

In this unit the pupils will learn:

- To talk about the weather and the location of people and things
- To express their preferences
- To name animals, places and food items
- The letters Ss, Mm, Cc, Oo, Ll, Jj
- The story *The Big House*

### Task

Draw a house on a poster.

### Chit Chat

- Tell the pupils to choose a school item – for example: *book, notebook, pencil* – and hold it up for everyone to see. Say: (Name) *has a* (item) – for example: *Yossi has a notebook*. Tell the pupils to repeat your sentence and elicit the meaning.
- Invite the pupils to say sentences about other pupils in the class using your sentence as a model.
- Say the chant *Look, look* from page 12 in this Teacher's Guide.
- Tell the pupils to open their book to pages 76-77 and look at the story. Tell them to work in pairs and practice the following dialogue:  
Pupil A: Look at picture 2. Where is the sandwich?  
Pupil B: It's on the chair.  
Repeat for other items and other pictures.

### Review

- Sing *Stand Up, Sit Down* from page 61.

### Find and say.

Find the secret message and tell the class.

- Tell the pupils to look at the picture on page 85 and guess what they are going to learn in the unit. Invite pupils to name the characters and elicit where the characters are (*on the farm*). Teach the word *farm* and explain that the unit takes place on a farm.
- Tell the pupils to find a hidden message in the picture (*I like Nat*) and read it out loud.
- Ask the pupils to name animals and items in the picture. Name some of the animals and items the pupils don't know and tell them they will learn these and other words in the unit. For example: *sheep, mouse* and *cow*.
- Invite the pupils to predict what they think Nat is planning to do in the unit.

## pages 86-87

**Part 1**

**NEW VOCABULARY (for the teacher)**

sofa	sun	sunny	How's the weather?
hot	cold	living room	It's hot and sunny.
farm			He / She ...

**1 Talk, stick and listen.**

Listen to the audio and stick the stickers on the picture. (استمعوا للصوت وادخلوا الملصقات في الصورة إلى المكان المناسب.)

**2 Listen and number.**

Listen to the audio and number the pictures. (استمعوا للصوت وادخلوا الأرقام المناسبة لكل صورة.)

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**Unit 2: Part 1**

**3 Sing and point.**

Listen to the audio and sing the song. (استمعوا للصوت وادخلوا الأغنية بالصوت المناسب.)

**Hot and Cold**

**4 Listen and write ✓ or X.**

Listen to the audio and write ✓ or X. (استمعوا للصوت وادخلوا ✓ أو X في المكان المناسب.)

**5 Match and talk.**

Match the pictures and talk. (امatch الصور وتحدث.)

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## 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 *so* and *fa* and ask the pupils to say what word it is. Repeat with the word *sunny* and *living room*.
- Play *The Sequence Game*. See page xvi for instructions.
- Note:** The new vocabulary box at the top of the page is meant for the teacher.

## 1 Talk, stick and listen.

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

- Ask *What can you see on the farm? What can you see in the house?* Tell the pupils to name the characters and items in the picture using the structure *I can see*.
- Ask *Where's Jet?* and invite a pupil to answer the question. Say *He's on the farm* and elicit the meaning of *he*. Tell the pupils to repeat your sentence. Repeat with *Where's Mom?* and *She's at home*. Repeat for *Ann* and *Bob*.

- Tell the pupils to stick the stickers from sticker page 2 at the back of the book in the following order:
  - hot
  - cold
  - sunny
  - farm
  - living room
  - sofa
  - sun
- Alternatively, save the stickers to use as review in the next lesson.
- Ask *How's the weather on the farm?* and elicit the meaning. Tell the pupils to repeat your question and invite a pupil to answer the question. Say *It's hot and sunny* and tell the class to repeat the answer. Repeat with *How's the weather near Bob's house?* and *How's the weather in (your town)?*
- Play the recording and tell the pupils to point to the items that are mentioned.

**Listening script**

Jet: Hello, Bob. How are you?  
 Bob: I'm fine, Jet. How are you?  
 Jet: I'm happy. I'm on the farm.  
 Bob: Wow, the farm! I like the farm. How's the weather?  
 Jet: It's hot and sunny.  
 Bob: It's cold here in the house.  
 Jet: Come to the farm! Farmer Sam has hens. He has rabbits too.  
 Bob: OK. Mom! Mom! ... Where's Mom?  
 Ann: She's in the living room. She is on the sofa.  
 Bob: Mom, Jet is on the farm. Can we go to the farm?  
 Mom: Yes, let's go to the farm.  
 Bob / Ann: Hooray!

- 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 on the farm?*
2. *How does Jet feel?*
3. *What animals are on the farm?*
4. *Who wants to go to the farm?*

**2 Listen and number.**

Listen and write the correct number for each picture.

- Tell the pupils to describe what they see in the pictures.
- Say *How's the weather? It's hot* 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: The sun is yellow.  
 Number 2: There are two chairs in my living room.  
 Number 3: Let's go to the farm.  
 Number 4: How's the weather? It's cold.  
 Number 5: This is my sofa.  
 Number 6: How's the weather? It's hot.

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

**3 Sing and point.**

Sing and point to the correct pictures.

- Tell the pupils to describe the pictures.
- Play the recording of the song *Hot and Cold* and tell the pupils to point to the correct pictures.

**Listening script**

Hot and cold.  
 Happy and sad.  
 Black and white.  
 Good and bad.  
 Hot and cold, cold and hot.  
 Cold cold cold, hot hot hot.  
 Hot and cold.  
 Big and small.  
 We can sing.  
 It's fun for us all.

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

**4 Listen and write ✓ or ✗.**

Listen and write ✓ for true or ✗ for false.

- Tell the pupils to name the people and places in the pictures.
- Play the recording and tell the pupils to point to the correct pictures.

**Listening script**

1. Look at Tim. He's on the farm.
2. Look at Mom. She's in the living room.
3. Look at Sam. He's in the house. It's hot in the house.
4. Look at Kim. She's at school. It's cold at the school.
5. Look at Pat. She's at the park. It's sunny at the park.

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

**5 Match and talk.**

Draw a line to match each character to a place. Tell your friend where the character is. Your friend names the character.

- Tell the pupils to name the characters and the places in the pictures.
- Tell the pupils to draw a line to match each character to a place. Then tell them to work in pairs. Pupil A says where a character is; Pupil B says who the character is.
- Point out the correct phrases to use: **on the farm** / **at school** / **home** / **the park**, **in the living room**.



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

**6 Sing and write.** أغني معي هذه الحروف مع الحروف الجديدة.

**7 Listen and write.** استمعوا لهذه الحروف مع الحروف الجديدة.

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

**I can read**

**8 Read the words.** اقرأ هذه الكلمات.

dad had sad sat  
best test pest past  
it sit hit hat  
has hen eggs the

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

**9 Read the story.** اقرأ القصة.

1. Look! A hen.  
2. The hen has ten eggs.  
3. Look! Nat has a bag.  
4. Nat has the eggs.  
5. has Nat and the bag.  
6. The hen has the eggs.

**Go to Practice, page 200**

## 6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Hh**. Invite a pupil to the board to write the letter **Hh**. Ask the pupils what sound the letter **h** makes and what words begin with **h**.
- Point to the pictures (*sun / sunny, sofa, sing, sad*) and have the pupils name them. Ask what sound all these words start with and explain that /s/ is the sound the letter **s** makes.
- Invite the pupils to say other words that begin with **s**.
- 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, S, S

What do you say? /s/, /s/, /s/

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

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

Say it fast: /s/, /s/, /s/, /s/, /s/

Say it slow: /s/, /s/

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

- Tell the pupils to point to the letter **Ss** in the alphabet strip at the top of the page. Point out that **S** looks like a snake, and therefore it's easy to remember because it sounds like a snake hissing.
- Tell the pupils to practice writing capital **S** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **S** on the lines provided.
- Repeat with lower case **s**.
- Say words that begin with **s** or **h**. For example: *hand, sofa, school, happy, house, sister, sunny, sing, hot, sad, seven, hat, six*. Tell the pupils to hold up one hand when they hear a word that begins with **s**, and two hands when they hear a word that begins with **h**.
- 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 **Ss**, **Hh** and **Gg** 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. sad
2. sister
3. hand
4. school
5. grandma
6. seven

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

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

- Tell the pupils to circle the word *sad*. Elicit the meaning. Repeat with *dad*, *sit*, *best* and *test*.
- 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.
- Encourage the pupils to read the challenge words in purple.
- Point out that the words in the yellow box will appear in the reading activity on the following page.
- **Suggestion:** Add a beat. Read the words in the first column with a beat. For example, stress *dad* and *had* as you read the words in the column. Invite the first group to read the second column with the same beat. Repeat with the remaining columns, alternating between groups.

**Jet Notebook**

- Tell the pupils to trace over the letters *h* and *s* with a blue or black marker.
- Tell the pupils to form the word *has*. Then tell them to change the first letter to form other words. Have them form the word *hen* and repeat the above procedure. Finally, have the pupils form the words *is* and *his*.

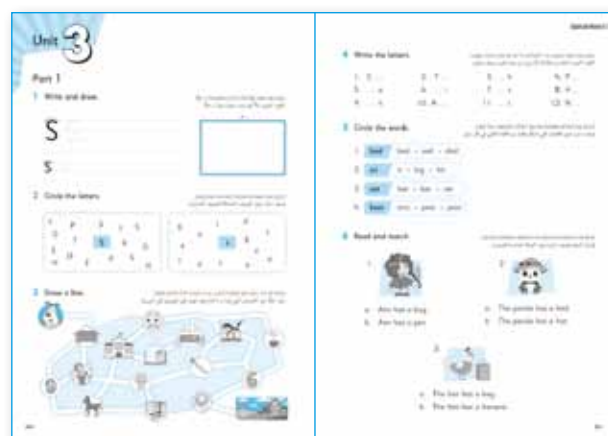
**9 Read the story.**

- Tell the pupils to name the characters and items in the story. Tell them to describe feelings in the story. For example: *The hen is happy in Frame 2 and sad in Frame 4.*
- Tell the pupils to find *has* in the story, review it's meaning and highlight it in green. Tell them to find *hen*, review its meaning and highlight it in yellow.
- Play the recording and tell the pupils to follow along.

- Read the first word in the text (*Look!*). Point to the next word (*A*) and tell the pupils to read it together. Read the next word alone (*hen*). Point to the next word (*The*) and tell the pupils to read it. Repeat with the rest of the text, alternating between yourself and the pupils.
- Ask the pupils to explain in their own language why Nat is bad.
- **Suggestion:** Tell the pupils to make their own stories using page 177 of this Teacher's Guide. Tell the pupils to read the sentences in the story and then to write the correct word to complete each sentence.

**Practice Pages**

- Tell the pupils to do the exercises on pages 200-201 independently.



## pages 90-91

**Part 2**

**NEW VOCABULARY (for the Teacher)**

mouse	sheep	tree	friend	It's near ...
job	soft	fun		

**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.

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

### Listening script

Ann and Bob: Good morning, Farmer Sam.  
 Farmer Sam: Hello, friends. This is my farm.  
 Bob: I like the farm. You have a fun job!  
 Ann: Look at the sheep. Nat is near the sheep.  
 Bob: I like sheep. Sheep are soft.  
 Farmer Sam: Look at the horses. The horses are near the apple trees.  
 Bob: I like horses. Horses are fast.  
 Jet: Look, Mom.  
 Mom: What do you see?  
 Jet: I see a mouse.  
 Mom: Ahh! I don't like the mouse.

- 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 animals can Bob, Ann and Jet see?
  2. Who is near the sheep?
  3. Where are the horses?
  4. Who says, "I don't like the mouse"?

## 2 Listen and write ✓ or ✗.

Listen and write ✓ for true and ✗ for false.

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

### Listening script

1. The sheep is white.
2. School is fun.
3. I have a soft rabbit.
4. The horse is near a tree.
5. I have the best job.
6. My friend and I are at school.

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

## 3 Sing and count.

Sing the song and hold up the correct number of fingers.

- Play the recording and tell the pupils to hold up the correct number of fingers as they are mentioned.

### Listening script

Up, up, up in the apple tree.  
 Five red apples, looking at me.  
 Up, up, up. This is fun.  
 Look at all the apples in the sun!  
 Repeat with 4, 3, 2, 1

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

## 4 Listen and circle.

Listen and circle in the correct color the animal each person has and where it is.

- Ask the pupils to name the people in the top row and the colors of the frame around each one. Then tell them to name the animals on the left and the trees on the right.
- Play the recording and tell the pupils to point to the correct people, animals and trees as they are described.

### Listening script

1. I'm a boy. I have a horse. It's near the apple tree.
2. I'm a man. I have a sheep. It's near the lemon tree.
3. I'm a girl. I have a mouse. It's near the avocado tree.
4. I'm a woman. I have a rabbit. It's near the banana tree.

- Play the recording again and tell the pupils to circle the animals and items in the correct color according to the speaker.
- Ask the pupils which animal was not circled (*cat*).

## 5 Talk and draw.

Tell your friend what items to draw and where to draw them.

- Tell the pupils to name the animals in the picture.
- Make a quick sketch of a *rabbit* on the board and a *box* next to the rabbit. Say *The box is near the rabbit*.
- Invite a volunteer to demonstrate with you. Say *The apple is near the rabbit*. Tell the class to repeat your sentence and tell the volunteer to draw the appropriate item near the rabbit. Repeat with a different animal and item.
- Tell the pupils to work in pairs and tell each other what to draw next to each animal using your sentence as a model. Point out the pictures above the farm animals to help reluctant artists.



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

6 Sing and write.

7 Listen and write.

8 Read the words.

map man mat met  
him hit his has  
and hand sand stand  
is hat big the

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

9 Highlight "he".

|      |      |      |      |
|------|------|------|------|
| he   | like | the  | he   |
| the  | have | he   | like |
| like | he   | have | the  |

10 Read the story.

1 Sam is a man. He has a big hat.

2 Nat has the hat. Sam is sad.

3 Tim is a horse. He has the hat.

4 Look! Jet has the hat.

5 Sam has the hat. He is happy.

6 Jet is the best!

## 6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Ss**. Ask the pupils what sound the letter **Ss** makes and what words begin with **s**.
- Point to the pictures (*man, mouse, mouth, melon*) and have the pupils name them. Ask what sound all these words start with and explain that /m/ is the sound the letter **m** makes.
- Invite pupils to say other words that begin with **m**.
- 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, M, M

What do you say? /m/, /m/, /m/

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

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

Say it fast: /m/, /m/, /m/, /m/, /m/

Say it slow: /m/, /m/

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

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

- Tell the pupils to practice writing capital **M** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **m** on the lines provided.
- Repeat with lower case **m**.
- Say words that begin with **m** or **s**. For example: *Max, man, stop, stand, sit, mouse, mouth, mom, sister, marker, sunny, mango, sing, melon*. Tell the pupils to hold up one hand when they hear a word that begins with **m**, and two hands when they hear a word that begins with **s**.
- 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 **Gg, Mm, Pp** 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 last letter of each word. Point out that they can use the circled letters as a letter bank.

**Listening script**

1. farm
2. sheep
3. dog
4. green
5. living room
6. mom

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

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

- Ask the pupils to read the words in each group.
- Tell the pupils to circle the word *man*. Elicit the meaning. Repeat with *mat*, *hand* and *stand*.
- Encourage the pupils to read the challenge words in purple.
- 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 **m** with a blue or black marker.
- Tell the pupils to form the word *man*. Then tell them to change the first letter to form new words – for example: *ban*, *pan*, *tan*. Have the pupils change the last letter to form new rhyming words – for example: *bat*, *pat*, *tat*.
- Invite the pupils to form the following words: *man*, *has*, *a*, *bag*, *big*, *pen*, *bad*, *sad*, *is*. Give the flashcard *The* to a pupil. Remind the pupils that a sentence begins with a capital letter.
- Choose pupils to come to the front of the class to form sentences. For example: *The man has a pen. The big man is sad.*

**9 Highlight “he”**

Highlight “he” in green.

- Read the sight word *he* out loud for the pupils. Tell them to repeat and review the meaning.
- Remind 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.
- See *How to Teach Sight Words* in the Introduction to this Teacher’s Guide.
- Tell the pupils to find *he* in the grid and point to it. Tell them to highlight *he* in green every time it appears. Ask them how many times it appears (*four*).

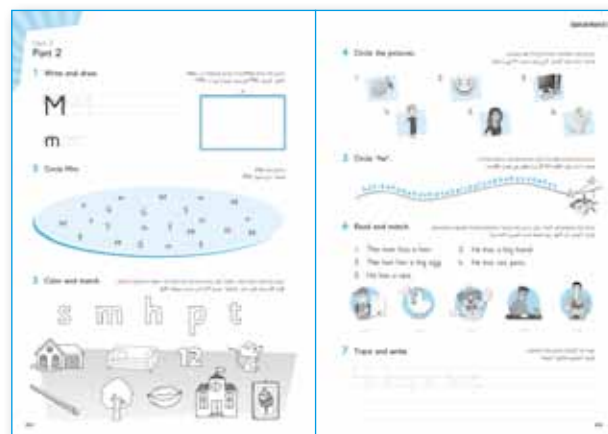
- **Suggestion:** Tell the pupils to write the number 1 above the first column of the grid, number 2 above the second column, etc. Tell them to make a red dot next to the top row, a blue dot next to the middle row and a yellow dot next to the bottom row.
- Tell the pupils to point to the number 3 along the top of the grid with one hand and the color red with the other hand. Tell them to go down the number 3 column and across the red row until their fingers meet. Have the pupils read the word. Repeat with different coordinates.

**10 Read the story.**

- Tell the pupils to name the characters and items in the story. Tell them to describe feelings in the story. For example: *Sam is sad.*
- Tell the pupils to find *he* in the story, review its meaning and highlight it in green. Then tell them to find *has*, review its meaning and highlight it in yellow.
- Play the recording and tell the pupils to follow along.
- Read the first part of the first sentence in Frame 1 (*Sam is*). Tell the pupils to read the rest of the sentence (*a man*). Repeat for the second sentence and the remaining frames.
- Say *Jet has the hat* and tell the pupils to point to the correct picture(s). Repeat with *Nat has the hat* and *Sam has the hat*.

**Practice Pages**

- Tell the pupils to do the exercises on pages 202-203 independently.



# pages 94-95

**Part 3**

**NEW VOCABULARY (for the teacher)**

|      |        |        |       |                  |
|------|--------|--------|-------|------------------|
| cow  | carrot | leg    | brown | Come and see ... |
| they | now    | hungry |       |                  |

**1 Talk, stick and listen.**

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.



- Alternatively, save the stickers to use as review in the next lesson.
- Hold up an object from the classroom. Say *Come and see the book* to a pupil and motion him / her to come to you. Tell the class to repeat your sentence. Repeat with other objects.
- Play the recording and tell the pupils to point to the animals, people and items that are mentioned.

### Listening script

#### 1

- Jet: Come and see the cows. They are brown. This is the baby cow. This is the mom.
- Ann: I like the baby cow. It has small legs.
- Farmer Sam: Let's go to the horses now. They are hungry. I have a box of carrots.
- Ann: Good. Horses like carrots.
- Nat: Hmmm ... Rabbits like carrots too.

#### 2

- Nat: Look, rabbits. I have carrots. Come rabbits, come.

- 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 cows?*
2. *What animal has small legs?*
3. *What animals like carrots?*
4. *Who has carrots for the rabbits?*

## 2 Listen and tick (✓).

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

- Say *The cow is on the farm* and tell the pupils to point to the correct picture. Repeat with *The dog likes carrots*.
- Play the recording and tell the pupils to point to the pictures as they are described. Point out that there is one extra picture.

### Listening script

The cow is on the farm.  
The dog likes carrots.  
They are sad.  
The boy is hungry.  
Let's go to school now.

- Play the recording again and tell the pupils to tick the correct pictures.
- Ask them which picture wasn't described (*number 4*).

## 3 Sing and point.

Sing the song and point to the correct pictures.

- Play the recording of the song *My Friends on the Farm* and tell the pupils to point to the correct pictures.

### Listening script

See the cow and the cat.  
See the sheep with a hat.  
Cow, cat, sheep, hat. Cow, cat, sheep, hat.  
My friends are on the farm.  
They are having fun!  
  
See the horse, brown and tall.  
See the mouse, gray and small.  
Horse, tall, mouse, small. Horse, tall, mouse, small  
My friends are on the farm.  
They are having fun!

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

## 4 Listen and circle.

Listen and circle the correct animals according to what you hear.

- Tell the pupils to describe the animals and name the food items they can see.
- Play the recording and tell the pupils to point to the correct animal in each picture.

### Listening script

1. Come and see Max. He is a hen. He is brown and red. He has a carrot.
2. Come and see Coco. She is a rabbit. She is white, but she has brown legs. She has an apple.
3. Come and see Oscar. He is a cow. He is brown, but he has a white nose and white legs. He has a carrot.

- Play the recording again and tell the pupils to circle the animal that is described.

## 5 Play a game.

Play Bingo. Cut out the pictures from page 253 and choose where to place them on your Bingo board.

- Tell the pupils to cut out the pictures from page 253. Tell them to place the pictures on the Bingo board in any order they choose.
- Call out a word and tell the pupils to turn the picture over.
- When a pupil has four pictures in a row turned over, he / she calls out *Bingo* and names the pictures. Invite the pupil to say a sentence about each of the pictures.

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

6 Sing and write.

7 Listen and write.

8 Read the words.

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Unit 3: Part 2

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

9 Trace and write.

10 Read and circle.

Go to Practice, page 204

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## 6 Sing and write.

Sing the song and write the new letter.

- Review the letter **Mm**. Write the letter **Mm** on the board. Ask the pupils what sound the letter **m** makes and what words begin with **m**.
- Point to the pictures and have the pupils name each item (*cat, cow, computer, carrot*). Ask what sound all these words start with and explain that /k/ is the sound the letter **c** usually makes.
- Invite the pupils to say other words that begin with **c**.
- 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, C, C

What do you say? /k/, /k/, /k/

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

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

Say it fast: /k/, /k/, /k/, /k/, /k/

Say it slow: /k/, /k/

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

- Tell the pupils to point to the letter **Cc** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **C** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **C** on the lines provided.
- Repeat with lower case **c**.
- Say words that begin with **c** or **m**. For example: *cat, man, cow, mom, carrot, melon, mouth, computer, mango*. Tell the pupils to hold up one hand when they hear a word that begins with **c**, and two hands when they hear a word that begins with **m**.
- 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 **Cc, Bb, Pp** on the board. Then tell the pupils to circle these letters on the alphabet 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. brown
2. cat
3. plus
4. cow
5. pencil
6. carrot

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

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

- Read the word at the top of the first column (*is*). Point to the second word in the column (*in*) and tell the pupils to read it together. Read the next word alone (*it*). Repeat with the remaining columns, alternating between yourself and the pupils.
- Tell the pupils to circle the word *in*. Elicit the meaning. Repeat with *can* and *cat*.
- Encourage the pupils to read the challenge words in purple.
- Point out that the words in the yellow box will appear in the reading activity on the following page.

**9 Trace and write.**

Trace “she”. Then write the word.

- Read the sight word *she* out loud for the pupils. Tell them to repeat and review the meaning. Ask the pupils to name a word that rhymes with *she* (*he*).
- Remind 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.
- See *How to Teach Sight Words* in the Introduction to this Teacher’s Guide.
- Put your fingers to your lips to make the *Sh!* sign and ask the pupils what it means. Elicit the sound *sh* makes.
- Ask the pupils to name the letters they know in the word *she*. Then tell the pupils to trace the word *she* and write it in the spaces provided.

**10 Read and circle.**

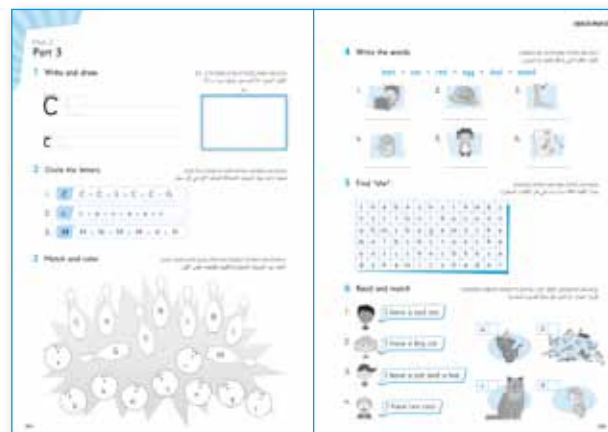
Read the texts and circle the picture that matches each text.

- Tell the pupils to highlight the word *he* in yellow every time it appears and review its meaning. Repeat with the word *she* using the color blue.
- Read the first text out loud or play the recording and tell the pupils to circle the picture that illustrates the text.

- Tell the pupils to read the second text silently. Invite a pupil to read it out loud and elicit the meaning. Elicit that the *s* at the end of eggs and pens makes the words plural. Then tell the pupils to circle the correct picture.

**Practice Pages**

- Tell the pupils to do the exercises on pages 204-205 independently.





pages 98-99

**Part 4**

**NEW VOCABULARY (for the teacher)**

lamp mat milk floor garden kitchen mad

**1 Talk, stick and listen.**

1 2 3 4 5 6 7

**Unit 3: Part 4**

**2 Listen and tick (✓)**

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

**3 Listen and circle.**

1. 2. 3.

**4 Talk and name.**

4: It's not a horse. It's not a cow.  
It's not a mouse.  
It's a sheep.

Chit Chat

- Show the flashcard of a cow and ask *What's this?* Help the pupils answer with *This is a cow*. Add *I like / I don't like cows*. Repeat with *carrot*.
- Show a picture of an animal and a brown item. Help the pupils to say the color before the noun. For example: *This is a brown cow*.
- Say the chant *Look, look* from page 20 in this Teacher's Guide.
- Tell the pupils to open their book to page 94 and look at the pictures. Tell them to work in pairs and practice the following dialogue:  
Pupil A: Let's go to the farm.  
Pupil B: Yes. It's fun on the farm.  
Pupil A: Come and see the cows / rabbits / horses.  
Pupil B: Yes / No. I like / don't like ...

Review

- Sing *My Friends on the Farm* from page 95.

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* (*mat*). Ask the pupils to think of another word that rhymes with *cat* and *mat* (*hat*).
- Ask the pupils to add /m/ before /ad/ and say what the word is. Repeat with *sad* and *bad*.
- Say the word *garden* and ask the pupils to say what the syllables in the word are. Repeat with the word *kitchen*.

1 Talk, stick and listen.

Name the differences between the pictures and stick the stickers. Then listen to the dialogue.

- Ask *What can you see in Picture 1?* Tell the pupils to name the characters and items in the picture using the structure *I can see*.

- Say *The woman is mad*. Tell the pupils to repeat your sentence. Tell the pupils to hold up one hand if your sentence describes Picture 1, and two hands if your sentence describes Picture 2. Repeat with *The lamp is in the box* and *Jet is near the kitchen*. Invite a pupil to say a sentence describing one of the pictures and have the class hold up the correct number of hands.
- Say *The woman is not mad*. Shake your head to show *not* and elicit the meaning. Tell the pupils to repeat your sentence and point to the correct picture. Repeat with additional sentences using the word *not*. For example: *The box is not on the table*. *The lamp is not in the box*.
- Tell the pupils to stick the stickers from sticker page 2 at the back of the book in the following order:
 

|           |            |         |
|-----------|------------|---------|
| 1. garden | 4. mat     | 7. milk |
| 2. floor  | 5. kitchen |         |
| 3. lamp   | 6. mad     |         |
- Alternatively, save the stickers to use as review in the next lesson.
- Play the recording and tell the pupils to point to the people, animals and items that are mentioned.

#### Listening script

Mrs. Brown: Oh no! The lamp is on the floor!

Ann: Jet, look! Mrs. Brown is mad.

Mrs. Brown: Yes, Ann. I'm mad! Look at the kitchen! There are rabbits on the table. There are rabbits on the chairs. There are rabbits on the floor. There are rabbits on the mat.

Jet: Come, rabbits. I have carrots. Come to the garden.

Mrs. Brown: Oh no! Where's the milk? It's not on the table. It's not on the chair.

Ann: Nat has the milk.

Nat: Hee, hee, hee.

- Ask the pupils to say which picture matches the dialogue (*Picture 2*).
- 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. *Where is Mrs. Brown?*
  2. *What can she see in the kitchen?*
  3. *Where are the rabbits?*
  4. *Who says, "Come to the garden"?*

## 2 Listen and tick (✓).

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

- Tell the pupils to name the items and places in the top row of the chart. Say *I'm in the garden* and tell the pupils to point to the correct picture(s) in the chart. Repeat with *I'm happy*.

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

#### Listening script

1. I'm in the kitchen.
2. I'm in the garden.
3. I'm on a mat.
4. I'm on the floor.
5. I have a lamp.
6. I'm mad.

- Play the recording again and tell the pupils to tick the correct pictures as they are described.

## 3 Listen and circle.

Listen to the riddles and circle the correct picture in each group.

- Hold up a book. Shake your head and say *It's not a pen. What is it?* Review the meaning of *not* and elicit the answer (*a book*). Repeat with more classroom items.
- Place a pen on your desk, an eraser on a chair and a book on the floor. Shake your head and say *It's not on the floor. It's not on the chair. What is it?* Elicit the answer to your riddle (*a pen*).
- Tell the pupils to name the items and places in the three pictures.
- Play the recording and tell the pupils to point to the pictures as they are mentioned.

#### Listening script

1. It's not a lamp. It's not a sofa. What is it?
2. It's not milk. It's not a carrot. What is it?
3. It's not a garden. It's not a living room. What is it?

- Play the recording again and tell the pupils to circle the item in each group that answers each riddle.

## 4 Talk and name.

Choose an animal. Give your friend clues to help him / her guess the animal. Your friend names the animal.

- Tell the pupils to name the animals in the picture.
- Read the first sentence in the teacher's riddle out loud – *It's not a horse* and shake your head to show *not*. Tell the pupils to repeat and elicit the meaning. Repeat for the remaining sentences in the riddle. Invite the pupils to answer the riddle. Read the answer to the riddle and tell the pupils to repeat.
- Tell the pupils to work in pairs. Pupil A describes an animal using the sentences with *not* as models; Pupil B names the animal. Then tell them to switch roles.

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

**5 Sing and write.**

1. 2. 3.

0 0 0

**6 Listen and write.**

1. 2. 3. 4. 5.  $5+4=9$  6.

**I can read**

**7 Read the words.**

not hot dot dog  
mom mob mop stop  
mad mot man men  
he she on sit stand

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

**8 Read, find and write.**

1. **Tom**  
Tom is a man.  
He is mad.  
He has a hat.  
He has a dog.  
He is standing.

2. **Tess**  
Tess is a dog.  
She is big.  
She is sad.  
She is not on a mat.  
She is not on a bag.  
She is sitting.

**9 Write the meaning.**

1. He has a hat. \_\_\_\_\_  
2. She has a cat. \_\_\_\_\_

## 5 Sing and write.

Sing the song and write the new letter.

- Review the letter **Cc**. Write the letter **Cc** on the board. Ask the pupils what sound the letter **c** makes and what words begin with **c**.
- Point to the pictures (*on, orange*) and have the pupils name them. Ask what sound these words start with and explain that /o/ is the sound the letter **o** makes.
- 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, O, O

What do you say? /o/, /o/, /o/

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

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

Say it fast: /o/, /o/, /o/, /o/, /o/

Say it slow: /o/, /o/

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

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

- Tell the pupils to practice writing capital **O** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **o** on the lines provided.
- Repeat with lower case **o**.
- Suggestion:** Explain that the letter **o** is a vowel. Ask the pupils what other vowels they learned (**a, e** and **i**). Remind the pupils that there are five vowels in English and that the vowels are instead of "nikud" in Hebrew / Arabic. Draw a smiley face to show the vowels and point out the **o** is the outline of the face.



- Write the words *hat* and *hot* on the board, with the **o** and the **a** 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 *hat*, and that your mouth makes an O shape when you make the /o/ sound in *hot*.



- 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 /o/. Repeat with other words. For example: *Nat* and *not*, *mam* and *mom*, *cat* and *cot*.
- Say words that begin with **Oo** or **Aa**. For example: *on*, *apple*, *avocado*, *orange*, *astronaut*, *Ann*, *octopus*, *ambulance*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **o**, 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.

## 6 Listen and write.

Listen and write the first letter of each word.

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

### Listening script

1. on
2. apple
3. elephant
4. orange
5. add
6. hot

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

## I can read

### 7 Read the words.

- Tell the pupils to read the words in each group.
- Tell them to circle the word *hot*. Elicit the meaning. Repeat with *not*, *mom* and *mad*.
- Encourage the pupils to read the challenge words in purple.
- 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 **o** with the red marker. Remind them that all the vowels are red.
- Tell the pupils to form the word *dog* and then change the final letter to form new words. For example: *dot*, *don*. Repeat with the words *not*, *mat* and *cat*.
- Give out the flashcards *The* and *the*.

- Invite different pupils to come to the front of the class with the words to form the sentence *The dog is on the mat*.
- Challenge the pupils to add adjectives to the sentence. For example: *The sad dog is on the big mat*. Repeat with *The cat is not on the mat*.

## 8 Read, find and write.

Read the texts and find Tom and Tess in the picture. Write their names on the correct characters.

- Tell the pupils to say sentences about the picture.
- Read the title of the first text and elicit that it is a name.
- Tell the pupils to look at the texts, find the word *has*, review its meaning and highlight it in yellow every time it appears. Then tell them to find the word *not*, review its meaning and highlight it in blue every time it appears.
- Play the recording of the first text and tell the pupils to follow along. Make sure the pupils understand it. Point out that *stand* and *standing* mean the same thing. Explain that *ing* at the end of a verb means that the action is taking place now.
- Tell the pupils to read the first text silently. Ask them to find Tom in the picture and write his name.
- Repeat with the second text.

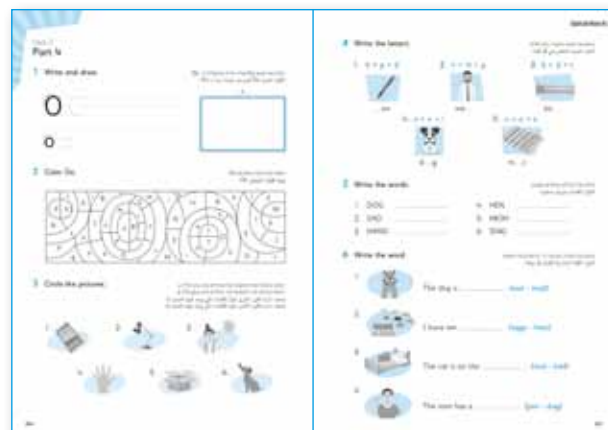
## 9 Write the meaning.

Translate the sentences into your language.

- Invite a pupil to read the first sentence. Tell the pupils to translate it into their own language in the space provided.
- Explain to the pupils that they can't literally translate every word from English into their language. Some words don't exist in their language and some sentence structures are different.
- Repeat with the second sentence.

## Practice Pages

- Tell the pupils to do the exercises on pages 206-207 independently.



## pages 102-103

**Part 5**

**NEW VOCABULARY (For the Teacher)**

|         |       |        |                   |
|---------|-------|--------|-------------------|
| lunch   | juice | cookie | I want ... please |
| chicken | car   | plan   |                   |
| eat     |       |        |                   |

**1 Talk, stick and listen.**

**2 Listen and circle.**

102

**Unit 3: Part 5**

**3 Chant and point.**

**Lunch**

**4 Listen and circle.**

**5 Talk and circle.**

103

### Chit Chat

- Show five flashcards of new words from the unit. Say *What is it?* Encourage the pupils to respond *It's a (item)*. *It's not a (item)*.
- Tell the pupils to open their book to page 98 and look at Picture 2. Tell them to work in pairs and act out the following dialogue between Jet (Pupil A) and Mrs. Brown (Pupil B):  
Pupil A: Hello, Mrs. Brown. How are you?  
Pupil B: I'm mad. I'm not happy. Look at the kitchen!  
Pupil A: Oh no! This is bad. Look rabbits, I have carrots.  
Pupil B: Let's go to the garden!

### Review

- Review the words from Part 4, page 98.

### New Words

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

- Play *Cover Up*. See page xiii 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 characters, animals and items in the picture using the structure *I can see*.
- Elicit that the family is eating lunch. Say *I have a sandwich* and invite the pupils to name the correct character. Repeat with *I have cookies* and *I have chicken and carrots*.
- Say *It's red and it's small* and tell the pupils to name the item you are describing.
- Tell the pupils to stick the stickers from sticker page 3 at the back of the book in the following order:
 

|            |           |         |
|------------|-----------|---------|
| 1. chicken | 4. lunch  | 7. plan |
| 2. juice   | 5. cookie |         |
| 3. car     | 6. eat    |         |
- Alternatively, save the stickers to use as review in the next lesson.

- Rub your stomach and say *I'm hungry. I want to eat.* Review the meaning. Say *I want a cookie, please.* Elicit the meaning and tell the pupils to repeat your sentence. Invite pupils to say what they want to eat using your sentence as a model.
- Play the recording and tell the pupils to point to the characters, animals and items that are mentioned.

### Listening script

Ann: Look at the brown horse. It's near the car.  
 Bob: The horse is hungry. It wants lunch.  
 Ann: I'm hungry too. I want lunch.  
 Mom: What do you want to eat, Ann?  
 Ann: I want chicken and carrots, please.  
 Mom: What do you want to eat, Bob?  
 Bob: I want an egg sandwich, please.  
 Mom: What do you want to eat, Jet?  
 Jet: I want cookies and juice, please.  
 Nat: I want cookies too. I have a plan.  
 Yum, yum, yum.

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

1. *Where is the horse?*
2. *What does the horse want?*
3. *What does Bob want to eat?*
4. *Who wants cookies?*
5. *Who has a plan?*

## 2 Listen and circle.

Listen and circle the correct picture.

- Tell the pupils to name the food in number 1. Say *I want chicken, please* and tell the pupils to point to the correct picture. Repeat with *I want cookies, please.*
- Play the recording and tell the pupils to point to the pictures as they are described.

### Listening script

1. I want cookies, please.
2. I like cold lemon juice.
3. I have a big lunch today.
4. The boy is in the car.
5. I have a plan.
6. Let's eat.

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

## 3 Chant and point.

Chant and point to the correct picture.

- Play the recording of the chant *Lunch* and tell the pupils to point to the correct pictures.

### Listening script

I'm hungry.  
 I want my lunch.  
 I want some chicken, please.  
 Munch, munch, munch.  
 I'm hungry.  
 I want my lunch.  
 I want some cookies, please.  
 Munch, munch, munch.

- Teach the chant. See *How to Teach Songs and Chants* in the Introduction to this Teacher's Guide.
- Play the recording again and invite the pupils to chant. Have them repeat the chant using different food words.

## 4 Listen and circle.

Listen and circle in the correct color where each animal is and what it wants to eat.

- Ask the pupils to name the animals in the top row and point out that each animal has a different color frame. Tell the pupils to name the places and food items in the pictures.
- Play the recording and tell the pupils to point to each picture as it is described.

### Listening script

1. Hello. I am a cow. I am on a farm. I want to eat an apple.
2. Hello. I am a cat. I am in a school. I want to eat some chicken.
3. Hello. I am a mouse. I am in a kitchen. I want to eat a mango.
4. Hello. I am a sheep. I am in a garden. I want to eat a cookie.

- Play the recording again and tell the pupils to circle each place and food item in the same color as the frame around the animal.

## 5 Talk and circle.

Tell your friend what you want from the menu. Your friend circles the correct items in his / her book.

- Tell the pupils to name the food items in the menu.
- Invite a volunteer to pretend to be a waiter. Say *I want chicken, please.* Tell the pupil to circle the appropriate food item. Invite the class to repeat your sentence. Repeat with additional items as necessary.
- Tell the pupils to work in pairs. Explain that Pupil A is the customer and names the food items he / she wants from the menu. Pupil A says *I want* (food item), *please*; Pupil B is the waiter who circles the appropriate food items 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.** استمعوا إلى الأغنية وكتبوا الحروف الجديدة

**7 Listen and write.** استمعوا إلى الأصوات وكتبوا الحروف التي تسمعونها

**8 Read the words.** اقرأ الكلمات

**I can read**

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

**9 Read the story.** اقرأ القصة

1 I have a job.

2 I am hot.

3 Bob, let's help.

4 Dad: I have lemon. Mom: I have a salad. It has bananas, mango and melon.

5 Stop, Nat. Stop!

Go to Practice, page 208.

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## 6 Sing and write.

Sing the songs and write the new letters.

- Review the letter **Oo**. Write the letter **Oo** on the board. Ask the pupils what sound the letter **o** makes and what words begin with **o**.
- Write *bag, beg, big, bog* on the board, with the vowels in a different color. Read the words out loud, emphasizing the different vowel sounds. Tell the pupils to repeat. Repeat with *nat, net, nit, not*.
- Point to the pictures on the left (*lamp, leg, lunch*) and have the pupils name them. Ask what sound all these words start with and explain that /l/ is the sound the letter **l** makes.
- Invite the pupils to say other words that begin with **l**.
- 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, L, L

What do you say? /l/, /l/, /l/

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

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

Say it fast: /l/, /l/, /l/, /l/, /l/

Say it slow: /l/, /l/

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

- Tell the pupils to point to the letter **Ll** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **L** in the air, on the back of their hand or on a friend's back. Then tell them to practice writing **L** on the lines provided.
- Repeat with lower case **l**.
- Say words that begin with **l** or **o**. For example: *like, on, living room, look, octopus, leg, lamp*. Tell the pupils to listen and hold up one hand when they hear a word that begins with **l**, and two hands when they hear a word that begins with **o**.
- Introduce the letter **j**.
- Point to the pictures on the right (*jacket, jeans, juice*) and have the pupils name them. Ask what sound all these words start with and explain that /j/ is the sound the letter **j** makes.



- Invite the pupils to say other words that begin with *j*.
- Play the recording. Invite the pupils to sing along and do the motions.

**Listening script**

Hello, hello, J, J

What do you say? /j/, /j/, /j/

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

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

Say it fast: /j/, /j/, /j/, /j/, /j/

Say it slow: /j/, /j/

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

- Tell the pupils to point to the letter **Jj** in the alphabet strip at the top of the page.
- Tell the pupils to practice writing capital **J** in the air, on the back of their hand or on a friend's back. Then, tell them to practice writing **J** on the lines provided.
- Repeat with lower case *j*.
- Say words that begin with *I* or *j*. For example: *jacket*, *lamp*, *leg*, *juice*, *lunch*, *jeans*, *like*. Tell the pupils to listen and hold up one hand when they hear a word that begins with *j*, 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 **Ll**, **Jj**, **Tt** and **Gg** 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. living room
2. grandma
3. Jet
4. table
5. jacket
6. lunch

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

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

- Tell the pupils to read the words in each group. Elicit that *Jet* is written with a capital **J** because it is a name.

- Tell the pupils to circle the word *job*. Elicit the meaning. Repeat with *salad*, *lemon* and *help*.
- Encourage the pupils to read the challenge words in purple.
- Point out that the words in the yellow box will appear in the reading activity on the following page.

**Jet Notebook**

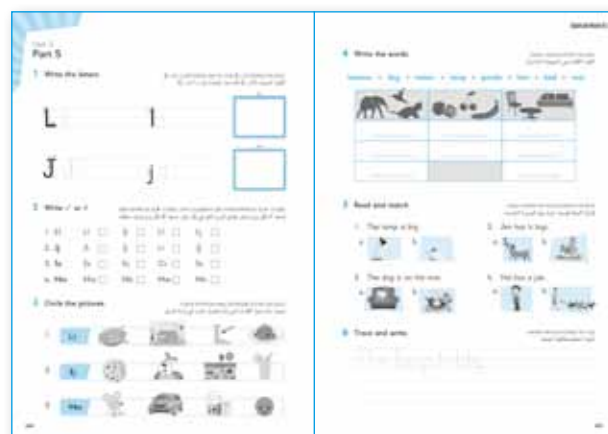
- Tell the pupils to trace over the letters **I** and **j** with black or blue markers.
- Ask the pupils to form the word *jag*.
- Tell the pupils to change the vowel *a* with the other vowels they have learned and to read the words *jeg*, *jig*, *jog*. Repeat with *lad*, *led*, *lid*.

**9 Read the story.**

- Write the following sentences on the board:
  1. *I am a dog.*
  2. *I have a dog.*
- Invite the pupils to compare the meanings of the sentences.
- Tell the pupils to name the characters and items in the story.
- Tell the pupils to find *I have* in the story, review its meaning and highlight it in green. Tell them to find *I am* in the story, review its meaning and highlight it in yellow. Then tell the pupils to find *has* in the story, review its meaning and highlight it in blue.
- Play the recording and tell the pupils to follow along.
- Read the first part of the first sentence in Frame 1 (*I have*). Tell the pupils to read the rest of the sentence (*a job*). Repeat with the remaining sentences in the text.
- Ask *What's in the salad?* Elicit the meaning and tell the pupils to answer the question.

**Practice Pages**

- Tell the pupils to do the exercises on pages 208-209 independently.



# Story Time 3 The Big House

pages 106-107



## Listen and follow.

Listen and follow the story.

- Read the title of the story and elicit the meaning.
- Ask the pupils what people they see in the pictures and where the people are. Ask the pupils to name the animals they see in the pictures.
- Point to Frame 1 and say *Dad is in the house*. Tell the pupils to do the thumbs up sign if the sentence is true. Tell them to do the thumbs down sign if the sentence is false. Repeat with *The rabbits are in the house*.
- Repeat for Frame 2 with the sentences: *The brothers and sisters are in the garden* and *Mom is happy*. Repeat with additional sentences for additional frames.
- Tell the pupils to predict what happens in the story.
- Play the recording and tell the pupils to point to each picture as they hear about it.

## Listening script

1

Narrator: Look at the farm. Mom and Dad are in the house. The brothers and sisters are in the garden. The sheep and rabbits are in the garden. The horse is in the garden too.

2

Narrator: Mom is sad.

Mom: I have two girls and four boys. My house is small.

3

Narrator: Grandpa is in the garden.

Grandpa: Hello, girls and boys. How are you today?

Kids: Hi, Grandpa. We're fine. How are you?

Grandpa: I'm fine too.

4

Mom: I don't like my small house. I want a big house.

Grandpa: A big house? Hmmm. Open the door, please.

5

Grandpa: Hello, sheep. Hello, rabbits. Come in the house.

Mom: Oh, no! There are sheep and rabbits in my house!

6

Grandpa: Hello, horses. Hello, dogs. Come in the house.

Mom: There are sheep in the living room!  
There are rabbits in the kitchen!

7

Narrator: Mom is not happy. She is mad.

Mom: Now I have four boys, two girls, sheep, rabbits, horses, dogs and cats in my house. My house is small. I want a big house.

Grandpa: A big house? Hmmm. Open the door, please.

8

Grandpa: Let's go to the garden, sheep. Let's go to the garden, rabbits.

Mom: Wow! Look at my house! It isn't small now. It is big. Thank you, Grandpa.

- Check comprehension by asking the following questions in English and in the pupils' own language. The pupils answer in their own language.
  1. *What is Mom's problem?* (The house is small.)
  2. *What is Grandpa's solution?* (He brings a lot of animals into the house to show Mom that the house isn't that small.)
- Elicit the moral of the story. For example: Some things are not as bad as they seem and you should learn to appreciate what you have. Use the pupils' own language for this discussion.
- Play the recording again and tell the pupils to raise their hands every time they hear the name of the animals they know.
- **Suggestions:**
  1. Read out different sentences from the story and ask who says them.
  2. Divide the class into two groups. For example: "Grandpa" and "Mom". Say sentences that Mom or Grandpa could say; the appropriate group repeats each sentence.
  3. Invite pupils to retell or act out the story using puppets, flashcards or real objects.

## Act It Out! 3

### 1 Let's Go

- Child: Let's go to Africa.  
Dad: It's hot in Africa.  
Child: Let's go to Canada.  
Dad: It's cold in Canada.

אבא וילדים נמצאים בתוך ביתם. הילדים רוצים ללכת לארץ אפריקה.  
אבא: זה חם מאוד באפריקה.  
הילדים רוצים ללכת לקנדה.  
אבא: זה קר מאוד בקנדה.



### 2 Where's the Milk?

- Man: Where's the milk?  
It's not in the bag.  
It's not on the table.  
Child: It's on the floor.

אבא מחפש את חלב הברבור. הילדים רוצים ללכת לארץ אפריקה.  
אבא: זה חם מאוד באפריקה.  
הילדים רוצים ללכת לקנדה.  
אבא: זה קר מאוד בקנדה.



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## Unit 3: Act It Out!

### 3 The New Pet

- Child 1: I have a cat. I want a rabbit.  
Child 2: I have a dog. I want two dogs.

שני ילדים נמצאים בתוך ביתם. הילדים רוצים ללכת לארץ אפריקה.  
הילדים רוצים ללכת לקנדה.  
הילדים רוצים ללכת לאוסטרליה.  
הילדים רוצים ללכת לאנטארקטיקה.



### 4 At the Farm

- Child 1: Come and see the apple trees.  
Child 2: I like apple trees.  
Child 1: Come and see the cows.  
Child 2: I don't like cows.

שני ילדים נמצאים בתוך ביתם. הילדים רוצים ללכת לארץ אפריקה.  
הילדים רוצים ללכת לקנדה.  
הילדים רוצים ללכת לאוסטרליה.  
הילדים רוצים ללכת לאנטארקטיקה.



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## 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 (*Let's Go*) and read the scenario and instructions provided in the pupils' own language. Invite the pupils to give suggestions about what the child and father might say to each other.
- Play the recording.
- Read the first line of the dialogue (*Let's go to Africa*) 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 3

### Sounds and Words

**1 Listen and color.**

**2 Listen and number.**

## Unit 3: Review

**3 Listen and circle.**

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.

**Listening script**

Hi. I'm Jill. I'm on a farm.

There is a big house on the farm. The house is blue.

I like the cows on the farm. There is a small cow. It is brown. There is a big cow. It is black.

I like the sheep too. The sheep is white. But it has black legs.

I like Farmer Jon. Farmer Jon is a tall man. He has a green hat. He has a big car. The big car is yellow.

Come and see the farm.

- Play the recording again and tell the pupils to check their answers.
- Give the pupils time to finish coloring the picture.
- Invite the pupils to describe their colored items or animals.

**2 Listen and number.**

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

- Tell the pupils to name the people and items in the pictures.
- Say *It is a hot and sunny day* and tell the pupils to point to the correct picture. Repeat with *The baby is near the sofa*.
- Play the recording and tell the pupils to point to each picture. Tell them that there is one extra picture.

**Listening script**

Number 1: It is hot and sunny today.

Number 2: The baby is near the sofa.

Number 3: The pupils are hungry.

Number 4: My brother has a green nose and a green mouth.

Number 5: Sit at the table and eat your lunch.

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

**3 Listen and circle.**

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

- Say *I have a lamp and a chair* and tell the pupils to point to the items mentioned in number 1. Invite a pupil to name the object that wasn't mentioned (*a sofa*).
- Tell the pupils to listen and point to the picture that isn't mentioned in each row.
- Play the recording and stop after the first row to make sure the pupils understand. Then play the rest of the recording.

**Listening script**

1. I like the lamp and the sofa in the living room.
2. I want to eat eggs and chicken.
3. The notebook is on the floor and the computer is on the desk.
4. The girls like to sing. They like to run too.

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

**4 Circle the letter.**

Circle the **last** letter of each word.

- Invite a pupil to name the animal in the first picture (*sheep*). Invite a different pupil to name the last letter he / she hears in the word *sheep*. Tell the pupils to circle the letter **p**. Tell the pupils to repeat for the remaining pictures.

**5 Listen and circle.**

Listen and circle the correct word.

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

**Listening script**

- |        |          |
|--------|----------|
| 1. hot | 4. mom   |
| 2. net | 5. plan  |
| 3. job | 6. Let's |

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

**6 Listen and write.**

Listen and write the word you hear. Change one letter from the previous word to make each new word.

- Tell the pupils to read the first word (*mad*). Say the second word (*mat*) and ask the pupils which letter changed. Point out that they will change one letter from the previous word and write the new word as they hear it.
- Play the recording and tell the pupils to write the words they hear.

**Listening script**

1. mad, mat, hat, hot, not
2. can, cat, sat, sad, bad

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

**7 Listen and number.**

\_\_\_\_\_ have                      \_\_\_\_\_ he                      \_\_\_\_\_ she  
\_\_\_\_\_ Look                      \_\_\_\_\_ the                      \_\_\_\_\_ like

**8 Read and write.**

1. Jan has a lemon.                      2. Meg has ten eggs.                      3. Dan has a pen.  
4. Jim has a lamp.                      5. Bill is a sad man.                      6. Lin has a dog.  
7. Tom is in a bed.                      8. Ned is a big dog.

**What did you learn?**

**1 Look and draw**

**2 Read again and tick (✓).**

7 Listen and number.

\_\_\_\_\_ have                      \_\_\_\_\_ he                      \_\_\_\_\_ she  
\_\_\_\_\_ Look                      \_\_\_\_\_ the                      \_\_\_\_\_ like

8 Read and write.

1. Jan has a lemon.                      2. Meg has ten eggs.                      3. Dan has a pen.  
4. Jim has a lamp.                      5. Bill is a sad man.                      6. Lin has a dog.  
7. Tom is in a bed.                      8. Ned is a big dog.

What did you learn?

1 Look and draw

2 Read again and tick (✓).

Go to Practice, page 210

Unit 3: Game

**Play a Game**

## 7 Listen and number.

Listen and write the correct number for each word.

- Invite a pupil to read the words. Invite pupils to say 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: she  
Number 2: look  
Number 3: like  
Number 4: the  
Number 5: he  
Number 6: have

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

## 8 Read and write.

Read the sentences and write the correct name under each picture.

- Point to a pupil in the class. Say (Name) *is a boy* and elicit the meaning. Say (Name) *has a pencil* and elicit the meaning. Elicit the difference between (Name) *is* and (Name) *has*. Repeat with additional examples.

- Tell the pupils to look at the pictures and name items and people's feelings.
- Invite a pupil to read the first sentence and elicit the meaning. Tell the pupils to point to the picture that is described and write Jan's name under it. Remind the pupils that names begin with a capital letter.
- Tell the pupils to read the remaining sentences and write the correct person's name under each picture.

## What did you learn?

- Before the pupils do the self-assessment activities in this section, tell them to look back at the picture on page 85 and name the animals and items they see. Remind the pupils that the first time they saw this page, they didn't know many of the words.

## 1 Look and draw .

Look at the pictures on page 242 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 242.



- 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 186 of this Teacher's Guide.

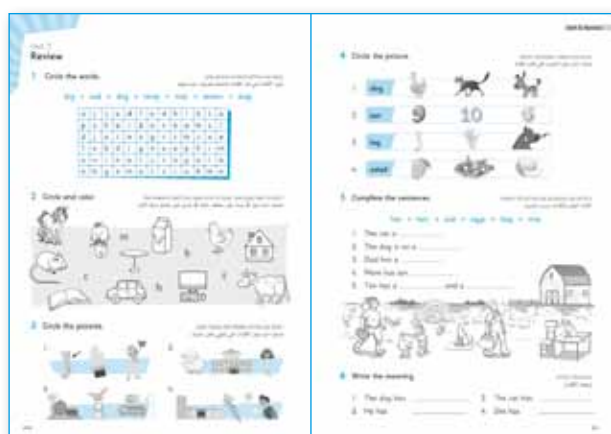
## 2 Read again and tick (✓).

Read exercise 10 on page 97 again. Tick (✓) each sentence you can read and understand.

- Point out to the pupils that they have learned to read a lot of words in this unit. Tell them to go back to page 97 and invite them to read the texts in exercise 10 again. Tell them to tick each sentence they can read and understand. Tell them to ask a friend about the pronunciation and / or meaning of any words they don't know.

## Practice Pages

- Tell the pupils to do the exercises on pages 210-211 independently.



## Play a Game

- Tell the pupils they are going to play Connect Four. Tell them to look at the game in the book and name the items.
- Make a quick sketch of the game on the board.
- Invite a volunteer to help you demonstrate. Use a black marker and a red marker. Give one of the markers to him / her. Invite the pupil to say one of the words in English. If the word is correct, tell the volunteer to circle it with his / her marker. If the word is incorrect, the volunteer does nothing. Switch roles. Repeat with more words as necessary.
- Tell the pupils to play in pairs. Explain that the winner is the first player to say four words in a row correctly.

### Show What You Know

☐ This is a living room.  
This sofa is near the lamp.

## Show What You Know

- Tell the pupils to look at the picture and name the rooms in the boy's house using the structure *This is*. For example: *This is* (the living room). Tell the pupils to name the items in the house and invite them to describe where the items are using the structure *The (item) is near the (item)*.
- Ask the pupils what letter the word *living room* starts with. Point out that the boy wrote **l** next to the lamp in the living room. Repeat for other rooms and items in the house.
- Tell the pupils to make a poster of a house. Tell them to do the following:
  1. Draw a house with different rooms on a poster.
  2. Choose items for your house from page 253 and cut them out. Stick the items onto your poster and / or draw your own items.
  3. Write the first letter of the items you know next to the pictures.
- Guide the pupils on how to present their house by using the model sentences in the Pupils' Book.
- A photocopiable assessment chart for the teacher and pupils appears on pages 180-182 of this Teacher's Guide.