a friend. Your friend asks what it is and you answer.

- Tell the pupils to name the items on cut-out page 249. Tell them to color the items in the colors they've learned (red, blue, black, yellow, orange, green, gray) and cut them out.
- Invite a volunteer to demonstrate with you. Tell the pupil to give you one of his / her cut-outs. Ask *What's this?* and tell the pupil to answer *This is a (color) (item)*. For example: *This is a yellow notebook*. Invite the class to repeat the question and answer. Repeat the dialogue with a different cut-out if necessary.
- Tell the pupils to walk around the room, distributing their cut-outs to different friends. Tell them to repeat the dialogue with each friend, substituting the correct items and colors.

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

6 Sing and write. أغني معي هذه الأغنية التي تبدأ بالهمزة /p/
هذه الهمزة /p/ تبدأ بالكثير من الكلمات.

7 Listen and write. استمعوا لهذه التسجيلات ثم اكتبوا الحروف
استمعوا للحروف الأولى لكل كلمة.

I can read

8 Read the sounds and words. اقرأ هذه الحروف والكلمات
اقرأ الأصوات والكلمات.

| | | | |
|----------------------------------|-------------------------|-------------------------|----------------------------|
| pa
peg
Pot
pen
panda | pe
peg
pet
pen | pi
pig
pit
pin | a
the
I am
I have |
|----------------------------------|-------------------------|-------------------------|----------------------------|

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

9 Color "like". ألون هذه الهمزة /p/
ألون الهمزة /p/

10 Read the story. اقرأ هذه القصة
اقرأ القصة.

Go to Practice, page 174

6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Ii**. Write the letter **Ii** on the board. Ask the pupils what sound the letter **i** makes and what words begin with **i**.
- Point to the pictures (*pen, pencil case, pupil, play*) and have the pupils name them. Ask what sound all these words start with and explain that /p/ is the sound the letter **p** makes.
- Invite the pupils to say other words that begin with **p**. Point out that the sound /p/ does not exist in Arabic.
- 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, P, P

What do you say? /p/, /p/, /p/

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

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

Say it fast: /p/, /p/, /p/, /p/, /p/

Say it slow: /p/, /p/

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

- Tell the pupils to point to the letter **Pp** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **P** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **P** on the lines provided.
- Repeat with lower case **p**.
- Say words that begin with **p** or **i**. For example: *penguin, play, in, is, pupil, Internet, pencil, igloo, panda, iguana, pizza*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **p**, and two hands when they hear a word that begins with **i**.
- 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** and **Pp** 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. pencil
2. brother
3. picture
4. plus
5. door
6. pupil

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

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

- Divide the class into 3-4 groups. Invite the first group to read the first column. Invite the second group to read the second column. Repeat with the remaining columns, alternating between the groups.
- Tell the pupils to circle the word *pen*. Elicit the meaning.
- Encourage the pupils to read the challenge word in purple (*panda*).
- 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 form the word *pen*. Have them change the *e* to *i*. Ask them what word they formed. Then have them change the *i* to *a* and say what word they formed. Repeat with *ten*.
- Invite the pupils to form one of the following words: *bed* or *bag*. Give the flashcards *I / like / the* to different pupils.
- Choose pupils to come to the front of the class to form sentences. For example: *I like the bag*.

9 Color “like”.

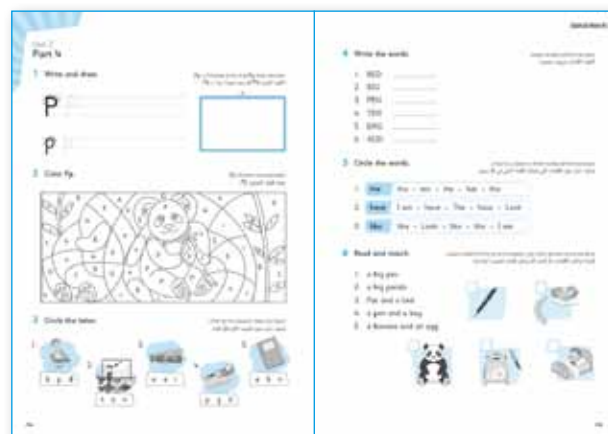
- Read the sight word *like* out loud for the pupils. Then tell them to repeat and review the meaning.
- Remind the pupils that the **LOOK!** icon means they need to “take a picture” of the word in their mind in order to remember it.
- See *How to Teach Sight Words* in the Introduction to this Teacher’s Guide.
- Ask the pupils to name the letters they know in *like*.
- Tell the pupils to color the letters they know in green. Tell them to color the letters they don’t know in orange.

10 Read the story.

- Tell the pupils to name the characters and items in the story.
- Tell the pupils to find *like* in the story, review its meaning and highlight it in yellow. Then tell them to find *panda*, review its meaning and highlight it in blue.
- Play the recording and tell the pupils to follow along.
- Read the first word in the first sentence in Frame 1 (*I*). Tell the pupils to read the rest of the sentence (*am Ned*). Repeat with the rest of the story, alternating between yourself and the pupils.
- Ask *Who likes the panda?* Elicit the meaning and tell the pupils to answer the question. Repeat with *Who likes the pen?* and *Who likes blue?*

Practice Pages

- Tell the pupils to do the exercises on pages 194-195 independently.



pages 72-73

Part 5

NEW VOCABULARY (for the teacher)

| | | | | |
|------|-------|-------|-------|------------|
| hand | horse | happy | good | It has ... |
| tall | fast | ball | Stop! | |

1 Talk, stick and listen.

2 Listen and write ✓ or X.

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. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. <

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

Listening script

Teacher: Good morning, pupils.
 Pupils: Good morning, teacher.
 Teacher: Look at the pictures. Look at the giraffe.
 Ann: It is tall.
 Bob: It has a hat.
 Teacher: Look at the horse.
 Ann: It is fast.
 Bob: It has a ball.
 Teacher: Look at the gorilla.
 Ann: It is happy.
 Bob: It has a banana.
 Ann: Oh, no! Look at Nat.
 Teacher: Stop, Nat. Stop!
 Jet: I can help. Look at my hand.
 Teacher: Thank you, Jet. You are a good dog.
 Jet: 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. *Who is tall?*
2. *Who has a ball?*
3. *Why is the gorilla happy?*
4. *Is Nat bad?*
5. *Who says, "Stop, Nat. Stop!"?*

2 Listen and write ✓ or X.

Listen and write ✓ for true or X for false.

- Play the recording and tell the pupils to write ✓ if the picture matches the description and X if it doesn't.

Listening script

1. The boy has a red hand.
2. The mom has a happy baby.
3. The zebra is fast.
4. The girl has a white horse.
5. The woman has a yellow ball.
6. The boy has a good dog.

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

3 Sing and point.

Sing the song and point to the correct animals.

- Play the recording of the song *We Are Cats* and tell the pupils to point to the correct animals.

Listening script

| | |
|------------------|---------------|
| I'm a cat. | I'm a cat. |
| Look! I'm small. | I have a hat. |
| I'm a cat. | We are cats. |
| Look! I'm tall. | |
| I'm a cat. | |
| Look! I'm fast. | |

- 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 circle.

Listen and circle in the correct color each person's pet and the item the pet has.

- Ask the pupils to name the people in the top row and point out that each person has a different color frame.
- Ask the pupils to name and describe the animals. For example: *A happy hen*. Then ask them to name the items on the right.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1. Hello. I am a boy. My name is Jim. I have a tall horse. It has a pen.
2. Hello. I am a woman. My name is Sal. I have a happy hen. It has a ball.
3. Hello. I am a man. My name is Bill. I have a good dog. It has a bed.
4. Hello. I am a girl. My name is Kit. I have a fast dog. It has a chair.

- Play the recording again and tell the pupils to circle each pet and its item in the same color as the person's frame. For example: the tall horse and the pen will be red like the boy.

5 Talk and name.

Choose a dog and describe what it has to your friend. Your friend names the dog.

- Tell the pupils to read the dogs' names.
- Describe a dog using the structure *It has*. For example: *It has a house. It has a chair. It has a computer. It has a picture*. Invite a pupil to name the dog you described (*Ned*). Say your sentences again and tell the pupils to repeat.
- Tell the pupils to work in pairs. Pupil A describes a dog using your sentences as a model; Pupil B names the dog. 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 2: Part 3

9 Read and write.

10 Circle the phrase.

Go to Practice, page 170

6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Pp**. Write the letter **Pp** on the board. Ask the pupils what sound the letter **p** makes and what words begin with **p**.
- Point to the pictures (*hen, hand, happy, house*) and have the pupils name them. Ask what sound all these words start with and explain that /h/ is the sound the letter **h** makes.
- Invite the pupils to say other words that begin with **h**.
- 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, H, H

What do you say? /h/, /h/, /h/

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

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

Say it fast: /h/, /h/, /h/, /h/, /h/

Say it slow: /h/, /h/

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

- Tell the pupils to point to the letter **Hh** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **H** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **H** on the lines provided.
- Repeat with lower case **h**.
- Say words that begin with **p** or **h**. For example: *hand, pen, happy, panda, penguin, hat, house, hamburger, play, hippo, pupil*. Tell the pupils to hold up one hand when they hear a word that begins with **h**, and two hands when they hear a word that begins with **p**.
- 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 **Hh, Dd, Tt** and **Pp** 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. hen
2. picture
3. hat
4. door
5. happy
6. test

- 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.
- Tell the pupils to circle the word *hen* and elicit the meaning. Repeat with *pen*, *hat* and *hand*.
- **Suggestion:** Add a beat. Read the words in the first column with a beat. For example: Stress *bat* and *hat* as you read the words in the column. Divide the pupils into groups. Invite the first group to read the second column with the same beat. Repeat with the remaining columns, alternating between groups.

9 Read and write.

Read and complete each sentence according to the pictures.

- Have the pupils read the words in the word bank and review their meanings.
- Tell the pupils to find *I am*, review its meaning and highlight it in yellow. Then tell them to find *I have*, review its meaning and highlight it in blue.
- Read the first text out loud and have the pupils complete the sentence by choosing the correct word from the word bank.
- Tell the pupils to read and complete the other texts.

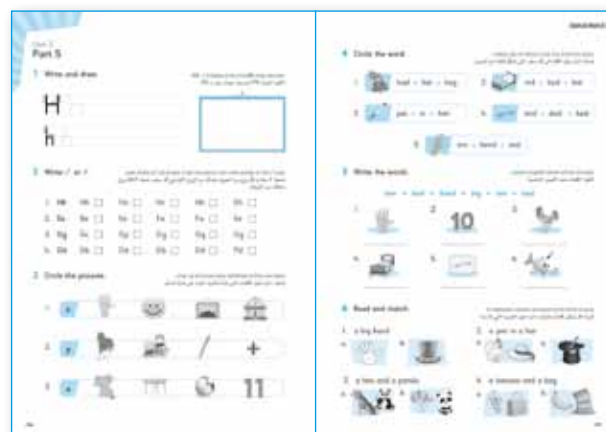
10 Circle the phrase.

Circle the phrase that matches the picture.

- Tell the pupils to read the phrases and choose the one that matches each picture.

Practice Pages

- Tell the pupils to do the exercises on pages 196-197 independently.



Story Time 2 Bidy Bird

pages 76-77



Listen and follow.

Listen and follow the story.

- Read the name of the story and elicit the meaning.
- Ask the pupils what characters they see in the pictures and where the characters are. Ask the pupils to name the food items they see in the pictures.
- Describe a picture and have the pupils say the number of the frame.
- Tell the pupils to predict what happens in the story.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1

Narrator: The pupils are at school.

Tom: Let's go and play ping pong.

Narrator: The pupils run to the ping pong table.
Tom has a big red apple. Lisa has a banana. Dan has an egg sandwich.

2

Narrator: The pupils are happy. The big red apple, the yellow banana and the egg sandwich are on the chair.

Dan: Let's play!

Tom and Lisa: OK.

3

Narrator: Bidy Bird can see the pupils. Bidy Bird can see the banana and the egg sandwich on the chair. She can see the big red apple. Bidy is happy.

Bidy Bird: Yummy. I like apples. I like big red apples.

4

Dan: Phew! Let's stop and sit down. Look, I have my egg sandwich.

Lisa: I have my yellow banana.

Tom: Oh no! Where's my apple? Where's my big red apple?

5

Dan: I can see your big red apple. Look up. Look at Biddy Bird. Biddy Bird has the apple!

Tom: Look, Biddy Bird! I am playing ping pong. You can play with me.

6

Dan: Look, Biddy Bird! I have a big bag. You can look in my bag.

7

Lisa: Look, Bird! I am singing. You can sing with me.

Narrator: Bird opens her mouth to sing.

8

Narrator: Lisa has the yellow banana. Dan has the egg sandwich and Tom has the big red apple. Lisa, Dan and Tom are happy. Biddy Bird is sad.

- Check comprehension by asking the following questions in English and in the pupils' own language. The pupils answer in their own language.
 1. *What's the problem in the story?* (The bird takes Tom's apple.)
 2. *Who solves the problem?* (Lisa)
 3. *How does Lisa solve the problem?* (She asks the bird to sing with her and the apple falls out of the bird's mouth.)
- Ask the pupils how Tom feels in Frame 2 (*happy*) and Frame 4 (*sad*). Ask the pupils how Bird feels in Frame 6 (*happy*) and in Frame 8 (*sad*).
- Play the recording again and tell the pupils to raise their hand every time they hear the word *apple*.
- **Suggestion:** Invite the pupils to retell the story or act it out using puppets, flashcards or real objects.

Act It Out! 2

I'm the Teacher

- Teacher: Good morning, pupils.
Pupil: Good morning, teacher.
Teacher: Stand up.
Sit down.
Open the book.
Close the book.

معلمة: صبح بخير، تلاميذ.
تلميذة: صبح بخير، معلمة.
معلمة: اقف.
اجلس.
افتح الكتاب.
غلق الكتاب.



2 What's This?

- Alien: What's this?
Child: This is a red desk.
Alien: What's this?
Child: This is a white rabbit.

أليان: ماذا هذا؟
الطفل: هذا مكتبة حمراء.
أليان: ماذا هذا؟
الطفل: هذا أرنب أبيض.



Unit 2: Act It Out!

3 Animals Are Fun

- Child 1: I like the horse. It has an apple.
Child 2: I like the duck. It has a book.

الطفل 1: أحب الحصان. لديه تفاحة.
الطفل 2: أحب البط. لديها كتاب.
تتحدث طفلان مفضلين عن حيواناتهم المفضلة في التلفزيون. يستمعون إلى مصادقة بين الممثلين حول الحيوانات والأشخاص التي تتحدث عنها. ثم يملكون المصادقة مع زميلهم.



4 What a Mess!

- Mom: Where's the pencil?
Child: It's on the table.
Mom: Where's the pizza?
Child: It's in the box.

أم: أين القلم؟
الطفل: إنه على الطاولة.
أم: أين البيتزا؟
الطفل: إنه في الصندوق.
تبحث الأم عن الأشياء في المنزل ولا تجدونها بسبب الفوضى التي أفسدها أبنها. يستمعون إلى مصادقة تسأل فيها الأم أبنها أين توجد الأشياء والأين يجب أن تكون. ثم يملكون المصادقة مع زميلهم.



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 (*I'm the Teacher*) and read the scenario and instructions provided in the pupils' own language. Invite the pupils to give suggestions about what the teacher and pupils might say to each other.
- Play the recording.
- Read the teacher's first line of the dialogue (*Good morning, pupils*) 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 2

Sounds and Words

1 Listen and color.

استمعوا للصوت الذي تسمعون في كل كلمة. (استمعوا للصوت الذي تسمعون في كل كلمة.)

2 Listen and circle.

استمعوا للصوت الذي تسمعون في كل كلمة. (استمعوا للصوت الذي تسمعون في كل كلمة.)

1. 2.

3. 4.

3 Listen and number.

استمعوا للصوت الذي تسمعون في كل كلمة. (استمعوا للصوت الذي تسمعون في كل كلمة.)

Unit 2: Review

4 Tick (✓) the sound.

استمعوا للصوت الذي تسمعون في كل كلمة. (استمعوا للصوت الذي تسمعون في كل كلمة.)

| | | | | | | |
|---|---|--|--|--|--|----------|
| | | | | | | 6 |
| a | | | | | | |
| e | ✓ | | | | | |
| i | | | | | | |

5 Listen and circle.

استمعوا للصوت الذي تسمعون في كل كلمة. (استمعوا للصوت الذي تسمعون في كل كلمة.)

1. t - p - b 2. t - h - p 3. g - p - h
4. p - b - d 5. b - g - t 6. t - g - p

6 Listen and number.

استمعوا للصوت الذي تسمعون في كل كلمة. (استمعوا للصوت الذي تسمعون في كل كلمة.)

ten big pen bad odd end

7 Listen and circle.

استمعوا للصوت الذي تسمعون في كل كلمة. (استمعوا للصوت الذي تسمعون في كل كلمة.)

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

Chit Chat

- Show flashcards of different animals and have the pupils name them. Invite the pupils to place items they know in English on your desk. Ask *What's this?* as the pupils bring each item to the desk.
- Tell the pupils to close their eyes as you place a flashcard on top of each item. Have them make up sentences using *Look at the* (name of animal). *It has a* (name of item). Have the pupils come and check if they are right. Remove the item and flashcard from the table if the pupils' guess is correct.

Review

- Say the names of two adjectives. For example: *big* and *sad*. Then tell the pupils to name other adjectives and review their meanings.
- Repeat with verbs, people, school items and animals.

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 on the items as they are described. Tell them they can finish coloring later.

Listening script

Hi. I'm Dan. I'm a pupil. I'm at school.
This is my chair. I have a green chair.
This is my desk. I have a black desk.
This is my computer. I have a gray computer.
This is my pencil. I have a blue pencil.
This is my eraser. I have a yellow eraser.
Look at the rabbit. It's a red rabbit. I like my school.

- 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 correct picture.

- Tell the pupils to name and describe the animals in number 1. Say *What's this? It's a happy dog* and tell the pupils to point to the correct picture. Say *What's this? It's a sad dog* and tell them to point to the correct picture.
- Play the recording and tell the pupils to point to the pictures as they are described.

Listening script

1. What's this? It's a happy dog.
2. What's this? It's a gray door.
3. Where's the pen? It's on the bag.
4. Let's go to school.

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

3 Listen and number.

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

- Tell the pupils to name the people, animals and items.
- Say *The man has a computer* and tell the pupils to point to the correct picture. Say *I have a tall brother* and tell them to point to the correct picture.
- Play the recording and tell the pupils to point to each picture as it is described. Tell them that there is one extra picture.

Listening script

- Number 1: The man has a computer.
 Number 2: The pupil has a pencil case.
 Number 3: Grandma is in the house.
 Number 4: The duck has a big mouth.
 Number 5: My brother is tall.

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

Jet Notebook

- Tell the pupils to flip back all the letters in the first and last column in their notebooks so they can only see the letter *a*. Have them name the sound they hear for each of the vowels in the middle column.
- Say the word *pen* and ask the pupils to show which vowel makes the sound in the middle of the word.
- Repeat with *big, desk, cat, sister, ten, six*.

4 Tick (✓) the sound.

Tick (✓) the correct sound in the middle of each word.

- Tell the pupils to look at the chart. Tell them to name the letters on the left side of the chart and review the sounds /a/, /e/ and /i/. Elicit that these are all vowels.

- Tell the pupils to name the pictures at the top of the chart to themselves and tick the correct vowel sound in the middle of each word.

5 Listen and circle.

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

- Write the letters **b, t, p** on the board. Say the word *elephant* and invite a pupil to circle the last letter they heard in the word. Ask a pupil to say what letter they hear at the beginning of the word *elephant*. Write the letters **n, d, b** on the board and repeat with the word *green*.
- Play the recording and tell the pupils to point to the last letter they hear in each word.

Listening script

- | | | |
|-----------|---------|---------|
| 1. rabbit | 2. stop | 3. sing |
| 4. hand | 5. egg | 6. test |

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

6 Listen and number.

Listen and write the correct number for each word.

- Invite a pupil to read the words. Elicit the meanings of the words.
- Play the recording and tell the pupils to point to each word as they hear it.

Listening script

- | | |
|---------------|---------------|
| Number 1: big | Number 2: pen |
| Number 3: add | Number 4: and |
| Number 5: ten | Number 6: bad |

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

7 Listen and circle.

Listen to the word and circle the number of syllables you hear.

- Tell the pupils to look at number 1 as you say the word *cat*. Ask them how many syllables are in the word *cat*. Then tell them to circle the correct number.
- Play the recording and tell the pupils to point to the correct number of syllables for each word they hear.

Listening script

- | | |
|-----------|-------------|
| 1. cat | 2. pencil |
| 3. rabbit | 4. hand |
| 5. baby | 6. computer |

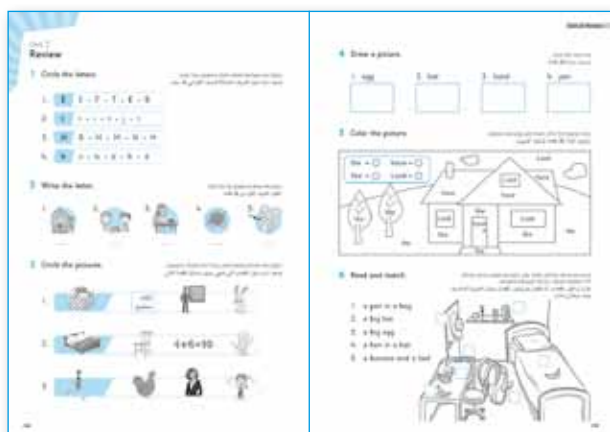
2 Read again and tick (✓).

Read exercise 10 on page 71 again. Tick (✓) all the speech bubbles you can read and understand.

- Point out that the pupils have learned to read a lot of words in this unit. Tell them to go back to page 71 and invite them to read exercise 10 again.
- Tell the pupils to tick all the speech bubbles they can read and understand. Encourage the pupils to help each other.

Practice Pages

- Tell the pupils to do the exercises on pages 198-199 independently.



Play a Game

- Tell the pupils they are going to play a board game.
- Tell them to look at the board and point out where the game starts and finishes.
- Ask the pupils to name items they see in the pictures.
- Tell the pupils to play in groups of 2-4 players.
Explain that each player rolls the dice and says the number that appears on the dice in English. The player then counts the correct number of moves aloud in English and says the name of the item he / she lands on. If a player says the wrong word, he / she loses a turn.
- The winner has to throw the exact number on the dice to land on *Finish* and win.

[illegible]

Show What You Know

- Tell the pupils to look at the picture of the “crazy” classroom and name an animal. For example: *a hen*. Tell the pupils to describe the hen (*big*), where the hen is (*on a desk*) and what the hen has (*a hat*). Ask what letter *hen* starts with and point out the letter **h** next to the hen.
- Tell the pupils to make their own crazy classroom. Tell them to do the following:
 1. Cut out the picture of the classroom on page 251.
 2. Choose animals from the bottom of page 251 and cut them out.
 3. Stick the animals *in* or *on* one of the items in your classroom.
 4. Choose items for your animals from the bottom of page 251 and cut them out. Stick the items in your classroom.
 5. Write the first letter next to the animals and items you know in English.
- Guide the pupils on how to present their crazy classroom to the class 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.