



In this unit the pupils will learn:

- To describe people and what they have
- To name food items, animals and places
- To recognize and name the days of the week
- The digraphs *th*, *sh*, *ch*
- The story *Jack's Hats*

Task

Make a board game.

Chit Chat

- Say the chant *Look, look* from page 12 in this Teacher's Guide.
- Give out the flashcards of *farm*, *bed*, *school*, *living room*, *zoo* and *party* to different pupils.
- Mime phoning one of the pupils and then role play the following dialogue with him / her:
Pupil A: Hi, (name). How are you?
Pupil B: I'm fine, thank you.
Pupil A: Where are you? Are you at the ... ?
(name different places using the correct preposition, for example, *at the zoo*, *on the farm*, etc.)
Pupil B: No, I'm not.
- Repeat until you guess the right place and then say *Oh, you're at the zoo*.
- Have the pupils choose a place and then practice the dialogue in pairs.

Review

- Play *Associations* with words from the following categories: school items, colors, numbers, family, places in town, animals and adjectives. See page xii for instructions.

Find and say.

Find four strange things in the picture and tell the class.

- Tell the pupils to look at the picture on page 145 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 a park*). Explain that the unit takes place at the park.
- Tell the pupils to find a strange thing in the picture. For example: *The monkey has two heads.* / *The fish has legs.* / *The fish can run.* / *The ball has ears.* / *The computer has hands.* / *The computer has a book.*

pages 146-147

Part 1

1 Talk, stick and listen.

2 Listen and number.

3 Sing and act out.

4 Listen and circle.

5 Ask and answer.

6

Unit 5: Part 1

3 Sing and act out.

4 Listen and circle.

5 Ask and answer.

6

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 *please* (*cheese*) and *red* (*bread*). Invite them to think of other words that rhyme with *red* and *bread* (*bed*, *head*).
- Play *Say It with a Beat*. See page xv for instructions.

1 Talk, stick and listen.

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

- Ask *How's the weather?* Review the meaning and invite a pupil to answer the question.
- Ask *What can you see in the picture?* Tell the pupils to name the items in the picture using the structure *I can see*.
- Ask *Who can you see in the picture?* Elicit the meaning of the question and tell the pupils to name the characters in the picture.

- Ask *Who is thirsty?* and elicit that Ann is thirsty. Repeat the question and tell the pupils to raise their hands if they are thirsty. Repeat with *Who is hungry?* *Who is sad?*
- Tell the pupils to circle the *bread*. Repeat with *cheese* and *cookies*. Then tell the pupils to point to the *water* and the *bus*.
- Tell the pupils to stick the stickers from sticker page 3 at the back of the book in the following order:

1. cheese	4. get	7. bus
2. cost	5. ride	
3. bread	6. thirsty	
- Alternatively, save the stickers to use as review in the next lesson.
- Play the recording and tell the pupils to point to the items that are mentioned.

Listening script

Jet: Let's go to the park.
 Bob: Great. I like the park.
 Jet: I have bread, cheese, apples and cookies.
 I have water too.
 Ann: Oooh, I'm thirsty. I want some water.
 Jet: Here's some water, Ann.
 Bob: I'll get the ball and the frisbee.
 Ann: Thanks, Bob.
 Bob: Let's ride the bus to the park. It costs two shekels.
 Jet: OK. There's the bus.
 Bob: There's a skateboard near the bus.
 Ann: Who's on the skateboard?
 Jet: That's Nat.
 Nat: Wheeee!

- 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 do the kids want to go?*
 2. *What does Jet have?*
 3. *Who wants to ride on the bus?*
 4. *Who has a skateboard?*

2 Listen and number.

Listen and write the correct number for each picture.

- Tell the pupils to name the people and items in the pictures.
- Say *Get the chairs, please* and tell the pupils to point to the correct picture. Repeat with *Tom rides a horse on the farm*.
- Play the recording and tell the pupils to point to the correct pictures.

Listening script

Number 1: The sandwich costs eight shekels.
 Number 2: Put the bread on the table, please.
 Number 3: Look! The bus is gray.
 Number 4: The horse is thirsty. It wants water.
 Number 5: Get the chairs, please.
 Number 6: Tom rides a horse on the farm.

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

3 Sing and act out.

- Play the recording and tell the pupils to do the motions.

Listening script

The wheels on the bus go round and round.
 Round and round, round and round.
 The wheels on the bus go round and round
 All through the town.
 The boys and the girls go up and down.
 Up and down, up and down.
 The boys and the girls go up and down
 All through the town.

- 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 names and the items each person has.

- Name a color and ask the pupils to describe the girl in the picture. Ask them to read the names.
- Play the recording and tell the pupils to point to the name of the girl and the items she has.

Listening script

Who is happy? Peg is happy. She has bread and juice.
 Who is cold? Nel is cold. She has cookies and milk.
 Who is hungry? Kim is hungry. She has cheese and water.
 Who is thirsty? Fran is thirsty. She has bread and milk.

- Play the recording again and tell the pupils to circle the names and items in the same color as the frame for each girl. For example: Peg and the picture of the bread and juice will be yellow.
- Tell the pupils to make up sentences according to the circled pictures.

5 Ask and answer.

Ask and answer questions about the brothers and their dog using the question *Who is ... ?*

- Tell the pupils to read the names of the brothers and their dog.
- Ask *Who is big?* and tell the pupils to repeat your question. Invite a pupil to answer giving a full sentence. For example: *Max is big*. Tell the pupils to repeat. Point out that there can be more than one correct answer.
- Invite a pupil to ask a different question about one of the characters using your question as a model.
- Tell the pupils to work in pairs to ask and answer questions using the structure *Who is ... ?* and the dialogue as a model.

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

6 Say and highlight "th".

th - th is the letter between the vowels. It is the sound of the teeth. (تكون الحروف التي تأتي بين الحروف المتحركة هي "th".)

brother birthday mouth thirsty three

7 Listen and circle.

1. thin = fin 2. the = she
3. his = this 4. bath = bat
5. that = hat 6. math = mat
7. hen = then 8. thank = tank

I can read

8 Read the words.

that than then this get pet let left us bus Gus plus no go me

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

9 Highlight "are".

are

girl	girl	are	am
are	boy	am	are
am	girl	are	boy

10 Read the story.

Let's go.

Gus is a man. He has a job on the bus.

Jet, Bob and Ann are on the bus. A girl and a boy are on the bus.

Look at me.

I'm Bob. This is Jet and Ann.

Nat is on the bus. Jet, Ann and Bob are not on the bus.

No, Nat. No!

I'm Beth. This is Seth.

Go to Practice, page 224

6 Say and highlight "th".

Say the words and highlight the letters that make the "th" sound.

- Point to the pictures (*brother, birthday, three, thirsty, mouth*) and have the pupils name them. Ask what sound all these words have in common – /th/. Explain that the /th/ sound doesn't exist in the pupils' own language. Show them how to pronounce /th/ by sticking their tongues out between their teeth.
- Invite the pupils to say other words and names with **th**.
- Tell the pupils to look at the words under the pictures. Elicit that when **t** and **h** appear together, they make the sound /th/. Tell the pupils to highlight **th** in each of the words.
- Tell the pupils to listen and hold up one hand when they hear a word with **th**. Say words with and without **th**. For example: *mouth, fish, this, zero, cheese, the, thank, sunny, there, friend, that*.

Jet Notebook

- Tell the pupils to trace over the letters **th** with a marker. (Allow them to choose the color.)

- Ask the pupils to form the following pairs of words *ten / then, his / this, hat / that, tin / thin*. Invite one pair of pupils to come to the front for each pair of words.
- Point to the pupils holding *ten* and *then* alternately, and have the pupils read the words. Sometimes point to the same pupil twice for fun. Repeat with the other pairs.

7 Listen and circle.

Listen and circle the correct word.

- Tell the pupils to point to the words in the following order: *thin, fin, the, that*.
- Play the recording and tell the pupils to listen and point to the words that are mentioned.

Listening script

- thin
- she
- this
- bat
- hat
- math
- hen
- thank

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

I can read

8 Read the words.

- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *pet*. Elicit the meaning. Repeat with *get*, *bus* and *this*.
- Encourage the pupils to read the challenge words in purple.
- Point out the words in the yellow box (*no*, *go*, *me*). Invite the pupils to name the vowels. Draw a smiley face to show the vowels and point out each of the letters. Explain that sometimes the vowels say their names. This is called a long sound. Explain that the *o* in *go* and *no* says its name because it is in an open syllable, not closed by a consonant. Repeat for the *e* in *me*. Elicit that the *e* in *he* and *she* also says its name because it is in an open syllable.

9 Highlight “are”.

Highlight “are” in green.

- Teach the sight word *are*. Point out that it doesn’t have a meaning in their language, like *is*. See *How to Teach Sight Words* in the Introduction to this Teacher’s Guide.
- Tell the pupils to find *are* in the grid and point to it. Tell them to highlight *are* in green every time it appears. Ask them how many times it appears (*four*).
- **Suggestion:** Tell the pupils to number each column from 1-4. 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 2 along the top of the grid with one hand and the color yellow with the other hand. Tell them to go down the number 2 column and across the yellow row until their fingers meet. Have the pupils read the word. Repeat with different coordinates.

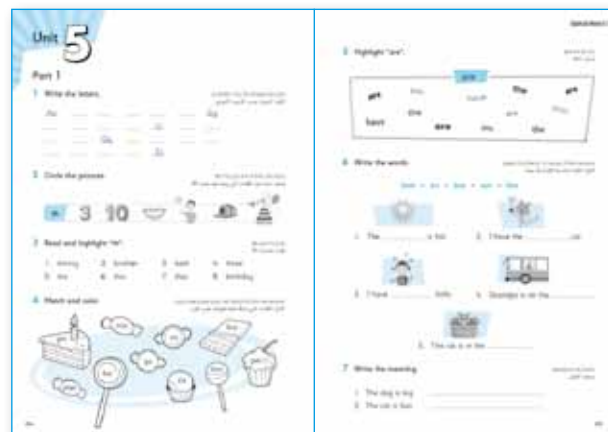
10 Read the story.

- Tell the pupils to name the characters and items in the story.
- Tell the pupils to find *are* in the story and highlight it in green. Remind them that it doesn’t have a meaning in their language. Tell them to find *go*, review its meaning and highlight it in yellow. Tell them to find *me*, review its meaning and highlight it in blue.
- Play the recording of the story and tell the pupils to follow along.
- Invite a pupil to read the text in Frame 1 and elicit the meaning. Repeat for the remaining frames.

- Ask questions about the story. For example: *Who has a job?* *Who has a skateboard?* *What is the girl’s name?* *What is the boy’s name?*

Practice Pages

- Tell the pupils to do the exercises on pages 224-225 independently.



pages 150-151

Part 2

NEW VOCABULARY (for the teacher)

shop	short	chocolate	orange	Who has ... ?
men	us	half		

1 Talk, stick and listen.

2 Listen and circle.

3 Chant and act out.

4 Listen and circle.

5 Write and talk.

Unit 5: Part 2

1 Like Chocolate

2 Listen and circle.

3 Chant and act out.

4 Listen and circle.

5 Write and talk.

Chit Chat

- Tell the pupils to open their book to page 146 and look at the picture. Tell them to work in pairs and act out the following dialogue:
Pupil A: Hi, Ann / Bob. How are you?
Pupil B: I'm thirsty / hungry.
Pupil A: Do you want water / apples / cookies?
Pupil B: Yes, please.
- Ask the pupils questions with *Who*. For example:
Who is hungry / happy / thirsty? Encourage them to answer with the structure *I am*.

Review

- Sing *The Wheels on the Bus* from page 147.

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 *stop* (*shop*), *ten* (*men*), *bus* (*us*).

- Play *Rainbow and the Pot of Gold*. See page xv for instructions.

1 Talk, stick and listen.

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

- Elicit that the characters are at the park. 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*.
- Ask *Who's tall?* and elicit that the men are tall. Repeat with *Who's short / sad / at the shop? Who is near the tree? Who has milk?*
- Tell the pupils to stick the stickers from sticker page 3 at the back of the book in the following order:

1. us	4. men	7. short
2. chocolate	5. orange	
3. shop	6. half	
- Play the recording and tell the pupils to point to the people and items that are mentioned.

Listening script**1**

Ann: Look at the girl. She is sad.

Bob: She wants to play basketball.

Ann: She is small and short. The men are big and tall.

Bob: Let's talk to the girl.

2

Ann: Hi. I'm Ann. This is Bob and this is Jet.

Girl: My name is Sharon.

Jet: Hi, Sharon. Do you want an orange?

Girl: No, thanks.

Ann: I have chocolate. Do you want half of the chocolate?

Girl: OK. Thank you. Yum!

Bob: You're welcome. Where's your mom?

Girl: She's at the shop.

Bob: Where's your dad?

Girl: He's playing basketball. I want to play basketball too.

Ann: You can play with us.

Girl: OK. Thank you.

Ann: Hmmm ... Who has the ball?

Bob: I have the ball. Let's play!

- 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 does Sharon want to do?*
2. *Where is Sharon's mom?*
3. *Who plays with Sharon?*

2 Listen and circle.Listen and circle *yes* for true or *no* for false.

- Invite a pupil to read the words under the first picture (*yes, no*).
- Play the recording and tell the pupils to point to *yes* if the picture matches what they hear or *no* if it doesn't.

Listening script

1. Len is eating an orange.
2. My friend is tall.
3. Mom is at the party shop.
4. The men are happy.
5. Jill has half of the cake.
6. Play with us.

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

3 Chant and act out.

- Play the recording and tell the pupils to do the motions.

Listening script

Chocolate, chocolate

Clap, clap, clap.

I like chocolate

Snap, snap, snap.

Chocolate, chocolate

Let's cut it in two.

Half for me

And half for you

Chocolate, chocolate

Clap, clap, clap.

I like chocolate

Snap, snap, snap.

- 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 along and do the motions.

4 Listen and circle.

Listen and write the correct name for each monster.

- Tell the pupils to read the monsters' names and describe the monsters.
- Play the recording and tell the pupils to point to the correct pictures.

Listening script

Who has long legs and blue eyes? It's Ben. Ben has long legs and blue eyes.

Who has long legs and green ears? It's Jim. Jim has long legs and green ears.

Who has short legs and brown ears? It's Liz. Liz has short legs and brown ears.

Who has one eye and a big mouth? It's Pam. Pam has one eye and a big mouth.

- Play the recording again and tell the pupils to match each monster to its name.

5 Write and talk.

Choose a name for each monster and write it under the monster. Then ask and answer questions with your friend about which item each monster has.

- Tell the pupils to read the names of the monsters and to write a name for each monster.
- Tell the pupils to say which item each monster has.
- Ask *Who has oranges?* and tell the pupils to repeat your question. Invite a pupil to answer *Deb has oranges*. Tell the pupils to repeat.
- Tell the pupils to work in pairs and to ask and answer questions about who has each item.

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

6 Say and highlight "sh".

7 Listen and number.

8 Read the words.

152

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

9 Read and match.

10 Write sentences.

Go to Practice, page 226.

153

6 Say and highlight "sh".

Say the words and highlight the letters that make the "sh" sound.

- Point to the pictures (*short, fish, sheep, shop*) and have the pupils name them. Ask what sound all these words have in common – /sh/.
- Invite the pupils to say other words and names with *sh*.
- Tell the pupils to look at the words under the pictures. Elicit that when *s* and *h* appear together, they make the sound /sh/. Tell the pupils to highlight *sh* in each of the words.
- Tell the pupils to listen and hold up one hand when they hear a word with *sh*, and two hands when they hear a word with *th*. Say words with *sh* or *th*. For example: *shop, thin, thank, fish, brother, she, ship, thirsty, mouth, wish*.

7 Listen and number.

Listen and write the correct number for each word.

- Tell the pupils to point to the word *shop*. Repeat with *ship, hop, hip*.
- Play the recording and tell the pupils to listen and point to the words they hear.

Listening script

- | | | | |
|-------------|----------|---------|---------|
| a: 1. hip | 2. hop | 3. ship | 4. shop |
| b: 1. fig | 2. fish | 3. dig | 4. dish |
| c: 1. she | 2. shin | 3. thin | 4. the |
| d: 1. short | 2. shelf | 3. sort | 4. self |

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

I can read

8 Read the 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.
- Suggestion:** Play *Say It with a Beat*. See page xv for instructions. Read the words in the second column with a beat. For example: Stress *fish* and *dish* as you read. Invite different groups of pupils to read each column of words with a beat.
- Tell the pupils to circle the word *shop*. Elicit the meaning. Repeat with *milk, fish* and *kid*.
- 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 Read and match.

Read and match each part of the story to a picture.

- Tell the pupils to find the word *shop*, review its meaning and highlight it in green. Tell them to find *has*, review its meaning and highlight it in yellow. Then tell them to find *fish*, review its meaning and highlight it in blue.
- Play the recording or read the text out loud and tell the pupils to follow along. Make sure the pupils understand it.
- Tell the pupils to read the text silently. Then tell them to find the picture that matches the sentences in number 1 and write the correct number in the space provided.
- Tell the pupils to complete the exercise.

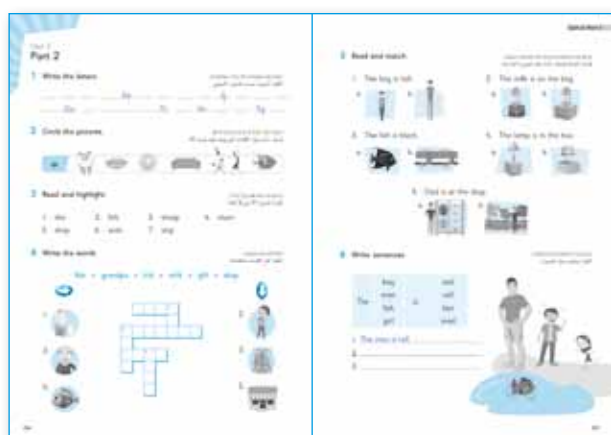
10 Write sentences.

Choose a sentence to match each picture. Then write it on the line.

- Tell the pupils to describe the pictures.
- Read the first sentence out loud and tell the pupils to copy the sentence next to the correct picture. Have them read the second sentence to themselves and write it on the line under the correct picture.
- Ask the pupils how they say these sentences in their own language. Compare the sentences in both languages. Remind the pupils that they can't literally translate every word from English to their language.
- Ask the pupils to note the spelling of the names of the boy and the girl in exercises 9 and 10 (*Josh* and *Shira*). Then tell the pupils to practice writing their own first and last names. Assist the pupils who need help spelling their names.

Practice Pages

- Tell the pupils to do the exercises on pages 226-227 independently.



pages 154-155

Part 3

NEW VOCABULARY (for the teacher)

children	bird	snake	fly	What's in the ... ?
send	from	both		

1 Talk, stick and listen.

154

Unit 5: Part 3

3 Sing and circle.

Two Baby Birds

4 Listen and draw.

5 Color and talk.

155

Chit Chat

- Give out some flashcards of food items to different pupils. Say, *I like cheese. Who has cheese?*
- Tell the pupil with the flashcard to answer *I have cheese.*
- Repeat the question for the class to answer with the name of the pupil: *Dan has cheese.*
- Repeat with the other flashcards.

Review

- Sing the song *The Apple Tree Rap* from page 91.
- Play *Grandmother's Basket*. See page xiii for instructions.

New Words

- Teach the new words. See *How to Teach New Words* in the Introduction to this Teacher's Guide.
- Play *Chinese Whispers* using flashcards of the new words. 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 characters and items in the picture using the structure *I can see*. Elicit that the characters are at the park.
- Say *Who has a pet?* and elicit the meaning of the question. Repeat with *What pet does the man have?* *Who is flying?* *Who has a phone?* and *What's in the box?*
- Tell the pupils to stick the stickers from sticker page 4 at the back of the book in the following order:

1. snake	4. children	7. bird
2. from	5. both	
3. fly	6. send	
- Alternatively, save the stickers to use as review in the next lesson.
- Play the recording and tell the pupils to point to the people and items that are mentioned.

Listening script

Chuck: Hello, children. My name is Chuck. Look at my birds. The green bird is Peter. The red bird is Polly. They are from Africa.

Ann: I like the green bird.

Bob: I like the red bird.

Jet: I like both birds.

Ann: Look! The birds can fly.

Jet: This is great. I want a picture.

Bob: Jet, send a picture to Mom. Mom likes birds.

Jet: OK.

Chuck: The birds can talk too.

Bird 1: I want a cookie.

Bird 2: I want a cracker.

Ann: Wow! The birds can talk!

Nat: Birds! I don't like birds. Hmmm ... What's in the box? Oh no! It's a snake. I don't like snakes.

Bob: Look! There's a snake in the box.

Chuck: Oh no! Close the box. The birds don't like the snake!

- 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 birds?*
2. *What can they do?*
3. *What do they want to eat?*

2 Listen and number.

Listen and write the correct number for each picture.

- Tell the pupils to name the characters and items in the pictures.
- Say *Bill is sending a picture* and tell the pupils to point to the correct picture. Repeat with *The bird likes bread*.
- Play the recording and tell the pupils to point to the correct pictures.

Listening script

Number 1: The children are at the farm.

Number 2: Bill is sending a picture.

Number 3: Let's fly to America.

Number 4: The bird likes bread.

Number 5: The egg is from the hen.

Number 6: I like both pictures.

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

3 Sing and circle.

Sing the song and circle the correct picture.

- Play the recording of the song *Two Baby Birds* and tell the pupils to point to the picture as it is described.

Listening script

Two baby birds

Sitting in a tree.

Singing a song

For you and for me.

- 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 circle the picture that is being described.

4 Listen and draw.

Listen and draw a line along the path to find out the animals and items in each room.

- Ask the pupils to name the rooms, animals, items and food they see in the pictures.
- Play the recording and tell the pupils to point to the rooms, animals and items as they are described.

Listening script

1. What's in the kitchen? It's a bird. Look! The bird is on the table. Now it's on the chair. Now it's near the bread.
2. What's in the living room? It's a mouse. Look! The mouse is under the sofa. Now it's on the lamp. Now it's near the cheese.
3. What's in the bedroom? It's a snake. Look! The snake is on the bed. Now it's under the desk. Now it's near the oranges.

- Play the recording again and tell the pupils to draw a line through the animals and items they hear in each room.

5 Color and talk.

Color the animals in the picture. Then ask and answer questions with your friend about which animal is in each place.

- Tell the pupils to name the places and animals in the picture.
- Ask *What's in the shop?* and tell the pupils to repeat your question. Invite a pupil to answer using the structure *It's a ... (color) (animal)*. Tell the pupils to repeat.
- Tell the pupils to color the animals in the picture and then to ask and answer questions with a partner about which animal is in each place.

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

6 Say and highlight "ch".
 اقرأ الكلمات وأبرز الحروف التي تسمى "ش" (Read the words and highlight the letters that are called "ch").

1 lunch 2 teacher 3 chicken 4 cheese 5 chocolate 6 kitchen 7 children

7 Listen and circle.
 استمع واكتب الحرف الصحيح (Listen and write the correct letter).

- hip = chip
- hat = chat
- chum = hum
- chin = thin
- chop = shop
- sandwich = shelf
- lush = lunch
- kitchen = chicken

I can read

8 Read the words.
 اقرأ الكلمات (Read the words).

chip chap chop shop fat fact fast soft end bend send spend rabbit chips lunch sandwich

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

Unit 5: Part 3

9 Trace and write.
 اقرأ واكتب الحرف (Read and write the letter).

my my

10 Read the story.
 اقرأ القصة (Read the story).

Look at the pets.
 Look at the small cat. La, la, la. It can sing. It's the best pet!
 Look at the rabbit. It's soft. It's the best pet!
 Look at the black dog. It can run fast. It's the best pet!
 Look at Nat! She has my lunch, my sandwich and my chips.
 Nat is a bad cat!

Go to Practice, page 228

6 Say and highlight "ch".

Say the words and highlight the letters that make the "ch" sound.

- Point to the items in the picture (*lunch, teacher, chicken, children, kitchen, chocolate, cheese*) and have the pupils name each item. Ask what sound all these words have in common – /ch/.
- Invite the pupils to say other words and names with **ch**.
- Tell the pupils to look at the words under the pictures. Elicit that when **c** and **h** appear together, they make the sound /ch/. Tell the pupils to highlight **ch** in each of the words.
- Tell the pupils to listen and hold up one hand when they hear a word with **ch**, and two hands when they hear a word with **sh**. Say words with **ch** or **sh**. For example: *lunch, shop, chop, chocolate, fish, ketchup, she, chip, ship, chat, kitchen, cheese*.

Jet Notebook

- Tell the pupils to trace over the letters **ch** and **sh** with markers. (Allow them to choose the colors.)

- Ask the pupils to form the following pairs of words *ship / chip, shop / chop, cat / chat, chit / hit, cut / shut*. Invite one pair of pupils to come to the front for each pair of words.
- Point to the pupils holding *ship / chip* alternately, and have the pupils read the words. Sometimes point to the same child twice for fun. Repeat with the other pairs.

7 Listen and circle.

Listen and circle the correct word.

- Tell the pupils to point to the word *chip*. Then tell them to point to *hip*. Repeat with *sandwich* and *chicken*.
- Play the recording and tell the pupils to point to the words that are mentioned.

Listening script

- chip
- hat
- chum
- thin
- shop
- sandwich
- lunch
- chicken

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

I can read

8 Read the words.

- Tell the pupils to read the words in each group.
- Tell the pupils to circle the word *fast*. Elicit the meaning. Repeat with *send*, *lunch* and *chips*.
- 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 “my”. Then write the word.

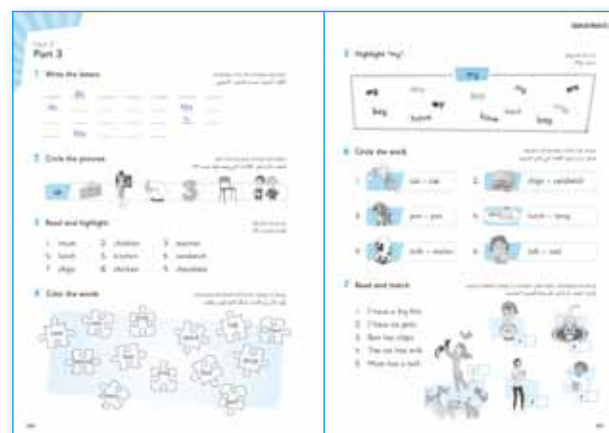
- Teach the sight word *my*. See *How to Teach Sight Words* in the Introduction to this Teacher’s Guide.
- Ask the pupils to name the letters in *my*. Then tell them to trace the word *my* and write it in the spaces provided.

10 Read the story.

- Tell the pupils to name the characters and items in the story.
- Tell the pupils to find the word *pet* in the story, review its meaning and highlight it in green. Tell them to find *best*, review its meaning and highlight it in yellow. Then tell them to find *lunch*, review its meaning and highlight it in blue.
- Play the recording of the story and tell the pupils to follow along.
- Read the first part of the first sentence in Frame 1 (*Look at*). Tell the pupils to read the rest of the sentence (*the pets*). Repeat with the remaining sentences in the text.
- Say *Nat has a sandwich* and tell the pupils to point to the correct picture. Repeat with *The dog has a ball* and *The bird can sing*.

Practice Pages

- Tell the pupils to do the exercises on pages 228-229 independently.



pages 158-159

Part 4

1 Talk, stick and listen.

2 Chant and point.

Days of the Week

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

158

Unit 5: Part 4

3 Listen and tick (✓).

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

4 Talk and write.

On Tuesday, I help my grandma.

Sunday = Monday = Tuesday = Wednesday
Thursday = Friday = Saturday

1. 2. 3. 4.
5. 6. 7.

159

Chit Chat

- Do a survey about pets. Invite pupils to ask the class about their pets using the structure: *Who has a rabbit / mouse / cat / dog / snake / bird?* Draw a graph of the results.
- Put a variety of items that the pupils have learned in a bag. For example: *book, notebook, umbrella, items of food*, etc.
- Ask the question *What's in the bag?* Invite pupils to close their eyes, take something out of the bag and answer the question. For example: *There's a notebook in the bag.* Repeat the procedure with different pupils.

Review

- Play *Catch!* Define topics such as animals, people transportation vehicles, school items. See page xii for instructions.
- Invite the pupils to mime different verbs they know and have the class guess the action.

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 *Sun* and *day* and ask the pupils to say what word it is. Repeat with the other days of the week.
- Play *The Sequence Game* using flashcards of the new words. See page xvi for instructions.

1 Talk, stick and listen.

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

- Tell the pupils to look at the picture. Elicit that the characters are at the community center at the park looking at a bulletin board of activities.
- Tell the pupils to point to the days of the week as you read them.
- Name a day of the week and invite a pupil to describe the activity they can do at the park on that day. Alternatively, describe an activity and invite a pupil to name the day of the week.

- Tell the pupils that when we want to say when something happens using the days of the week, we add the word *on* before the day. For example: *on Tuesday*.
- Tell the pupils to stick the stickers from sticker page 4 at the back of the book in the correct order of the days of the week.
- Alternatively, save the stickers to use as review in the next lesson.
- Play the recording and tell the pupils to point to the pictures as they are mentioned.

Listening script

Jet: The park is fun.

Ann: On Sunday, you can play ball.

On Monday, you can run.

On Tuesday, you can swim.

On Wednesday, you can ride a horse.

On Thursday, you can help the trees.

On Friday, you can see the pets.

On Saturday, you can rest and eat.

Jet: Wow! I like the park.

- 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 can you have fun?*
 2. *What can you do at the park on Sunday?* (Repeat for other days.)

2 Chant and point.

Chant and point to the correct days.

- Play the recording and tell the pupils to point to the correct days.

Listening script

Sunday and Monday

Sunday and Monday

Tuesday and Wednesday

Tuesday and Wednesday

Thursday and Friday

Thursday and Friday

And Saturday

And Saturday

A great day to sing and play!

- 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 along.

3 Listen and tick (✓).

Listen and tick (✓) the activity or activities for each day.

- Tell the pupils to describe the activities at the top of the chart. Tell them to name the days on the left side of the chart.
- Say *On Tuesday, I help my sister* and tell the pupils to point to the appropriate picture on the chart. Repeat with *On Friday, I go to my grandma's house*.
- Play the recording and tell the pupils to point to the pictures that are mentioned.

Listening script

On Monday, I swim.

On Sunday, I play ball.

On Wednesday, I play ball again.

On Saturday, I rest.

On Friday, I go to my grandma's house.

On Tuesday, I help my sister.

On Thursday, I help my sister again.

- Play the recording again and tell the pupils to tick the activity or activities the boy does each day.




4 Talk and write.




Tell your friend what you do each day of the week. Your friend writes the days in his / her book.




- Tell the pupils to point to the days of the week as you name them. Tell them to describe the activities in the pictures. Explain that they are going to tell their friend what they do on each day.
- Say *On Tuesday, I help my grandma*. Elicit the meaning and tell the pupils to repeat your sentence. Tell them to point to the correct picture and day of the week.
- Invite a pupil to choose a day and an activity and say a sentence using your sentence as a model. Elicit the meaning of the pupil's sentence and tell the class to repeat it. Tell them to point to the correct picture and day of the week. Repeat with more pupils as necessary.
- Tell the pupils to work in pairs. Pupil A chooses a day and an activity and says a sentence using your sentence as a model; Pupil B writes the correct day under the correct picture. Then have the pupils switch roles.




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

5 Write and circle.

1.  c _ a _ t _
- c _ a _ t _
+ h _ h _ a _ t _
 

2.  h _ t _
- b _
+ f _
 

3.  h _ _ _
- h _ _ _
+ st _ _ _
 

4.  l _ _ _
- l _ _ _
+ ju _ _ _
 

I can read

6 Read the words.

rest	run	last	swim
best	sun	list	fast
test	fun	lost	duck
text	thin	cost	lunch

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

7 Read the story.

Bob: I can swim.
Jet: I can rest.
Ann: This is fun in the sun.

Ann: Look at the ducks.
Bob: I like the black duck.
Ann: I like the red fish.
Jet: I like lunch.

Bob: Look at Nat.
She is fast.
Ann: Help the ducks!
Jet: I have a plan.

Bob: Look at Jet!
Look at the ducks!

Ann: I like the ducks.
Bob: Jet is the best!

Go to Practice, page 230

5 Write and circle.

Follow the instructions and write the letters.
Then circle the correct picture.

- Tell the pupils to name the animal they see at the top of the first word puzzle.
- Point out the spelling of the word *cat*. Then explain that the instructions tell them to take out the letter *c* and replace it with the letter *h*.
- Read the new word *hat* that is created and tell the pupils to circle the correct picture.
- Tell the pupils to do number 2 on their own. Check their answers and then have them complete the exercise.

I can read

6 Read the 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 *test*. Elicit the meaning. Repeat with *run*, *swim* and *fast*.

- 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.

7 Read the story.

- Tell the pupils to name the characters and animals in the story.
- Tell the pupils to find the word *rest*, review its meaning and highlight it in green. Tell them to find the word *help*, review its meaning and highlight it in yellow. Then tell them to find the word *best*, review its meaning and highlight it in blue.
- Play the recording of the story and tell the pupils to follow along.
- Invite a pupil or a few pupils to read the text in Frame 1 and elicit the meaning. Repeat for the remaining frames.
- Ask the pupils questions about the story. For example: *Who can swim? Who helps the ducks? Who likes the ducks?*

Practice Pages

- Tell the pupils to do the exercises on pages 230-231 independently.

pages 162-163

Part 5

NEW VOCABULARY (for the Teacher)

home	trip	camp	at home
summer	lake	last	go on a trip

1 Talk, stick and listen.

1. Listen and circle.

yes = no

yes = no

yes = no

yes = no

yes = no

yes = no

162

Unit 5: Part 5

3 Sing and point.

Summer

4 Listen, match and write.

1. Alex

2. Beth

3. Jon

4. Max

5 Talk and play.

163

Chit Chat

- Have the pupils name the activities in the pictures in the chart on page 159 or show flashcards of the same activities. Have pupils say what they do on different days.
- Say *I swim on Sunday*. Find out how many pupils do the same activity on the same day. Have the pupils work in pairs and find activities they do on the same day as their partners.

Review

- Name a day of the week and have the pupils name the day that comes after it.

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 *cake* (*lake*) and *fast* (*last*).
- Play the *Clapping Game*. See page xii for instructions.

1 Talk, stick and listen.

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

- Elicit that the characters are still at the park.
- Read the notice Jet is looking at and elicit the meaning. Ask a pupil to describe the picture on the notice. Invite the pupils to predict what Jet wants to do.
- Play the recording and tell the pupils to point to the people and items that are mentioned.

Listening script

Bob: Hooray! Monday is the last day of school.
 Ann: I like summer. It's hot and sunny.
 Jet: Yes, summer is fun. We can swim and play.
 Ann: I want to swim in the lake.
 Bob: I want to go on a trip.
 Boy: I want to rest at home.
 Girl: I want to go to camp.
 Jet: Look! What's this? The dogs can fly.
 Ann: It's Super Dog School.
 Jet: I want to go to Super Dog School. I want to fly. I want to be Super Jet!

- Ask the pupils if they correctly predicted what Jet wants to do (*go to Super Dog School, fly, be Super 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. What does Ann want to do in the summer?
 2. What does Bob want to do in the summer?
 3. What do the other kids want to do?
- Tell the pupils to stick the stickers from sticker page 4 at the back of the book in the following order:

1. lake	4. trip
2. home	5. summer
3. last	6. camp

2 Listen and circle.

Listen and circle *yes* for true or *no* for false.

- Tell the pupils to look at the first picture. Say *The boys are at home* and tell the pupils to give the thumbs up sign if your sentence is true or thumbs down if the sentence is false.
- Invite a pupil to read the words under the first picture (*yes, no*). Play the recording and tell the pupils to point to *yes* or *no* under each picture according to what they hear.

Listening script

1. Two boys are in the lake.
2. I eat ice cream in the summer.
3. Let's go on a trip.
4. Ben is at camp.
5. The children are at home.
6. I have the last cookie.

- Play the recording again and tell the pupils to circle the correct answer for each picture.

3 Sing and point.

Sing the song and point to the correct pictures.

- Play the recording of the song *Summer* and tell the pupils to point to the picture as it is described.

Listening script

Summer, summer
 Here's the sun.
 Let's go on a trip.
 It's fun, fun, fun!
 Summer, summer
 It's the best.
 Let's stay at home,
 And rest, rest, rest!

- 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 circle the correct picture as it is mentioned.

4 Listen, match and write.

Listen and draw a line to match each child with an activity. Then write the correct name under each activity.

- Ask the pupils to read the names of the people.
- Play the recording and tell the pupils to point to the correct activity as it is described.

Listening script

Hi, I'm Beth. I want to go to camp in the summer.
 Hi, I'm Max. I want to go on a trip in the summer.
 Hi, I'm Alex. I want to play at home in the summer.
 Hi, I'm Jon. I want to swim in the lake in the summer.

- Play the recording again and tell the pupils to draw lines between each person and the activity he / she wants to do. Then tell them to write the correct name under each activity.
- **Suggestion:** Have the pupils describe what they want to do in the summer using the same structure.

5 Talk and play.

Name the pictures and play Tic Tac Toe.

- Tell the pupils they are going to play *Tic Tac Toe* with a friend.
- Draw a Tic Tac Toe grid on the board and place nine flashcards on the grid.
- Invite two pupils to demonstrate the game. Pupil A chooses a square, names the item in that square and writes an X in the square; Pupil B chooses a different square, names the item and writes an O. Repeat until one volunteer has three Xs or Os in a row.

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

I can read

6 Read and draw.

Kit
Kit is a cat.
She is black.
She is big.
She has a ball.
She has a box.

7 Read and tick (✓).

Dan
This is Dan.
He is a boy.
He has a cat.
The cat is small.
It is on a mat.

8 Read and complete.

Sid
Sid is a small dog.
He is black.
He has a red hat.
He has a big bed.
He is sad.

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

9 Read and write.

1. Gus is a man. He is tall. He has a bag.
2. Ben is a man. He is mad. He has lemons.
3. Liz is a grandma. She is fast. She has a hat.
4. Jack is a kid. He is sad. He has a ball.
5. Deb is a kid. She has a pet. It's not a dog.
6. Meg is a kid. She has a pet. It's not a rabbit.

I can read

6 Read and draw.

Read and draw a picture of the character and items described.

- Read the title of the text. Tell the pupils to find *she*, review its meaning and highlight it in green. Tell them to find *has*, review its meaning and highlight it in yellow. Then tell them to find *black*, review its meaning and highlight it in blue.
- Read the text out loud and tell the pupils to follow along. Make sure the pupils understand it.
- Tell the pupils to read the text silently and to draw and color a picture of the animal and the items described. Invite the pupils to show their drawings and describe them.

7 Read and tick (✓).

Read the text. Then read the sentences and tick (✓) *Yes* or *No*.

- Read the title of the text. Tell the pupils to find *he*, review its meaning and highlight it in green. Then tell them to find *small*, review its meaning and highlight it in blue.
- Read the text out loud and tell the pupils to follow

along. Make sure the pupils understand it.

- Tell the pupils to read the text silently.
- Tell the pupils to look at the first sentence. Say *Dan is a man* and tell the pupils to give the thumbs up sign if your sentence is true or thumbs down if the sentence is false.
- Tell the pupils to tick *No* since the sentence is false. Tell them to find the sentence in the text that proves that Dan is not a man. Read the sentence out loud.
- Tell the pupils to read the remaining sentences silently and tick *Yes* or *No* according to the text.

8 Read and complete.

Read the text. Then write the correct word to complete each sentence.

- Read the title of the text. Tell the pupils to find *big*, review its meaning and highlight it in green. Then tell them to find *sad*, review its meaning and highlight it in yellow.
- Read the text out loud and tell the pupils to follow along. Make sure the pupils understand it.
- Tell the pupils to read the text silently.

- Tell the pupils to look at number 1. Read the sentence and the two possible answers. Elicit the meaning. Tell the pupils to look in the text to find the correct word to complete the sentence. Ask the pupils which sentence in the text proves the answer they chose. Read the sentence out loud. Tell the pupils to write the word that correctly completes the sentence.
- Tell the pupils to read the remaining sentences silently and complete each sentence with the correct word.

9 Read and write.

Read about the people at the park. Write the correct name for each person.

- Tell the pupils to find *He*, review its meaning and highlight it in green. Then tell them to find *not*, review its meaning and highlight it in yellow.
- Read the text out loud and tell the pupils to follow along. Make sure the pupils understand it.
- Read number 1 and elicit the meaning. Tell the pupils to find Gus in the picture and write his name.
- Tell the pupils to read the remaining sentences silently and write the correct name for each person at the park.
- **Suggestion:** Tell the pupils to make their own stories using page 179 of this Teacher's Guide.
- Tell the pupils to read the sentences in the story and draw pictures to match them.

Practice Pages

- Tell the pupils to do the exercises on pages 232-233 independently.



Story Time 5 Jack's Hats

pages 166-167



Listen and follow.

Listen and follow the story.

- Read the name of the story *Jack's Hats*.
- Tell the pupils to name the characters and animals they see in the pictures.
- Describe a picture and have the pupils say the number of the correct frame.
- Tell the pupils to predict what is going to happen in the story.
- Play the recording and tell the pupils to point to the frames as they are described.

Listening script

1

Narrator: This is Jack. Jack has hats. He has big hats and small hats. He has red hats, green hats and blue hats. Boys and girls like Jack's hats. Moms and dads like Jack's hats. Kings and queens like Jack's hats.

2

Narrator: Jack rides from house to house. The hats are on Jack's head.

Family: Thank you, Jack. We like your hats.

Narrator: The girl wants a hat.

Girl: Come to my house, Jack. I want a hat.

3

Narrator: Jack is under a tree. He is near a lake. The hats are on Jack's head.

4

Narrator: Jack looks up at the tree. He sees monkeys in the tree.

Jack: Oh no! Where are my hats?

Narrator: Jack sees the hats on the monkeys.

5

Narrator: Jack puts his hands up. Jack talks to the monkeys.

Jack: I want my hats. Can you help me?

Narrator: The monkeys put their hands up. They talk to Jack.

6

Narrator: Jack jumps up and down. He talks to the monkeys.

Jack: I want my hats!

Narrator: The monkeys jump up and down. They talk to Jack.

7

Narrator: Jack is mad. He throws the hat. Jack talks to the monkeys.

Jack: I want my hats!

Narrator: The monkeys throw their hats. They talk to Jack.

8

Narrator: Jack has the hats. He is happy now. He is going home.

Jack: Thank you, monkeys. Goodbye!

- Check comprehension by asking the following questions in English and in the pupils' own language. The pupils answer in their own language.
 1. *Who has hats?* (Jack)
 2. *Who likes Jack's hats?* (boys, girls, moms, dads, kings, queens, monkeys)
 3. *Where are Jack's hats in Frame 2?* (on his head)
 4. *Where are the hats in Frame 4?* (on the monkeys' heads)
- Ask the pupils how Jack feels in Frame 7 (*mad*) and why (*because the monkeys have his hats*). Repeat for Frame 8 (*happy because he has his hats back*). Allow the pupils to use their language to answer the *Why* questions.
- Play the recording and tell the pupils to raise their hand every time they hear the word *hat*.
- **Suggestion:** Invite the pupils to retell the story or act it out using puppets, flashcards or real objects.

Act It Out! 5

pages 168-169

Act It Out! 5

1 What's in the Bag?

- Child 1: Hi. How are you?
Child 2: I'm fine, thank you.
Child 1: What's in the red bag?
Child 2: It's a game.

هناك شخصان يتحدثان. أحدهما يسأل الآخر عن حالته. ثم يسأل عن ما في الحقيبة الحمراء. الجواب: لعبة.
هناك شخصان يتحدثان. أحدهما يسأل الآخر عن حالته. ثم يسأل عن ما في الحقيبة الحمراء. الجواب: لعبة.



2 My Summer Trip

- Dad: Let's go to the lake on Tuesday.
Child: Let's swim on Wednesday.
Dad: Let's meet on Thursday.
Child: Let's go to the zoo on Friday.

هناك أب وأم يتحدثان. الأب يقترح الذهاب إلى البحيرة يوم الثلاثاء. الأم تقترح السباحة يوم الأربعاء. الأب يقترح التواجد يوم الخميس. الأم تقترح الذهاب إلى حديقة الحيوانات يوم الجمعة.



168

Unit 5: Act It Out!

3 Who Is Hungry?

- Mom: Who is hungry?
Child 1: I'm hungry.
Child 2: I'm hungry.
Child 1: I want bread and cheese, please.
Child 2: I want chocolate and ice cream, please.

هناك أم وأولاد يتحدثون. الأم تسأل: من جائع؟ الأولاد يجيبون: أنا جائع. ثم يسألون: ماذا أريد؟ الأولاد يجيبون: أريد خبز وجبن، أريد شوكولاتة وثلج.



4 The Teacher

- Teacher: Who has a dog?
Child 1: I have a dog.
Teacher: Who has a cat?
Child 2: I have a cat.

هناك معلمة وأولاد يتحدثون. المعلمة تسأل: من لديه كلب؟ الأولاد يجيبون: أنا لدي كلب. ثم تسأل: من لديه قطة؟ الأولاد يجيبون: أنا لدي قطة.



169

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 (*What's in the Bag?*) and read the scenario and instructions provided in the pupils' own language. Invite the pupils to give suggestions about what the children might say to each other.
- Play the recording.
- Read the child's first line of the dialogue (*Hi. How are you?*) 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 5

Sounds and Words

1 Listen and color.

استمعوا للصوت ولتحددوا اللون الذي يسمعونه.
استمعوا للصوت ولتحددوا اللون الذي يسمعونه.

2 Listen and number.

استمعوا للصوت ولتحددوا الرقم الذي يسمعونه.
استمعوا للصوت ولتحددوا الرقم الذي يسمعونه.

3 Listen and circle.

استمعوا للصوت ولتحددوا الشيء الذي يسمعونه.
استمعوا للصوت ولتحددوا الشيء الذي يسمعونه.

1. 2. 3. 4. 5.

Unit 5: Review

4 Write the letters.

استمعوا للصوت ولتكتبوا الحرف الذي يسمعونه.
استمعوا للصوت ولتكتبوا الحرف الذي يسمعونه.

Bb Ee Hh Nn Rr Tt Ww

5 Listen and tick.

استمعوا للصوت ولتحددوا الشيء الذي يسمعونه.
استمعوا للصوت ولتحددوا الشيء الذي يسمعونه.

1. sh a. ☐ ☐ ☐ b. ☐ ☐ ☐ c. ☐ ☐ ☐

2. th a. ☐ ☐ ☐ b. ☐ ☐ ☐ c. ☐ ☐ ☐

3. ch a. ☐ ☐ ☐ b. ☐ ☐ ☐ c. ☐ ☐ ☐

6 Listen and write.

استمعوا للصوت ولتكتبوا الكلمة التي يسمعونها.
استمعوا للصوت ولتكتبوا الكلمة التي يسمعونها.

1. six 2. fat

bag shop

7 Listen and number.

استمعوا للصوت ولتحددوا الرقم الذي يسمعونه.
استمعوا للصوت ولتحددوا الرقم الذي يسمعونه.

boy my girl she are

Chit Chat

- Tell the pupils to think about the summer holiday.
Ask: *What do you want to do on Monday / Tuesday, etc.?* The pupils answer: *I want to swim / play games at home / talk to my friends / eat ice cream / ride on a bus / go to the park / go on a trip / go to camp.*

Review

- Have the pupils choose songs they learned during the year to sing.

1 Listen and color.

Listen and color the items according to what you hear.

- Tell the pupils to name the animals and items at the park. Play the recording and tell them to make a dot of color in each item according to what they hear. Tell them they can finish coloring later.

Listening script

Hi. I'm Nick. I am at the park. I like the park. There is a big lake. It is blue. There are red fish in the lake. There is a big tree near the lake. The tree is brown. There are birds in the tree. The birds are orange. There is a snake under the tree. The snake is black. I don't like snakes. There is a boy near the snake. He has brown chocolate. There is a shop near the lake. It is yellow. I am near the shop. I have ice cream. Can you see me?

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

2 Listen and number.

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

- Tell the pupils to name the characters and items in the pictures.

- Say *The queen has a chair* and tell the pupils to point to the correct picture. Repeat with *The queen is in the garden*.
- Play the recording and tell the pupils to point to the correct pictures. Tell them that there is one extra picture.

Listening script

- Number 1: A: What's in the box?
B: It's a bird.
- Number 2: A: Who is in the garden?
B: It's the queen.
- Number 3: A: Who has bread and cheese?
B: It's the girls.
- Number 4: A: Where's the green chair?
B: It's near the window.
- Number 5: A: How's the weather?
B: It's hot and sunny.

- 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 can see cows and horses* and tell the pupils to point to the animals mentioned. Invite a pupil to name the animals that weren't mentioned (*sheep*).
- Play the recording and tell the pupils to point to the picture in each group that isn't mentioned.

Listening script

1. There are cows and horses at the farm.
2. I need pencils and erasers for school.
3. We're thirsty. I want milk and my friend wants juice.
4. I ride a bus to school. My sister rides in a car to school.
4. The bird can fly. The bird can talk too.

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

4 Write the letters.

Write the letters in alphabetical order.

- Invite the pupils to sing the alphabet song. Tell them to write the missing letters in alphabetical order.

5 Listen and tick (✓).

Listen and tick (✓) if the sound of the letter is at the beginning, in the middle or at the end of the word.

- Write the blend **sh** on the board and draw three boxes in a row. Ask the pupils what sound the blend makes.

- Say the word *short*. Tell the pupils to raise their hand if they hear /sh/ at the beginning, middle or end of the word. Say the word *short* again and tick the first box, showing the sound /sh/ is at the beginning. Repeat with the words *milkshake* and *fish*.
- Point out the blends **sh**, **th** and **ch**. Tell the pupils the blend at the beginning of each row indicates the sound the pupils need to listen for in that row.
- Play the recording and tell the pupils to tick the correct box for each word they hear.

Listening script

- | | | |
|---------------|------------|--------------|
| 1. a. short | b. fish | c. milkshake |
| 2. a. brother | b. thirsty | c. mouth |
| 3. a. lunch | b. kitchen | c. chocolate |

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

6 Listen and write.

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

- Tell the pupils to read the first word (*six*). Tell them the second word is *sit*. Tell them to write *sit* in the space provided. Explain that they will listen to more words and write them in the spaces provided. Point out that they will change or add one letter from the previous word to make the new word.
- Play the recording and tell the pupils to write the new word as it is mentioned.

Listening script

1. six, sit, bit, big, bag
2. fat, hat, hot, hop, shop

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

7 Listen and number.

Listen and write the correct number for each word.

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

Listening script

- | | |
|----------------|---------------|
| Number 1: are | Number 2: she |
| Number 3: girl | Number 4: my |
| Number 5: boy | |

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

8 Read and write.

fish = dog = bus = duck = kid

- I can swim and jump.
I'm a _____.
- Look! I have a sandwich and chips.
I'm a _____.
- I'm long and black.
I'm a _____.
- I have a red _____ and 2 legs.
I'm a _____.



9 Write sentences.

The	lamp	cat	is on the	mat
	cat	bus		box
	umbrella			desk
				bed



1. _____ 2. _____

What did you learn?

1 Look and draw 😊

2 Read again and tick (✓).

Go to Practice, page 234

Unit 5: Game

Play a Game



8 Read and write.

Read the riddles and write the answers. There is one extra word.

- Tell the pupils to say sentences about the picture.
- Read the words in the word bank and make sure the pupils understand them.
- Read the first riddle out loud and tell the pupils to write the correct answer using the words in the word bank.
- Tell the pupils to read the remaining riddles and use the word bank to write the correct answers. Point out that there is one extra word in the word bank.

9 Write sentences.

Write two sentences about the picture.

- Ask the pupils to say sentences about the items in the picture using the structure *The (item) is on the (item)*.
- Tell the pupils to use the chart to write two sentences about the picture using the sentence structure *The (item) is on the (item)*.

What did you learn?

- Tell the pupils to look back at the picture on page 145 and name the animals, parts of the body and other items in the picture. 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 244 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 244.
- 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 188 of this Teacher's Guide.

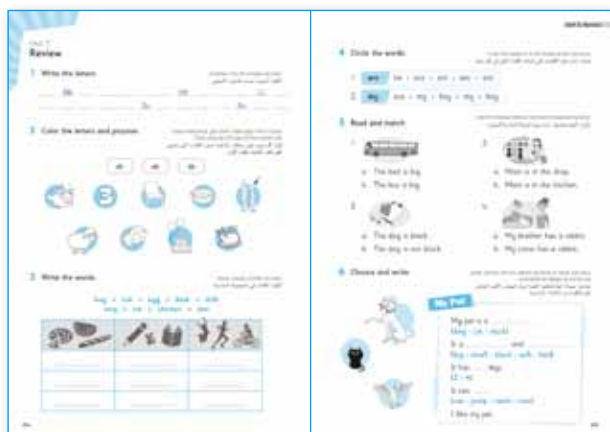
2 Read again and tick (✓).

Read exercise 10 on page 149 again. Tick (✓) each sentence you can read and understand.

- Tell the pupils to go back to page 149 and invite them to read exercise 10 again. Tell them to put a tick next to 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.

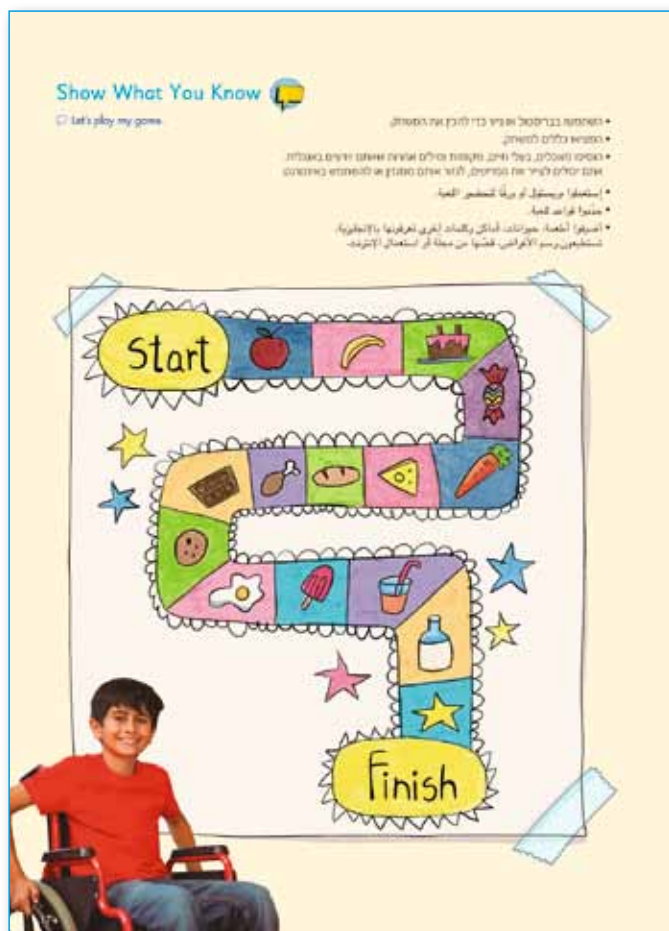
Practice Pages

- Tell the pupils to do the exercises on pages 234-235 independently.



Play a Game

- Tell the pupils they are going to play a game.
- Divide the class into groups of 2-4. Tell each group to name the items in the game and agree on eight items they can see at a park. Tell them to circle the eight items. Give each group a die and counters. Tell each player to choose a different color marker.
- Explain that each player puts his counter on a different square on the board. Each player throws the dice in turn, counts aloud the appropriate number of places and names the picture he / she lands on.
- If a player lands on an item which can be found at the park, he / she ticks it with his marker and says *I see a ... at the park*. Each player ticks each item only once. Players do not tick the items that cannot be found at a park.
- If a player lands on a magic space, he / she moves the counter to any item on the board and says the appropriate sentence. If a player lands on a stop sign, he / she loses a turn. The winner is the first player to tick all the items that can be found at the park.



Show What You Know

- Tell the pupils to look at the picture and elicit that the children are playing a homemade board game.
- Tell the pupils to each make a board game and play it in class. Tell them to do the following:
 1. Use poster board or paper to make your game.
 2. Make up the rules for your game.
 3. Include the names of *food*, *animals*, *vehicles*, *places* and other words you know in English. You can draw your own items, cut out items from a magazine or use the Internet.
- Encourage pupils to invite friends to play the game by saying *Let's play my game*.
- A photocopiable assessment chart for the teacher and pupils appears on pages 180-182 of this Teacher's Guide.