

TEACHER'S GUIDE
3

WE CAN!



وزارة التعليم

Ministry of Education

2023 - 1445

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We Can! Teacher's Guide 3.1

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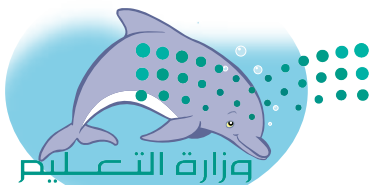
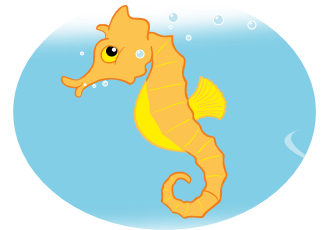
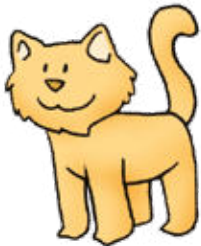
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WE CAN! Introduction

To succeed in English in an EFL environment, there are three indispensable elements: a good curriculum, a good teacher, and good teaching material.

A good curriculum takes in the overall structure of the course including goals, pedagogy, methodology, assessment, the syllabus, and day-to-day lesson plans. To make progress, it is vital to move forward systematically, continuously, and spirally, all the time respecting the development of the child.

Good teachers can be teachers in English-language schools, private schools, public schools, or at home. Being a good teacher has nothing to do with age or nationality. We believe that if you can speak English and teach and guide children, you can be a good teacher. This course has been designed not only with intermediate and experienced teachers in mind, but also takes into account the needs of first-time teachers. *We Can!* is as teacher-friendly as we could make it, as our wish is that teachers grow alongside their students as they work through the series.

Lastly, what makes good material greatly depends on what the goal or philosophy is. This course is based on the belief that good material for children is child-centered. Children have a totally different energy from that of adults and when children's imagination is captured, they can use this energy to enjoy and learn, unconstrained by limits.

We Can! presents material systematically, continuously, and spirally, with each part able to stand on its own, but also integrating seamlessly into the whole; and the series development closely matches the development of the child. Of course, these elements are fluid and are influenced by many factors, such as the environment, the dynamics in a group, and the ability of the children. But we hope that children and teachers using this course will gain a lot in fun, enjoyment, and education, and will blossom and grow together.

Yoko Matsuka
Glenn McDougall



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iv

Six Unique Features of **WE CAN!**

Feature 1. Easy to Evaluate

Problem: Parents and even students themselves tend to wonder if they are making any progress in learning English.

Solution: Two goals per lesson make progress easy to see!

It is difficult for EFL students and their parents, living in a non-English speaking country, to see their progress. EFL teachers are often asked by parents (who sometimes cannot speak English themselves or have very limited knowledge of EFL), “How much has my child learned this year?” If students and parents don’t feel as if they are making progress, it is easy to lose motivation to study English.

We Can! has solved this problem with achievable and easy-to-understand goals. Each lesson has two goals: the odd numbered goals are based on what was learned in the book and the even numbered goals are a real-world expansion of the odd numbered goals. They provide students with the excitement of using “real-world” English. The goals can also be found in the Workbook.

Students try their best to achieve these goals by completing clearly defined tasks. Then the goal box is checked in the Student Book once the goal has been accomplished. Teachers can easily explain to parents what the students can do by showing them the accomplished goals. Students can feel satisfied that they are making progress with their English in every single class.

As the title suggests, *We Can!* has a classroom and real-world goal for each lesson. When it comes to making progress with English, teachers, students, and their parents can confidently say, “We Can!”

Feature 2. A Spiral Curriculum

Problem: Students forget what they have learned or can’t use learned language to communicate.

Solution: A spiral curriculum that constantly reviews learned language.

What is a spiral curriculum? A spiral curriculum is one that is constantly reviewing and bringing in previously learned vocabulary. Students must reuse and review

learned language often in order for it to become part of their long-term memory. Students also need to learn the skills necessary for producing meaningful written and spoken language. Furthermore, it is useless for students to learn large amounts of vocabulary if they can’t use it to communicate ideas.

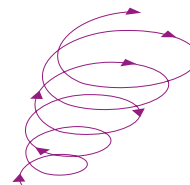
Many courses teach vocabulary in separate “bubbles”. Students quickly forget the language they have learned when they move to the next topic or unit. They also never learn how to combine what they have learned in order to communicate.

How vocabulary is usually taught.



We Can! has a spiral curriculum, so past language is constantly reviewed and previously learned language is put together in a meaningful context. Class lessons and suggestions for the use of posters, flashcards, and Extension Activities in the Teacher’s Guide give teachers and students the support they need in order to clearly express themselves in English.

How language is taught in *We Can!*



Feature 3. Use English for Real Communication

Problem: Students don’t use English in their daily lives.

Solution: Creating situations in the classroom where students can use English for real purposes.

A big obstacle for EFL students is that they don’t have situations in their daily lives where they need to use English. Therefore, it is very important to create situations in the classroom where students can use English in a practical way. In most lessons in all Student Books, there is a section for students to have fun, complete challenging tasks, or exchange thoughts with their classmates in English.



These sections in the Student Book are as follows:

Student Book 1 – Fun Time!

Student Book 2 – Fun Time!

Student Book 3 – Challenge Time!

Only through using English can the student's level progress. When students have the opportunity to practice using English for a real purpose in the safe environment of the classroom, they will be more willing and able to use it in the real world!

Feature 4. Rhythm and Pronunciation

Problem: Students from different backgrounds have a difficult time understanding each other because of rhythm, pronunciation, and intonation differences.

Solution: Students can master rhythm and pronunciation skills through the use of chants, movement, drama performance, and role-plays.

To be a successful communicator, it is not enough to know vocabulary words or grammar rules. Rhythm is also an important aspect and one that children enjoy learning and quickly master. (Rhythm goes hand-in-hand with intonation, stress, clarity of speech, volume, and tempo. All are important to make yourself understood in a foreign language.) Rhythm is emphasized throughout this course, taking advantage of the facts that children have an excellent ear for new words, don't mind repetition, and learn well through movement. The English in this course is set at a natural speed.

Feature 5. The Balanced Use of Phonics

Problem: Students have a hard time with reading and writing. They have difficulty learning sounds and using good pronunciation.

Solution: Students use phonics to unite sounds with letters.

Phonics is an ideal way for EFL students to learn the sounds of the English language, as many of the common sounds do not exist in the student's mother tongue. In *We Can!*, phonics is introduced gradually and moves towards the goal of getting students to read and write on their own. Students who can do this are independent learners and do not need to repeat constantly after the teacher. Moreover, mastering the skills of reading and writing helps promote a firm foundation for all of the skills in English.

Learning phonics also helps promote good pronunciation in EFL. Students can see how to correctly

pronounce the sounds of English and actively learn how those sounds are put together to spell English words. Good pronunciation is necessary when you are trying to make yourself understood in a foreign language.

Feature 6. Expansion of Discourse

Problem: Students can't express themselves beyond the sentence level.

Solution: *We Can!* provides training for students to express themselves with, and understand, longer material structured with a beginning, body, and ending.

It is frustrating for teachers, parents, and the students themselves to find out that the children cannot express themselves beyond the sentence level, after several years of studying English. Students have studied basic grammar rules. They have learned enough vocabulary. What is missing?

The answer is training in the development of discourse. By discourse, we mean the organization of language above and beyond the level of the sentence. When the children listen to or read chants, dialogs, cartoons, and stories, they need to be helped to realize that there is a flow of thought that they need to follow. When they give a short talk, interview people, write a short e-mail, essays, or journals, or give presentations, they should know how to structure them using a beginning, body, and ending.

We Can! achieves this discourse training by means of many carefully designed, fun, experience-based activities, and interaction among students and teachers, because that is the only way the children can really learn.

Educational Principles Based on Children's Growth

Age Group	Characteristics
Early Childhood (From about 2 or 3 to 6 years of age)	<ul style="list-style-type: none"> • Can absorb new language like “sponges” • Can take in information without knowing the meaning • Can “output” information without worrying about making mistakes • Can use language instinctively • Can understand more than what they can say • Don't mind repetition if it is enjoyable
Lower Elementary (About 6 to 8 years of age)	<ul style="list-style-type: none"> • Can easily forget what was learned in the Early Childhood stage if not reviewed • Start to understand meaning • Can follow a rhythm • Pronunciation improves • Begin using words with intent • Can effectively absorb new words in frequently used “chunks” of language
Middle Elementary (About 8 to 10 years of age)	<ul style="list-style-type: none"> • Full of energy • Active physically and mentally • More competitive • Relationships with peers becomes more important • Learning how to cooperate with others
Upper Elementary (About 10 to 12 years of age)	<ul style="list-style-type: none"> • Entering the pre-teen years • More self-conscious • Critical thinking is developing • Feel the need to understand the meaning of things • Teacher needs to balance students' skills and motivation • Attitude in class is very important

Course Goals for All Ages:

- Confidence can be gained by standing in front of others and presenting what they know.
- Assessment is based on what they can do, hear, and say in front of others in English.
- Being able to communicate in English with others can enrich their lives in this era of globalization.



1. Use lots of facial expressions, like big smiles.
2. Use your body to make gestures.
3. Talk with a strong voice.
4. Keep eye contact when you speak to someone.

Syllabus

Unit and Topic	Finding Out Time	Grammar in Action
1 It's Nice To Meet You!	Hi. I'm (Jack). What's your name? My name's (Hashim). How old are you? I'm (eleven) years old. Where do you live? I live in (Jeddah). Nice to meet you. Nice to meet you, too.	my, your, his, her, our, their My name is Kim. Your/His/Her name is ... Our/Your/Their names are ... Whose ... is it/are they? Whose ... Is this/that/ are these/those? mine, yours, his, hers, ours, theirs, Steve's
2 Sea Animals	What's that? It's a (whale). What do you think about it? I think it's (big). What are those? They're (seals). What do you think about them? I don't think they're (scary). I think a (seahorse) is (cute). I think (sharks) are (scary). I don't think (whales) are (fast).	cute, cuter, the cutest, scary, scarier, the scariest, fast, faster, the fastest, big, bigger, the biggest Chant: <i>Sea Animals</i>
3 Sports and Activities	What sport or activity do you like? I like (football). What sport or activity do you want to try? I want to try (rock climbing). What sport does your brother like? He likes (horse riding). What sport does he want to try? He wants to try (hang gliding).	Chant: <i>Verb Helpers</i> Do you...? Does he...? Does she...? Do they...? Yes, I do. Yes, he/she does. Yes, they do. No, I don't. No, he/she doesn't. No, they don't. tennis, volleyball, basketball, football, golf, ski, snowboarding, horse riding, jogging, pottery, word games, computer games, painting
4 Chores	What chores do you do? I (feed the fish). Do you (take out the trash), too? Yes, I do sometimes. What chores does (your sister) do? She (sets the table). Does she (vacuum the floor)? Yes, she does sometimes.	walk/walks, set/sets, wash/washes, vacuum/vacuums, clean/cleans, go/goes, take/takes, fold/folds Chant: <i>Chores</i>



Rhythms and Reading	Phonics	Phonics Practice
<p>Chant: <i>I have a ... you have a ...</i> <i>I have a b, You have an i, He has a c,</i> <i>She has a y, If you have a c, an l, an</i> <i>e, Then we have all the letters to</i> <i>write ...</i> <i>I see you. If I see you, then you see</i> <i>me. If you see me, then I see you.</i></p>	<p>Sounds/Vowels: ea, ee, i_e, ie, ai, ay meat, read, meet, cheese, seal, sleep, sheep, peach, rice, pine, pie, tie, rain, train, play, day</p>	<p>Phonics: Words with ee, ea, ie Rhyme: <i>Piece of Cake!</i></p> <p>Words with ai, ay, and a_e Rhyme: <i>A Rainy Day</i></p>
<p>Chant: <i>Just Like Something</i> as slippery as an eel, as fat as a walrus, as big as a whale, as fast as a dolphin, as scary as a shark, as cute as a baby seal, as slow as a seahorse, as noisy as a seagull</p>	<p>Sounds/Vowels: oa, ow/ou, ow goat, snow, boat, window, yellow, coat, house, mouse, cow, brown, clown Chant: <i>This Is Jack's House</i></p>	<p>Phonics: Words with ow, oa, oe Rhyme: <i>On, no! She can't go!</i></p> <p>Words with ie, ue, ui</p>
<p>Chant: <i>More and Most</i> Horse riding is more exciting than cycling. Is it? Rock climbing is more dangerous than jogging. Really? ...</p>	<p>Sounds/Vowels: oy, oi; ere, air, ear toy, coin, boy, point, where, hair, bear, peach, pair, chair, wear Chant: <i>I'd like to ... but</i></p>	<p>Phonics: Words with ow, ou, oi, oy</p> <p>Words with cl, cr</p>
<p>Chant: <i>Clever Robot</i> the smartest ever seen, keeps the house clean, bakes my bread, makes me a drink, sits by the fire, gives me a smile Rhyme: <i>What Are They Doing Now?</i></p>	<p>Sounds: ar, or, er car, fork, teacher, farm, doctor, brother, sister, park, dark</p>	<p>Phonics: Words with ar, or, er</p> <p>Words with ar, or, ur, ir</p>



About the Teacher's Guide

This Teacher's Guide has been written to help you create more effective lesson plans and to give you the tools you need to teach successful classes. This quick overview will help you get the most out of the Teacher's Guide.

General Structure

- ★ Comprehensive lesson plans – including ideas on how to best set up activities and make efficient use of class time
- ★ Two pages per lesson – including reduced Student Book pages for the teacher's easy reference

Unit Breakdown

We Can! 1

Each unit in the Teacher's Guide has four main sections: Talk Time, Rhythms and Sounds, Words, Phonics, and an Optional Phonics Practice section. The four sections comprise the core lessons. A Fun Time! activity is included in each core lesson to create an enjoyable situation in which the students can naturally use the language they have learned. The accompanying Fun Time! tracks on the Class Audio CD provide a model of the activity and the language to be taught. To complete each lesson, there are two Goals at the end for students to accomplish.

The core sections in each unit and the Optional Phonics Practice serve the following purposes:

- ★ **Talk Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Rhythms and Sounds:** Students learn a chant to help them learn the rhythm of the English language. After this, good pronunciation is practiced. Students will also learn to substitute different vocabulary words to create new versions of the chant.
- ★ **Words:** New vocabulary words are introduced as chunks of language, so students can learn natural English expressions in the appropriate context. Many fun activities using these new chunks of language are included.
- ★ **Phonics:** Learning phonics is an important part of this course. In Student Book 1, students will learn the upper-case alphabet letters first because they are uniform in size, easy to read and easy to write. Students listen and point to the letters, learn to make the sounds for initial letters and short vowels, color in the letters, and later practice writing them.

There are also short listening exercises in which the students write the initial sound/letter of a word.

- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

We Can! 2

Each unit in the Teacher's Guide has four main sections: Talk Time, Rhythms and Listening, Words in Action, Phonics/Sounds and Letters, and an Optional Phonics Practice session. The four sections comprise the core lessons. A Fun Time! activity is included in each core lesson to create an enjoyable situation in which the students can naturally use the language they have learned. The accompanying Fun Time! tracks on the Class Audio CD provide a model of the activity and the language to be taught. To complete each lesson, there are two Goals at the end for students to accomplish. The core sections in each unit and the Optional Phonics Practice serve the following purposes:

- ★ **Talk Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Rhythms and Sounds:** Students learn a chant to help them learn the rhythm of the English language. After this, good pronunciation is practiced. Students will also learn to substitute different vocabulary words to create new versions of the chant.
- ★ **Words in Action:** New vocabulary words are introduced as chunks of language, so students can learn natural English expressions in the appropriate context. Many fun activities using these new chunks of language are included.
- ★ **Phonics/Sounds and Letters:** Students listen and point to the letters, make the sounds for consonants and vowels, and later practice writing them. There are also short listening exercises in which the students write the missing letter/s of a word. In addition to the phonics component of this course, long and short vowels as well as consonant clusters and plural noun endings are focused on to ensure that students develop the ability to hear and distinguish between sounds before they can read and write them correctly.
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

We Can! 3

Each unit in the Teacher's Guide has four main sections: Finding Out time, Grammar in Action, Rhythms and Reading, Phonics, and an Optional Phonics Practice Section. A Challenge Time! activity is included in each of the first four lessons to create an enjoyable situation in which the students can naturally use the language they have learned. To complete each lesson, there are two Goals at the end for students to accomplish. The sections in each unit develop the students' spoken and written language skills and serve the following purposes:

- ★ **Finding Out Time:** Students learn new language and practice it with the CD. Then, they practice it with a partner in pairs or groups, and they act out the talk with actions in front of the class.
- ★ **Grammar in Action:** Grammar points for the new language are introduced and students have the chance to practice and then use them in meaningful communicative activities.
- ★ **Rhythms and Reading:** Students learn a new chant and practice reading the words to it with good rhythm. They can then copy the chant and/or create their own version by substituting words and using new pictures, before presenting it to the class. Students also learn to read different types of text and complete a variety of tasks.
- ★ **Phonics:** In Student Book 3, students will review familiar sounds such as long vowels, and then focus on words with polite vowels, vowel digraphs, murmuring sounds, consonant clusters, silent letters, ending sounds and revise areas that are more challenging.
- ★ **Optional Phonics Practice:** Additional phonics activities for further practice and revision of a number of phonics areas.

Key Features

- ★ **Classroom English:** This was introduced in We Can 1 and 2. During each class time, the corresponding Classroom English poster may be used in order for all classroom commands to be provided in English.



Materials Box



- ★ Teachers can easily see what they need for each lesson at a glance.



Light bulb tips: These tips are provided to help the class run more smoothly and help ward off potential obstacles that may occur in lessons.

- ★ Small / Big / Quiet Class

Options: Not all classes are the same and this Teacher's Guide has been written with this important point in mind. Advice is provided on how to adjust activities for small-sized classes, big-sized classes, and quiet classes in which the teacher must keep the noise level down.

- ☑ **Goal Check Advice:** Goals are an integral part of this course. The achievement of set goals can provide students with a strong motivation to keep learning English. Advice is provided to teachers on how to handle the Goals efficiently at the end of each lesson.
- ★ **Optional Activities:** These are provided to give the teacher different variations of an activity to keep students interested and challenged.
- ★ **Extension Activities(Optional):** Creative and fun Extension Activities are included for each lesson. They are an effective way to use the language learned in each lesson in a different context.
- ★ **Non-verbal Communication:** Students are given the chance to practice important non-verbal communication skills, such as shaking hands or using gestures, often used in English-speaking countries.

Additional Features

- ★ Lesson Planner
- ★ Class Audio CD Script
- ★ Workbook Audio CD Script
- ★ Phonics Practice CD Script
- ★ Flashcard and Poster List

Series Components

- ★ Student Book
- ★ Teacher's Guide
- ★ Class Audio CD Program
- ★ Flashcards
- ★ Poster Pack
- ★ Learning Center
- ★ IWB Software & ActiveBook

Unit 1 It's Nice to Meet You!

Lesson 1

Finding Out Time

Materials

- ★ Two large pieces of paper with the names Jack and Hashim (written on separate pieces)
- ★ A world map or globe

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Put your hand to your forehead and pretend to search for a student while spelling his/her name. When the student looks up or raises his/her hand, smile, wave, and say, "Hi!" Encourage the child to respond by saying, "Hi" or "Hello". Continue until all of the children's names have been spelled and called out. Next, have the students try. Whisper a classmate's name in the student's ear and have that student spell the name and search for that student. When he/she finds the student, have them say, "Hi!" to each other. You can manage the activity as a game by dividing your class into groups and setting a time limit for students to spell and respond. If a student goes over the limit or makes a mistake, the group misses its turn and the other group gets two runs.

1 Listen and practice. Audio script page 56

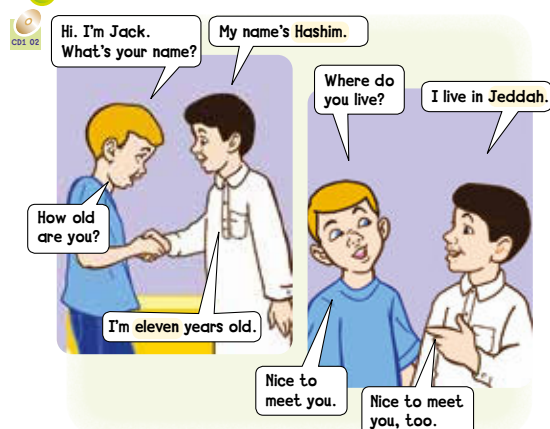
Have the students open their books to page 2. Point to Jack and Hashim and teach the students the characters' names. Play the CD and have the children point to the characters when they hear their names.

Show the world map or the map of Saudi Arabia and ask a student volunteer to show you the location of Jeddah. Then have two student volunteers come to the front and give each student the piece of paper with "Jack" or "Hashim" written on it. Have the

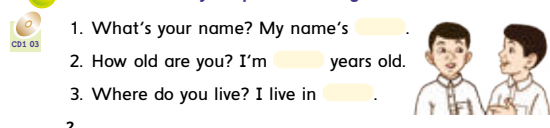
Unit 1 It's Nice to Meet You!

Finding Out Time

1 Listen and practice.



2 Small Talk: Ask your partner and get the real answers.



students act out the talks in front of the class. (Keep in mind that you'll need to prompt them or perhaps say the sentences first and have them repeat after you.) Praise them for a job well done.

Play the CD again and practice saying the sentences along with the CD.

2 Small Talk: Ask your partner and get the real answers. Audio script page 56

Play the CD. Ask the students if they can show you what city/town they are from on the map. Then, have the students ask you the questions and answer them. Point to the city that you are from on the map of Saudi Arabia.

If you don't feel comfortable telling the students your age, give a deliberately fake and humorous answer. (e.g. I'm 100 years old!) Teach the students that, in some cultures, asking adults their age might be impolite and too personal.

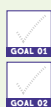
Challenge Time!

- 3** Where do you live?
Listen, match, and circle the correct age. Ask and answer with a partner.



I Can ...

- act out the talks about meeting someone with a partner.
- ask and answer questions about name, age, and where someone lives.



3

Unit 1

Tell students that they are going to listen and match each person with a city/town. Point to the line connecting Abdullah and Riyadh and ask students, "Where does Abdullah live?" Elicit the answer from several students.

Play the CD track and have students listen and match children and cities/towns. Encourage them to circle the right ages but explain that they will have the opportunity to listen to the CD a second time to complete/check their answers.

Play the CD again and check answers in class.

Have the students make pairs and practice the conversations. Circulate and make sure that all of the students are speaking English. Help when required.

Invite pairs to stand up and act out the dialogues. Then have them create new characters with different names, in different cities. Ask pairs to act out their dialogues for the rest of the class.

Tell students that they can use cities from different countries and role play.

Have pairs come to the front and act out.

Have students think about people they know who live in different places. Invite volunteers to talk about them.

Ask them questions about the children's names and ages. For example, "Is Faisal 12 years old?", "Look at Amal and Nawal. Are they 13 years old?". Encourage learners to ask each other in open pairs across class or in closed pairs.

S Have the students take turns asking a partner the questions and getting his/her answers, while standing in front of the class. Praise each pair for a job well done.

B Have the students stand up and find a partner. Have them ask each other the questions and get the answers. Circulate around the room to make sure all of the students are speaking English.

Challenge Time!

- 3** Where do you live?
Listen, match, and circle the correct age.
Ask and answer with a partner.



Audio script
page 56

Have the students look at the map on page 3. Call out the names of the cities on the map and have students point to them. Hand over to confident students, to read and call out names as the rest check. If you wish, you can have students spell the names of different cities for their partners or the rest of the class to identify and call out.

Ask students to look at the pictures and read the names of the boys and girls. Point to the ages under each one and have students read them out.

Goal Check

Goal 01 ☒

Have the students find a partner and act out the talks. After they have done them, they should check the box in their books.

Goal 02 ☒

Students find a friend and ask and answer questions about the children on page 3. Have them ask about name, age, and where the children live. Once they have asked the questions and got the answers, they should check the box in their books.

Lesson 2

Grammar in Action

Materials

- ★ A ball
- ★ paper
- ★ Optional - Family pictures

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Count aloud as you write the numbers 1–20 on the board. Encourage the students to count along with you. Throw the ball to one of the students and say, "twenty-one". The student must throw the ball to a different student and say, "twenty-two". Continue until the students have reached the number one hundred. Encourage students to do it as fast as they can as the counting goes on.

1 Listen, point, and repeat. Then number.

Audio script
page 56

Hold up a photo of one or more members of your family and say, "This is my brother. He is ... years old. He lives in ..." Then have students open their books to page 4, look at the picture of the girl holding the family photo and answer a few simple questions, for example, "What's the girl holding?", "How many people can you see in the photo?"

When first introducing the concept of "he" and "she", it is best to draw a stick figure of a girl and one of a boy to point to each time you or the students use "he" and/or "she". It would also help to have the drawings or pictures of a boy and a girl on the board for the next few lessons to use as prompts for elicitation or self/peer correction.

Grammar in Action

1 Listen, point, and repeat. Then number.



Hello. My name is Kim. I'm eleven years old and I live in New York.

1. This is my mother. Her name is Jasmine.

2. These are my sisters. Their names are Judy and Rose.

3. This is our little brother. His name is Pete.

2 Listen, point, and say. Then write.



My name is Kim

Your name is _____

His name is _____

Her name is _____

Our names are _____

Your names are _____

Their names are _____

Write your name!

Write your name and your friend's name!

3 Talk about your family with a partner.

4

each box pointing to the people in the picture. Have them practice reading with a partner. Circulate to make sure that all the students are speaking English. Help when needed.

2 Listen, point, and say. Then write.

Audio script
page 56

Point to yourself and say, "My name is ..." Then point to a student and say, "Your name is ...". Repeat with one or more students. Address the class as you point to a student and say, "His/Her name is ..." and have the students repeat. Point to yourself and a student and say, "Our names are ... and ...", then address two students and say, "Your names are ...". Point to two students and say, "Their names are ...". Have the class repeat.

Play the CD and have the students point to the pictures and repeat. Explain that the speaker is Kim. Allow time for students to complete the sentences in their books. Circulate around the classroom and help when required. Play the CD again and let students check their answers. Invite some students to report their answers in class and spell some of the names they have used.

Play the CD and have the students point to the appropriate pictures. Play the CD again and have the students repeat. Give them time to read and number

Challenge Time!

4 Whose ... are these?

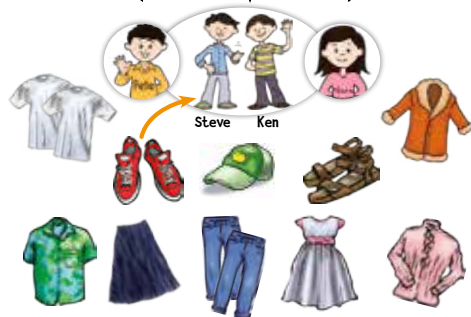
Whose clothes are these?
Listen and match.

Whose ... is it/are they?
... mine/yours/his/hers/
ours/theirs/Steve's ...

They're Steve's.

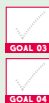
Whose shoes
are these?

They're his.



I Can ...

- talk about people and things using *my, your, his ...*
- ask using "Whose...?" and answer using *mine, yours, his, hers, ours, theirs, or (name)'s*.



5

Unit 1

3 Talk about your family with a partner.

Have students draw pictures of their families, point to each family member and introduce him/her/them to each other. Ask them to listen carefully and try to remember the information about their partner's family. Have them exchange pictures and introduce their partner's family to their partner, as a memory game.

Invite individual students to introduce their families to the rest of the class.

Challenge Time!

4 Whose ... are these?

Whose clothes are these? Listen and match.



Audio script
page 57

Read the instructions and point to the line connecting the shoes with Steve. Have the students make pairs, guess and match each clothing item with a child. Explain that it's easier to listen and understand if they have some expectations/ideas about what they are likely to hear.

Play the CD and have the students listen and match clothing items and children. Make sure they draw lines. Encourage them to use their guesses and

confirm or change them, according to what they hear on the CD. Have the students listen to the CD track and repeat. Pause when necessary to give them time. Then ask them to make pairs and practice asking and answering using *his, hers, theirs* and (name)'s. Point to the example in the book.

Hold up objects that belong to you or different students, ask "Whose book is this?", or "Whose pens are these?" and answer/introduce *mine, yours, ours* by pointing to yourself, yourself and a student, a pair of students, etc. Have the students repeat.

Invite volunteers to come to the front, hold up objects and ask individual students in class. Have students form groups and ask and answer questions about stationary on their desks, bags, and other objects in the classroom. Circulate, encourage students to speak English and help if necessary.

Goal Check

Goal 03 ☒

S Have the students stand up, point to objects that belong to them or their classmates, or use family pictures and talk about people and/or things using *my, your, his ...* etc.

B Have the students form groups of four and take turns standing up in front of the group and introducing members of their family, or friends to each other. Have them check the goal box in their books after they have completed the task.

Goal 04 ☒

Have the students take turns standing up and asking/answering questions about clothes and other objects in class, using "Whose ...?" and *mine, yours, his, hers, ours, theirs, or (name)'s*. Check the box in their books after they have finished.

Lesson 3

Rhythms and Reading

Materials

- ★ Alphabet Flashcards or poster (We Can 1)
- ★ A ball
- ★ Construction paper
- ★ Colored markers or pencils
- ★ small pieces of paper or blank cards

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Hold up letters that spell out a word, for example "p-e-n-c-i-l" and say, "I have a p." Hand the e, i, l to one student and the n and c to different students. Demonstrate by pointing to yourself and the students as you or the students hold up each card, for example, "I have a p, you have an e, he/she has an n, he/she has a c. If you have an i and l, then we have all the letters to write "pencil".
- Have students open their books to page 6. Point to the photos on the page and invite students to name the objects and spell them.

1 Listen, chant, and point.



Audio script
page 57

Play the CD and have the students listen and follow in their books. Play the CD again and have students chant. Divide your class into groups and assign the first part of the chant about the bicycle to group/s A and the second part of the chant about the computer to group/s B. Have the students chant, then exchange parts and chant again.

2 Point and read by yourself.

Have the children point with their pens or pencils as they read the text to each other in pairs. Circulate and help.

Rhythms and Reading

1 Listen, chant, and point.



I have a **b**

You have an **i**

He has a **c**

She has a **y**

If you have a **c**, an **i**, an **e**,

Then we have all the letters

To write bicycle.

I have a **c**

You have an **o**

He has an **m**

She has a **p**

If you have **u-t-e-r**.

Then we have all the letters

To write computer.



2 Point and read by yourself.

3 Write your own chant. Use words you know.

6

Option: Write each line on a separate piece of paper or card. Distribute the lines to different pairs in jumbled order. Ask pairs to listen carefully to each other so they can read each line in the correct order.

Challenge Time!

can .../can't ...

4 Letter Sharing Game
Can you write words with your partner?

I Can ...

- chant the *I have, You have ...* chant.
- choose letters and say which words I can or can't write.

GOAL 05
GOAL 06

Now go to page 34

3 Write your own chant. Use words you know.

Have the students make pairs or groups and choose words to write their own chant. Explain that they have to use words with the same number of letters as the ones in the original chant. Next have the pairs or groups stand up and chant. Encourage them to mime the words they have chosen. If there is time, have them write their chants on large sheets of paper and draw pictures to illustrate them. Post them on the walls.

Challenge Time!

4 Letter Sharing Game Audio script page 57

Can you write words with your partner?

Make or have the children make letter cards on small pieces of paper or cardboard, in pairs or groups. Have the students look at the picture on page 7 and identify the letters that are on the table in front of each girl. Next play the CD track and have the students listen and point. Play the CD again and have the students listen, repeat and mime.

Demonstrate with one of your more confident students and some alphabet cards. Then have students volunteer to demonstrate for the rest of the class. Point to the box at the top of the page and remind the students to use *can* and *can't* during this activity.

When they are ready, ask students to turn the cards face down, spread them on their desks and take out 12 cards at random. They can put the rest aside to use later. Have the pairs/groups play the game while you circulate. Encourage and praise students for the work they do.

Goal Check

Goal 05 ☒

S Have the students take turns standing in front of the class with a partner and acting out the *I have, You have ...* chant. Check the box once they have accomplished the goal.

B The students find a partner and act out the *I have, You have ...* chant. The teacher circulates around the room and has the students check their own books once they have accomplished the goal.

Goal 06 ☒

Have the students demonstrate the letter sharing game in pairs or groups holding up the letter cards they are using. When they have finished, check the box in their books.

OPTIONAL

Words with ee, ea, ie,
page 34 from Phonics Practice. See Teaching Notes on page 44, We Can!3 Teacher's Book.

Lesson 4 • Phonics

Materials

- ★ The Alphabet A–Z and a–z flashcards (We Can 1)
- ★ The Alphabet cards used in the Letter Sharing Game
- ★ Optional Pictures or flashcards with the words that are used in the phonics exercises:
meat, read, meet, cheese, seal, sleep, sheep, peach, rice, pine, pie, tie, play, train, rain, day

Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Pass out The Alphabet A–Z cards to the students in a random order. Have them line up holding a card each to form words. The students can use the letter cards that they used in the Letter Sharing Game in the previous lesson.

1 Listen, point, and practice.



Have the students name what they see in the pictures in Exercise 1. Play the CD and have them listen, point, and repeat along with the CD. Write the letters *ea* and *ee* on the board and explain that they make the same sound. Call on individual students to read and say the words. Then play the CD again as the students repeat.

2 Write the words. Use *ea* or *ee*.

Ask the students to work in pairs, say the words, and write the missing letters. Encourage them to help each other. Invite volunteers to write the words on the board and have the rest of the class check.

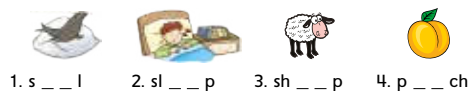


Phonics

1 Listen, point, and practice.



2 Write the words. Use *ea* or *ee*.



3 Listen, say, and match.



4 Listen, say, and match.



Advice Time

Show me your friend and I'll tell you who you are.

8



Teachers who are native speakers of English should be very sensitive to how difficult it may be for students to make these sounds. The sounds that are commonplace in English do not exist in many other languages, and it may be difficult for students to tell the differences between them without these types of phonics exercises.

3 Listen, say, and match.



Have students look at the pictures and name the ones they remember. Play the CD track and have students say the words along with the CD. Write *rice* and *pie* on the board. Highlight the *i_e* in *pine* and the *ie* in *pie*. Make sure the students realize that the sound is the same in both cases. Play the CD again and have students listen and match. Point to the example for *rice* to make sure the students know what they have to do.

Challenge Time!

- 5 Listen and circle the answer. Can you ask and answer with a partner?

	Noura	Friend's name:	Friend's name:
1. How old are you?	11 12		
2. Where do you live?	Jeddah Abha		
3. Do you have brothers or sisters?	2 brothers, 1 sister 1 brother, 1 sister		
4. Do you have a smartphone?	Yes No		
5. Do you have ...?	Yes No		
6. How do you go to school?	by school bus by taxi		

I Can ...

- read and write words with ee, ea; meet, meat, i_e, ie; rice, tie and ai, ay; train, play.
- listen, choose answers, and ask my partner.



Now go to page 35

9

Unit 1

answer as they listen. Give them time to read the questions and answers before you play the CD.

Play the CD track as students listen and circle. Have them compare with their partner. Play the CD again and have them check and confirm their answers. Have students report the information about Noura using sentences like these: "Noura is 12 years old. She lives in Jeddah. She has ..." Call on students to repeat the answers to make sure they listen to each other.

Next have each student choose two partners to interview. Ask them to make a note of the answers using Noura's answers as an example. Circulate and help students who need help. Ask students to report on their partners using sentences like the ones they used to report the information about Noura.

Option: Ask them to write a paragraph about the two friends/partners they have interviewed.

- 4 Listen, say, and match.  Audio script page 58

As before, let the students look at the pictures and name what they see. Then play the CD track and repeat along with the CD. Have them draw lines to match words and pictures in pairs. Next play the CD again and let them check.

Optional activity: Divide the class into groups. Say one of the words on page 8 and have the groups take turns spelling the words. Keep score on the board.

Challenge Time!

- 5 Listen and circle the answer. Can you ask and answer with a partner?  Audio script page 58

Have the students look at page 9. Ask individual students some of the questions in the questionnaire. Then call on students to ask each other and answer across class. Point to the column under Noura and explain that you are going to play a CD with an interview. Point to the options for each question and tell the students that they have to circle the correct

Goal Check

Goal 07

Have the students hold their books and make a line in front of you. When they get to the front of the line, they should read words from page 8 by themselves. Once they have completed this goal, check the box in their books and have them sit down. This may be a challenging goal for some students, therefore, feel free to prompt them or help them out if they need it.

Goal 08

Have the students stand up in pairs and ask two or three questions from page 9 and answer them. Once they have completed this goal, check the box in their books.

OPTIONAL

Words with ai, ay, and a_e, page 35 from Phonics Practice.
See Teaching Notes on page 44, We Can!3 Teacher's Book.

Extension Activities

Lesson 1 • Finding Out Time

Materials:

- ★ Paper or cards (two pieces per student)

Information Exchange

Divide your class into Group A and Group B.

Prepare two charts with partial information.

Version A/ Group A

	Name	Age	City
1. [Boy 1]		12	Yanbu
2. [Boy 2]	Imad		
3. [Girl 1]		11	Jizan
4. [Girl 2]	Fatimah		

Version B/ Group B

	Name	Age	City
1. [Boy 1]	Badr		
2. [Boy 2]		13	Dammam
3. [Girl 1]	Sabah		
4. [Girl 2]		14	Madinah

Complete table / Answers

	Name	Age	City
[Boy 1]	Badr	12	Yanbu
[Boy 2]	Imad	13	Dammam
[Girl 1]	Sabah	11	Jizan
[Girl 2]	Fatimah	14	Madinah

Distribute the charts to the students. Tell them that each group has only part of the information about the people in their chart and that they have to ask each other to find out more and make notes. Demonstrate with two volunteers, one from each group. For example, student A: "What's his name?", student B: "His name's Badr." Have student A make a note of the name.

Have the students make pairs with a student from A and a student from B or ask them to stand up and mingle in class, to find someone from the other group. Give them time to ask and answer. Call on students to report their answers in class while the

rest of the students listen and agree or disagree and correct. Encourage them to report their answers in complete sentences like this, "His name is Badr."

Lesson 2 • Grammar in Action

Materials:

- ★ Paper and coloring pencils or crayons

"This is my family"

Have the students draw their families. Tell them that their drawings do not have to be perfect.

Have them introduce their family to their partner. The partner should point to a person in the picture and say, "Who's this?", or "Who are they?" The student with the photo/picture should say, "This is my father. His name is ..." Invite a pair to come to the front and demonstrate for the class.

Then have the students introduce each other's families. For example, "This is Saeed's family. This is his father. His name is ..."

"Whose ... is this?" – Memory Game

Invite 6 or more students to stand up hold up one or two objects or a piece of clothing and say, "This (bag) is mine." Make sure the objects are different, i.e. do not use two identical pens. Ask them to repeat a second time while the rest of the students listen. Tell the rest of the class to listen and look at the objects carefully. Ask them to make pairs or groups.

Put the objects on a table or your desk and invite two groups/pairs to come to the front, point to each item, and ask and answer, for example, Student A: "Whose pencil case is this?", Student B: "It's Sahar's."

Lesson 3 • Rhythms and Reading

Who is chanting? Guessing Game

Ask the students to sit down and close their eyes or turn around and face the back of the classroom. Play the *I have, You have ...* chant. While the chant is playing, tap one of the students on the shoulder and have them very quietly open their eyes, stand up, and walk to the front of the class. Once the chant ends, stop the CD player. While the other students' eyes are closed, the chosen student chants *I have, You have ...* The other students have to guess who is chanting. If they know, they should raise their hand and say, "I know! He's/She's (name)." If the student guessed correctly, the other student who said the chant should say, "Yes! Open your eyes." Play a few rounds of the game.



In our noisy, modern society, children often don't fully develop or exercise the skill of listening carefully. This game forces children to totally rely on their sense of hearing.

Lesson 4 • Phonics

Materials:

★ Board

Phonics Race

Write *ea* and *ee* in large letters on the board. Divide your class into groups and have them stand near the front of the class. Tell the students that every time you say a word, a student from their group has to run to the board and write the word. Have the students go back to their seats. Say each word again and have the students check the spelling on the board. The group with the fewest mistakes becomes the "Phonics Teacher" for the day and repeats the activity with the rest of the class.

Word-making

Write *ice* and *ine* on the board. Ask the students to try and make as many words as they can with each ending. Explain that they will have to add one or more letters before *ice* or *ine*. Give them an example, e.g. *rice, pine*. Give them time to think of words in pairs. Then ask each pair to write their words on a piece of paper and in hand it to you. The pair with the most words wins.



وزارة التعليم

Ministry of Education

2023 - 1445

Unit 2 Sea Animals

Lesson 1

Finding Out Time



Materials



- ★ Opposites flashcards (We Can 2)
- ★ Sea Animals poster
- ★ Letter cards from Unit 1
- ★ Small pieces of paper (3 per student) and a box or paper bag.

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review and chant from page 6 with the letter cards.
- Review the Opposites flashcards. Divide the class into two teams and give each team one half of the cards. One team will look at their cards secretly and call out one of the words on a card (i.e. big). If the other team can call out the opposite (i.e. small), they get one point. The team with the most points wins.

1 Listen, point, and practice. Audio script page 58

Have the children open their books to page 10 and listen to the CD as they point to the sea animals mentioned in each sentence.

Refer to the poster and find out together which animals are both on the poster and on page 10. Then, teach the names of the other animals on the poster.

Say, "A walrus is fat. Which other sea animals are fat?" (When you say the word "fat", make a gesture for that adjective.) Elicit which animals on the poster are also fat and have the students make similar sentences. (i.e. A seal is fat.)

Unit 2 Sea Animals

Finding Out Time

1 Listen, point, and practice.



2 Small Talk: Ask your partner and get the real answers.

1. What's that? It's a .
 2. What do you think about it? I think it's .
 3. What are those? They're .
 4. What do you think about them? I don't think they're .
- 10

Do the same with the rest of the sentences in the audio script for this exercise. Play the CD again and encourage the students to say the sentences along with the CD as they point to the sea animals in the picture.

2 Small Talk: Ask your partner and get the real answers. Audio script page 58

Before beginning this exercise, quickly review singular and plural forms by using the Sea Animals poster. Point to the whale and say, "whale" and then point to the dolphins and say, "dolphins", putting emphasis on the "s" sound. Then point to the whale again and say, "What's that?" Elicit, "It's a whale." Point to the dolphins and say, "What are those?" Elicit, "They're dolphins." If the students do not remember this grammar point, spend a few minutes reviewing the language.

Next, get the students to practice this by pointing to the singular nouns on the poster and saying, "What's that? It's a/an (name of sea animal)." Do the same with the plural nouns on the poster and say, "What are those? They're (names of sea animals)."

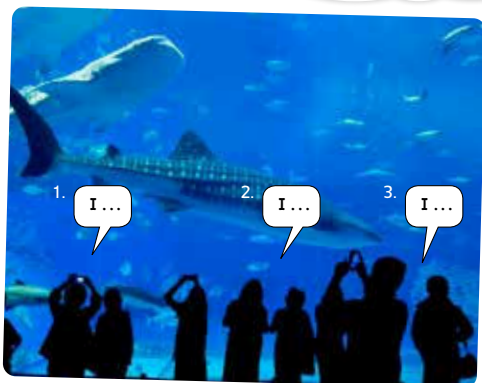
Challenge Time!

3 My Opinion

Can you use the pictures from Exercise 1 to say three sentences about sea animals?

Example:

1. I think a seahorse is cute.
2. I think sharks are scary.
3. I don't think whales are fast.



I Can ...

- ask and answer four questions about sea animals.
- say what I think about two sea animals.



Now go to page 36

11

Unit 2

Challenge Time!

3 My Opinion

In this exercise, the students will need to give their own opinion about sea animals, using the vocabulary on page 10 and the Sea Animals poster. Point out and read the three examples written in the cloud on the page.

Give each student three small pieces of paper. Students will make a sentence about sea animals and should begin their sentences with the words, "I think..." or "I don't think..." Walk around the room with a box or paper bag and when a student says a sentence about a sea animal, they should put one piece of paper in the box.

If students have trouble making their sentences, have them point to the animal on page 10 that they want to talk about and help them make the sentence.

Continue until the students have each put all three pieces of paper in the box.

Play the CD and have the students listen. Invite a student volunteer to come to the front of the class, point to the Sea Animals poster, and ask you questions 1 and 2 or questions 3 and 4, depending on whether or not the sea animal is in the singular or plural form. Next, point to a different animal on the poster and ask that student the questions.

Play the CD again and then have the students find a partner.

S Have the students take turns asking a partner the questions and getting the answers, while standing in front of the class. Have them point to the poster when they ask the questions. Praise each pair for a job well done.

B Have the students stand up and find a partner. Have them ask each other the questions and get the answers. Have them point to the sea animals in their book when they ask the questions. Circulate around the room to make sure all of the students are speaking English.



Goal Check

Goal 09 ☒

Have the students find a partner and ask four questions about sea animals. Then reverse roles. Once they have completed the talks, they should return to their seat and check the box in their books.

Goal 10 ☒

Students come to the front of the classroom and read two of their sentences about sea animals from Exercise 3 on page 11. After they have read them, check the box in their books.

OPTIONAL

Words with ow, oa, oe,
page 36 from Phonics Practice.
See Teaching Notes on page 45, We Can!3
Teacher's Book.

Lesson 2

Grammar in Action

Materials

- ★ Sea Animals poster

Getting Started

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Review the vocabulary on parts of the body and play "The Teacher Says". (Note: The object of the game is to follow what "the teacher" says to do. You must only do the action when it is prefaced with, "The teacher says..." If just the action is said and the student does the action, that student is out of the game and must sit down. When playing this game, "the teacher" always does the actions to try and trick the players into doing what he/she says, even when they aren't supposed to.)
- Say, "Let's play 'The Teacher Says!'" To confirm everyone knows how to play the game, say, "The teacher says, 'Touch your ear!'" and have all of the students touch their ear. Then say, "Touch your mouth." Say to any of the students who touched their mouth, "Uh-oh!" and tell them to sit down. Now, have everyone stand up and play the game together. Try to say as many body parts as you can.

1 Listen, point, and say.



Have the children open their books to page 10 and try to get the students to tell you about the sea animals on the page, so they can review the adjectives and animals. Next, have them turn to page 12. Play the CD and have the students point to the words.

Have the students do the following gestures with you in order to grasp the grammar easily: hold both hands in front with palms down at chest height and say the adjective (i.e. cute). Next, put your right hand, palm down up to forehead height (while keeping your left hand in its original position) and say the

Grammar in Action

1 Listen, point, and say.



cute	cuter	the cutest
scary	scarier	the scariest
fast	faster	the fastest
big	bigger	the biggest

2 Listen, point, and chant Sea Animals.



I think ...

a dolphin is **cute**.
a seahorse is **cuter** than a dolphin.
a baby seal is **the cutest**.



I think ...

whales are **fast**.
sharks are **faster** than whales.
dolphins are **the fastest**.



12

comparative (i.e. cuter). Finally, extend your right arm over your head and hold up your index finger as if to say "Number 1" (while keeping your left hand in its original position) and say the superlative (i.e. the cutest).

Make these gestures as you read through the adjectives, comparatives and superlatives in the chart and have the students follow your actions and say the words with you. Then, play the CD and have the students point to the words in the chart as they repeat after the CD.

2 Listen, point, and chant Sea Animals.



Have the students look at the pictures of the animals on page 12. Elicit the names of the sea animals and point to them on the Sea Animals poster.

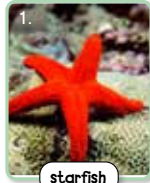
Play the CD. The students should point to the sea animals along with the CD. Do the chant slowly and make the same hand gestures you did in Exercise 1. Do it again and have the students make the same gestures as they say the chant along with you. Play the CD again and encourage the students to chant along as they point to the sea animals.

Challenge Time!

3 Three Hints Game



Can you listen to three hints and guess which sea animal it is?



starfish



crab



jellyfish



octopus



squid



shark



I Can ...

- chant the *Sea Animals* chant.
- say two things I think about two sea animals.



Now go to page 37

13

Unit 2

Optional activity: Expand the activity by continuing the Three Hints Game with the remaining sea animals.

Read the following to the students and see if they can guess the number.

- Three hints: It's pink. It can swim. It has many legs. Answer: What number did you guess? That's right! Number 5. A squid.
- Three hints: It has many legs. It's small. It can walk on the sand. Answer: What number did you guess? That's right! Number 2. A crab.
- Three hints: It's brown and white. It has five legs. It's slow. Answer: What number did you guess? That's right! Number 1. A starfish.

Goal Check

Goal 11 ☒

- S** Have the students stand up and chant the *Sea Animals* chant. Check the box in their books after they have done it.
- B** Have the students form groups of four and take turns standing up in front of the group and chanting the *Sea Animals* chant. After they have successfully done this, have them check the goal box in their books.

Goal 12 ☒

Using the *Sea Animals* poster and the chart from page 12, students should say two things they think about two kinds of sea animals. They can use the sentences in Exercise 2 as a model. Check the box in their books after they have said them.

OPTIONAL

Words with ie, ue, ui
from Phonics Practice page 37.
See Teaching Notes on page 45, *We Can!3*
Teacher's Book.

Challenge Time!

3 Three Hints Game



Audio script
page 58

Have the students look at the pictures on page 13. Elicit the names of the sea animals on the page. Say, "Let's play the Three Hints Game. Listen and tell me which number it is."

Play the CD track and pause it after the hints are given, but before the answer is said. Have the students tell you the answer and then continue playing the CD to hear the correct answer.

If many students got one of the answers wrong, read those hints from the audio script slowly and point out the characteristics of that sea animal to explain the answer.



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Lesson 3

Rhythms and Reading

Materials

- ★ Sea Animals poster
- ★ Construction paper
- ★ Straws or chopsticks
- ★ Colored markers or pencils

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review and chant the *Sea Animals* chant.

1 Listen, chant, and do. Then practice in pairs.



Have the students open their books to page 14. Elicit which animals are on the page. Play the CD and have the students listen to the chant. Next, slowly chant and come up with a gesture for each adjective as a class, and then point to the pictures of the sea animals.

Have the students find a partner. Play the CD again and have the students listen, chant along, and do the actions with his/her partner.

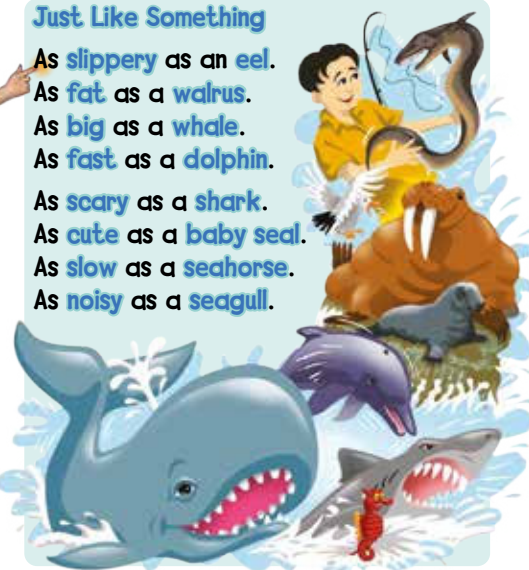
Rhythms and Reading

1 Listen, chant, and do. Then practice in pairs.



Just Like Something

As **slippery** as an eel.
As **fat** as a walrus.
As **big** as a whale.
As **fast** as a dolphin.
As **scary** as a shark.
As **cute** as a baby seal.
As **slow** as a seahorse.
As **noisy** as a seagull.



2 Point and read by yourself.

14

2 Point and read by yourself.

Show the students how they should point to the words and read them, while paying attention to the chant's rhythm. Have the students watch you as you demonstrate how to correctly use a pen, pencil, or finger. Try this once together and then have the students read it on their own.



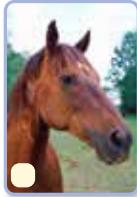
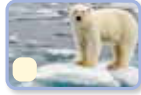
Challenge Time!

3 Reading Race



Can you read fast and match sentences and animals?

- A It is as white as snow and as strong as a lion.
- B It is as scary as a tiger and as quiet as a fish.
- C It's beautiful and as fast as the wind.
- D It is very quiet and as slow as a snail.
- E It is smaller than a cat and as gray as an elephant.



4 Write a sentence about an animal. Exchange sentences and guess.



I Can ...

- act out the *Just Like Something* chant with a partner.
- read and match sentences and animals by myself.



15

Unit 2

4 Write a sentence about an animal. Exchange sentences and guess.

Tell students to think about other animals they know, including the sea animals on the Sea Animals poster and make a list. Have them work in pairs or groups writing one sentence about each animal on the list. Make sure they do not mention which animal it is. Invite pairs/students to exchange sentences, read, and try to guess which animal each sentence is about. Tell them that they should write the name of the animal under the sentence and then give it back to the student who wrote it.

Goal Check

Goal 13 ☒

Have the students stand up. The students will take turns acting out the *Just Like Something* chant with a partner (or in a group) and doing the actions. Once they have acted it out, have them sit down and check the box in their books.

Goal 14 ☒

Have the students stand up, hold their books, and make a single file line in front of you. When it is their turn, they should read the sentences on page 15 by themselves. When they have finished, check the box in their books.

Challenge Time!

3 Reading Race



Audio script
CD1 20 page 59

Have the students look at page 15 and name the animals in the photos. Ask them to think about each animal and say something about them, for example, "Polar bears are very strong."

Play the CD track and have the students listen and read along with the CD. If the students find it difficult to read at the pace of the CD, read the sentences with them more slowly and ask students to repeat.

Set a time limit from 2 to 5 minutes, depending on how confidently students can read. Students should read and match sentences and animals in pairs. Invite pairs to stand up, read a sentence, and match with an animal. Ask the rest of the students to listen carefully and agree or disagree. Encourage students to give reasons for their answers. For example, if a student matches sentence D wrongly with mouse, the rest of the students should give a reason when they disagree, for example, "A mouse is quiet, but it isn't slow." or "Mice are quiet, but they're not slow."

Lesson 4 • Phonics

Materials

- ★ Optional – Pictures or drawings for the words on page 16

Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom.
- Pass out sheets of paper and ask the students to choose an object or animal on page 16 and draw it. Have them fold their drawing and put it in a box or paper bag. Have students take a folded paper at random, unfold it and name the object or animal in the bag.

1 Listen and practice. Audio script page 59 Write the missing letters.

Have the students look at page 16 and invite them to read/ say the words in Exercise 1. Point out the letters *oa* and *ow* in *goat* and *snow* and explain that they make the same sound. Play the CD as the students listen and repeat along with the CD.

Have the students say the words and complete the missing letters in pairs. Circulate and help students that need it. Play the CD again and have students listen and say the words again. Next, invite individual students to say and spell each word.

2 Listen, say, and match. Audio script page 59

Have students look at the pictures and say the words. Point out the example for *house* and write *ou* on the board, then elicit *brown* from the students and write *ow* on the board. Demonstrate that *ou* and *ow* make the same sound in some words. Play the CD and have the students repeat along with the CD. Play it again as the students listen and match words and pictures. Circulate and check. Invite students to check each other's answers.

Phonics

1 Listen and practice. Write the missing letters.


goat

wind _ _


snow

yell _ _


b _ _ t

c _ _ t

2 Listen, say, and match.


house


mouse


cow


brown

3 Listen and say. Then read and number.


1 clown


2 snow

how
window
now
cow
show

Advice Time

The patient fisherman catches the best fish.

16

3 Listen and say. Audio script page 59 Then read and number.

Have the students look at the pictures and tell you what they see. Point to the clown and write the word on the board. Do the same with *snow*. Say the words and have students repeat after you. Point out that although both words are written with *ow*, it is pronounced differently in each case. Write 1 over *clown* and 2 over *snow*.

Point out the example with *cow* in Exercise 3 and number 1 in the box. Point to *clown* in the book and/or the board, say it and compare with the sound for *cow*.

Let the student read the words and write 1 or 2 in each box in their books. Then play the CD and have them repeat and check their answers. If necessary, play the CD a second time. Check in class.

Challenge Time!

4 Read and complete.



Can you read the words and write them in the correct blanks by yourself?

snake cat house cow mouse

This is Jack's house.

This is the cheese that is in Jack's (1) _____.

This is the (2) _____ that eats the cheese that is in Jack's house.

This is the (3) _____ that chases the mouse that eats the cheese that is in Jack's house.

This is the (4) _____ that scares the cat that chases the mouse that eats the cheese that is in Jack's house.

This is the (5) _____ with the pointed horns that tosses the snake that scares the cat that chases the mouse that eats the cheese that is in Jack's house.



5 Now read and say as fast as you can!



I Can ...

- read and write words with oa, ow; goat, snow, ou, ow; house, cow.
- read and complete a rhyme by myself.



17 Unit 2

If the task is too demanding for the students, play the CD again and have them listen and read. Then give them more time to complete.

Call on a student to read the first two lines of the rhyme as the rest of the students repeat and check their answers. Do the same with the rest of the lines. Read the last three lines with the students.

5 Now read and say as fast as you can!

Read the rhyme with the students at normal speed and then faster. Play the CD and have them practice by themselves first individually and then in pairs or groups. Invite pairs/groups to stand up and read as fast as they can. Time each pair/group. The fastest pair or group that makes the fewest mistakes wins.

Goal Check

Goal 15 ☒

Students should take turns standing up and reading the words on page 16. Once they have completed this goal, have them sit down and check the box in their books.

Goal 16 ☒

Have the students take turns standing up and reading the rhyme. Once they have completed this goal, check the box in their books and have them sit down.

Challenge Time!

4 Read and complete. Audio script page 59

Can you read the words and write them in the correct blanks by yourself?



Audio script page 59

Have the students look at page 17. Ask a student to read the first word in the box, have everyone repeat it, and then point to the correct picture. Look around the room and make sure everyone is pointing to the right picture. Continue in this way with the rest of the words.

Play the CD track and have the students listen and point as they follow in their books. Then have them complete the blanks in the rhyme with a partner. Tell them to read the whole rhyme before they complete. Point out that the last three lines should help if they read carefully. Circulate and help students when necessary.



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Extension Activities

Lesson 1 • Finding Out Time

Sea Animals Class Survey

Draw the following chart on the board and have the students turn to page 11.

Sea Animals Class Survey				
	big	cute	fast	scary
walrus				
whale				
seahorse				
seals				
dolphins				
sharks				

Ask the students to read their sentences about sea animals from the Challenge Time! exercise. Whenever a student reads a sentence, ask the class, “Do you think so, too?” Students who agree can raise their hands and say, “Me, too!” Then, write the number of how many students agree.

Once the chart is completely filled in, report how the class feels about the different sea animals. For example, “Six people think a walrus is big. Nobody thinks a walrus is cute,” etc.

Lesson 2 • Grammar in Action

Materials:

- ★ Sea Animals poster

My Favorite Sea Animal

Put the Sea Animals poster on the board and review the sea animals. Then, tell students that they are going to write about their favorite sea animal. Students must choose their favorite sea animal and describe it.

1. On the first line, students write the color of the animal (as it appears on the Sea Animals poster).
2. On the second line, they write how many of a certain body part the animal has.
3. On the third line, they compare the sea animal to another one. (See page 12.)

4. Next, they draw a picture of the sea animal and color it.
5. They write the name of the sea animal under the picture.

After the students are finished, they will come to the front of the class and describe their animal without showing the worksheet to the other students.

The other students have to guess, “Is it a/an (sea animal)?” The student answers, “Yes, it is a/an (sea animal).” or “No, it’s not a/an (sea animal).” Let the students keep guessing until they get it right. Then the student at the front shows his/her sheet and points to the drawing of the sea animal.

Lesson 3 • Rhythms and Reading

Materials:

- ★ Sea Animals flashcards

Sea Animals Prepositions Game

Review the prepositions *on*, *in*, *under*, *next to*, and *behind*. Also, review the Sea Animals flashcards and some objects in the classroom (i.e. chair, table, desk, door, etc.)

Write the following sentence on the board, “The _____ is _____ the _____.” Take one of the Sea Animals flashcards and place it somewhere in the classroom. Point to the card and then point to the sentence on the board as you describe where the card is. (i.e. The crab is next to the door.)

Put another card in a different place and have the students make the sentence together as a class. Next, say, “Let’s play a game!”

Divide the class into two teams. Tell everyone to close their eyes and then place the cards in different places around the room. Tell the students to open their eyes and one student from each team will stand up, point to a card, and make a sentence about where the card is, following the sentence pattern on the board. If he/she says the sentence correctly, his/her team gets a point and the student hands the card to you. If he/she can’t say the sentence correctly, the card stays where it is. If neither team can make a correct sentence about a certain card, the teacher will say the sentence and gets a point!

The team with the most points, after all of the cards have been picked up, is the winner.

Lesson 4 • Phonics

Materials:

★ Paper

Write the following words on the board:

goat	snow	boat	clown
window	how	yellow	now
coat	house	mouse	cow
brown	show		

Have the students draw two boxes on a piece of paper. Call on volunteers to read the first two words, i.e. *goat* and *snow* and ask the students to write them over the first box. Then have another volunteer read the words *house* and *cow* and have the students write them over the second box. Ask the students to make pairs, say and write the rest of the words in the appropriate box. Have pairs exchange and check each other's work. The pairs with the fewest mistakes win.

Backward Rhyme

Have each student write the word you say as you point to them on a small piece of paper and fold it. Point to each student and say one of the words in the rhyme in order. Point to the first students and say, "house", point to the second student and say, "mouse", and so on. The words you need are: house, mouse, cat, snake, and cow. Have the students put the folded pieces of paper in a bag. Shake the bag to make sure the pieces are all jumbled and have each student take a piece of paper and read what it says. Group students according to the word they have. Put the students with "cat" in one group, the students with "mouse" in another group, and so on. You should have five groups. Have them say the rhyme in parts.

Then have them practice saying the rhyme backwards starting with "cow". If you wish, you can have the groups switch roles and repeat.



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Unit 3 Sports and Activities

Lesson 1

Finding Out Time



Materials



- ★ More Sports flashcards
- ★ Sports and Activities poster
- ★ Sports and Activities flashcards

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review words with *oa*, *ow*, and *ou* from page 16. Ask them to tell you a word and spell it. Have the rest of the students listen and agree or disagree and correct.
- Review words for sports and activities. Divide your class into groups and set a time limit of a few minutes for groups to try and remember words about sports and activities. Then have each group take turns saying two words at a time. Tell them that they should not repeat words that have already been said. If a group repeats words that have been mentioned, they miss a turn.

1 Listen, point, and practice. Audio script page 60

Have the students open their books to page 18 and listen to the CD as they point to the sports listed in the chart.

Invite different student volunteers to write the words for 3 or 4 sports and activities on the board. Have more students come to the board and add words. Number the listed words. Call out a number at random and invite a student or a pair to mime the sport. The rest of the students should try and guess the word.

Once the students have gone through the list, ask

Unit 3 Sports and Activities

Finding Out Time

1 Listen, point, and practice.

Common Sports				
				
tennis	football	basketball	horse riding	volleyball
Dangerous Sports				
				
scuba diving	sky diving	hang gliding	bungee jumping	rock climbing

2 Small Talk: Ask your partner and get the real answers.

1. What sport or activity do you like? I like _____.
2. What sport or activity do you want to try? I want to try _____.
3. What sport does your brother like? He likes _____.
4. What sport does he want to try? He wants to try _____.

18

them to try and decide which sports are common and which are dangerous. "These sports are common and these sports are dangerous."



If the students are not familiar with skydiving, do a simple drawing on the board. Then explain that in this sport you jump from an airplane, open a parachute, and then float in the sky, and down to the ground.

Play the CD again and encourage the students to say the names of the sports along with the CD as they point to them in the chart on page 18.

2 Small Talk: Ask your partner Audio script page 60 and get the real answers.

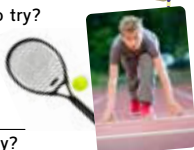
Play the CD and have the students listen. Talk about what sports or activities you like and what sports or activities you want to try so the students can understand the meaning of "like" and "want to try". Invite a student volunteer to come to the front of the class, point to the activity board on page 18, and ask you the questions. Answer the questions. Point out that when you talk about another person, you have

Challenge Time!

3 Sports and Activities Memory Quiz

Can you remember what sports or activities your friends like or want to try?

1. Friend's name: _____
What sports does he/she like? _____
He/She likes _____
What sports does he/she want to try? _____
He/She wants to try _____
What activities does he/she like? _____
He/She _____
What activities does he/she want to try? _____
He/She _____



2. Friend's name: _____
What sports does he/she like? _____
He/She likes _____
What sports does he/she want to try? _____
He/She wants to try _____
What activities does he/she like? _____
He/She _____
What activities does he/she want to try? _____
He/She _____

I Can ...

- ask and answer two questions about sports and activities.
- remember what sports and activities two of my friends like or want to try.



19 Unit 3

Challenge Time!

3 Sports and Activities



Audio script
page 60

Memory Quiz. Can you remember what sports or activities your friends like or want to try?

- S** Have the students look at the pictures on page 19. Play the CD and have them listen to how the game is played. Now invite a group of three student volunteers to come to the front and demonstrate the game. After the game has been demonstrated, have all the students make groups of three and ask the questions.
- B** Have the students look at the picture on page 19. Play the CD and have them listen to how the game is played. Invite five students to the front of the class. Interview the five students by asking them, "What sport do you like?" and "What sport do you want to try?", "What activities do you like?", "What activities do you want to try?" Divide the rest of the class into two teams. Choose one of the students standing at the front and ask the class, "What sport does he/she like?" or "What sport does he/she want to try?" and "What activities does he/she like?", "What activities does he/she want to try?" Students must answer each question in a complete and correct sentence to win a point for their team.

Continue until you have asked the class about all five students. The team with the most points is the winner!

to say, "He/She likes" or "He/She wants to try", and emphasize the "s" sound. If neither one of you has a brother, choose another family member.

Play the CD again and then have the students find a partner.

- S** Have the students take turns asking a partner the questions and getting the answers, while standing in front of the class. Have them point to the sports chart on the page when they ask the questions. Praise each pair for a job well done.
- B** Have the students stand up and find a partner. Have them ask each other the questions and get the answers. Circulate around the room to make sure all of the students are speaking English.

Goal Check

Goal 17 ☒

Have the students stand up, hold their books, and find a partner. They should ask their partner two questions about sports and activities from Exercise 2. When they have finished, have them check the box in their books.

Goal 18 ☒

Quickly ask each student two questions about what sports or activities other students like or want to try. If they answer the questions correctly, check the box in their books.



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Lesson 2

Grammar in Action

Materials

- ★ More Sports flashcards
- ★ Sports and Activities poster

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the Sports and Activities and the More Sports words with posters, flashcards, or pictures.
- Review the *More and Most* chant.

1 Listen and practice. Audio script page 60

Play the CD and have the students listen. Point out the differences between I/you/they and he/she. Ask the question and try to elicit the correct response. Play the CD again and have the students chant along.

Quickly quiz the students to see if they remember this new grammar form. Say one of the question fragments at random and elicit the answer. (For example, if you say, "Does she?", the students should say, "Yes, she does. No, she doesn't.")

2 Listen, say, and do. Audio script page 60

Have the students look at the pictures in the chart on page 20. Elicit the names of the sports and activities.

Play the CD. The students should point to the pictures of the sports along with the CD. Encourage them to say the names of the sports and activities.

Divide your board into three columns. Write the same headings as the chart on page 20 at the top of each column, i.e. Ball Sports, Individual Sports, Other Activities. If you have a large class, have 13 students come to the front of the class. Ask each student to mime a sport or activity from page 20. The rest of the students have to guess the sport or activity and say which category/column it belongs to. If the answer

Grammar in Action

1 Listen and practice.



Verb Helpers

Do you ... ?	Yes, I do.	No, I don't.
Does he ... ?	Yes, he does.	No, he doesn't.
Does she ... ?	Yes, she does.	No, she doesn't.
Do we ... ?	Yes, you do.	No, you don't.
Do they ... ?	Yes, they do.	No, they don't.

2 Listen, say, and do.



Ball Sports				
Play ...				
tennis	volleyball	basketball	football	golf
				
Individual Sports				
ski	snowboard	ride a horse	jog	
				
Other Activities				
Do ... / Play ...				
pottery	painting	computer games	word games	
				

20

is correct, the student who is miming should go and stand in front of the board, under the right heading.

If you have a small class, hand out a slip of paper to each student with a sport or activity. Make sure you hand them out in random order. Have each student stand up and mime while the rest of the class say which sport or activity it is and which category it belongs to.

Play the CD again and have the students say the sentences as they point to the pictures of the sports. Next have students ask and answer about the people in the pictures on page 20. Tell them to ask about people they know if there is no person in the picture. Circulate and help students who have difficulty.

Challenge Time!

3

Question and Answer Race

Can you ask six questions in one minute? Take turns.

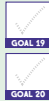


1. Do you play tennis?
2. Does your father play golf?
3. Do you play computer games?
4. Do you play word games?
5. Does your brother do karate?
6. Does your friend play computer games?



I Can ...

- chant the *Verb Helpers* chant.
- ask six questions about sports and activities.



21

Unit 3

Challenge Time!

3

Question and Answer Race



Audio script
page 60

Before starting this activity, quickly review the Verb Helpers (CD1 track 28) and the Sports and Activities, and More Sports words.

Have the students look at page 21. Play the CD and have the students listen. Ask a student volunteer to time you. Ask six students the questions on the page and have them answer, doing it all in less than a minute. After you ask each question, hold up a finger, and write a check, a line, or a circle on the board. Do this exercise again, but this time make up original questions. Ask six other students your questions and have them answer, doing it all in less than a minute. Hold up your fingers and count the six questions. Circle the six checks, lines, or circles on the board and write 6 next to them.



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Now, tell the students to stand up and ask each other six questions. After they ask each question, they should write a check, a line, or a circle on the board or on a piece of paper. Time them and see if they can do it in less than a minute. Continue doing this activity until most of the students can ask six questions in less than a minute.

Goal Check

Goal 19 ☒

S Have the students stand up and say the *Verb Helpers* chant. Check the box in their books after they have done this.

B Have the students form groups of four and take turns standing up in front of the group and chanting the *Verb Helpers* chant. After they have successfully chanted it, have them check the goal box in their books.

Goal 20 ☒

Have the students stand up, hold their books, and make a single file line in front of you. When it is their turn, ask them six questions about sports and activities. After they have answered all six questions, check the box in their books.

Lesson 3

Rhythms and Reading

Materials

- ★ More Sports flashcards or pictures
- ★ Paper
- ★ Scissors
- ★ Sea Animals poster

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review the More Sports words with the class. Elicit the names of the sports from different students.
- Chant the *Sea Animals* chant on page 12, CD1 track 17. Ask each group of students to do the chant as they point to the animals in the Sea Animals poster.

1 Listen, point, and say. Audio script page 60

Go to page 12 and review the adjectives, comparatives, and superlatives with short adjectives (i.e. cute, scary, fast, big).

Next have the students do the following gestures with you so they can grasp the grammar easily: hold both hands in front with palms down at chest height and say the adjective (i.e. exciting). Next, put your right hand, palm down up to forehead height (while keeping your left hand in its original position), and say the comparative (i.e. more exciting). Finally, extend your right arm over your head and hold up your index finger as if to say "Number 1" (while keeping your left hand in its original position) and say the superlative (i.e. the most exciting).

Next, explain that with short adjectives, you use the endings "er" and "est" (i.e. cuter, cutest). However, with long adjectives, you say the words "more" and "most" before the adjective.

Rhythms and Reading

1 Listen, point, and say.

exciting	more exciting	the most exciting
boring	more boring	the most boring
dangerous	more dangerous	the most dangerous
difficult	more difficult	the most difficult

2 Listen, point, and chant *More and Most*. Then write a new chant by yourself.



More and Most
 Horse riding is more exciting than cycling.
 Is it?
 Rock climbing is more dangerous than jogging.
 Really?
 Roller skating is more exciting than running.
 Is it?
 Hang gliding is the most dangerous.
 What's the most exciting for you?

22

Have the students listen and watch as you read through the words on the chart on page 22 and do the gestures. Do it again, but have the students follow your actions and say the words with you. Then, play the CD and have the students point to the words in the chart as they repeat after the CD.

2 Listen, point, and chant Audio script page 61 *More and Most*. Then write a new chant by yourself.

Have the students look at the pictures on page 22. Elicit the names of the activities. Play the CD. The students should point to the pictures of the activities along with the CD. Do the chant slowly and make the same gestures you did in Exercise 1 and mime the activities. Do it again and have the students make the same gestures as they say the chant along with you. Play the CD again and encourage the students to chant along with the CD as they point to the pictures on the page. Next, have the students find a partner, use different sports and activities, and write a new chant. Invite pairs to chant and mime their new *More and Most* chants.

Challenge Time!

The Traditional Sport of Falconry

3 Listen and read.



Falconry is a popular sport in the Kingdom of Saudi Arabia. Many people have falcons that are trained to hunt other birds and animals.

Falcons are very strong birds. They can fly fast and dive even faster. They see very far, so they can spot animals that are kilometers away. They have very sharp talons that they use to attack and catch their prey. They are amazing to watch!



4 Read and say if the sentences are True or False.

- | | | |
|---|---|---|
| 1. Many people in Saudi Arabia like falconry. | T | F |
| 2. Falcons slow down when they dive to catch an animal. | T | F |
| 3. Falcons can see very far. | T | F |
| 4. Falcons have soft talons. | T | F |



I Can ...

- read and write a new *More and Most* chant by myself.
- read and talk about a traditional sport.



Now go to page 38

23

Unit 3

4 Read and say if the sentences are *True* or *False*.

Have the students read the text and answer the questions. Do the first question in class to make sure they all understand what they have to do. Invite volunteers to give the answer. Have them point to the sentence in the text that provides the answer, i.e. "Falconry is a popular..." Have the students read the questions and then read the text by themselves. Ask them to compare answers with a partner. Invite individual students to report their answers in class.

Goal Check

Goal 21 ☒

Have the students stand up. The students will take turns chanting and doing the actions for their *More and Most* chant in pairs. Once they have finished, have them sit down and check the box in their books.

Goal 22 ☒

Have the students stand up, hold their books, and make a single file line in front of the teacher. When it is their turn, they should point to and read two sentences from *The Traditional Sport of Falconry*. When they have finished, check the box in their books.

OPTIONAL

Words with ow, ou, oi, oy,
page 38 from Phonics Practice.
See Teaching Notes on page 46, We Can!3
Teacher's Book.

Challenge Time!

3 Listen and read. The Audio script page 61 Traditional Sport of Falconry

Point to the picture on page 23 and have the students talk about what they can see. Ask them if there are people in their family who hunt with falcons. Explain what falcons do, i.e. "hunt other birds and animals". Mime the action or draw on the board. You can also use cutouts of photographs that you stick and move on the board to show action.

Play the CD and have the students listen and watch you as you mime actions and feelings! For example, mime flying with arm movements and demonstrate "dive even faster" by moving your hand palm downwards along a sharp curve. Read the text to the students, pause at the end of each sentence, and have them mime the actions. Next, play the CD again and have the students point and read along with the CD.



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Lesson 4 • Phonics

Materials

- ★ The Alphabet a-z flashcards (We Can 1) or letter cards made by students
- ★ small pieces of paper

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Review and chant *More and Most* from page 22.

1 Listen, say, and match. Audio script page 61

Have the students look at the pictures and say the words. Point out the example for *toy* and write *oy* on the board; then elicit *coin* from the students and write *oi* on the board. Demonstrate that *oy* and *oi* make the same sound.

Play the CD and have the students repeat along with the CD. Play it again as the students listen and match words and pictures. Circulate and check. Invite students to check each other's answers.

2 Listen, say, and match. Audio script page 61

Have the students look at the pictures and say the words. Point out the example for *hair* and write *ai*, *ere*, and *ear* on the board. Demonstrate that they make the same sound.

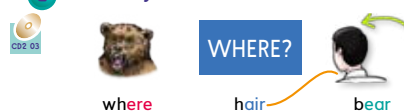
Play the CD and have the students repeat along with the CD. Play it again as the students listen and match words and pictures. Circulate and check. Invite students to check each other's answers.

Phonics

1 Listen, say, and match.



2 Listen, say, and match.



3 Write ere, ear, or air.

1. I want to eat a p _ _ _ .



2. Look at this p _ _ _ of shoes.



3. I'd like to sit on that ch _ _ _ .



4. He's w _ _ _ ing a blue coat.



24

3 Write ere, ear, or air.

Have the students look at the pictures in Exercise 3 and name what they see. Ask them to read number 1 and complete the word. Invite volunteers to spell and write the word on the board.

Have the students complete the rest of the words in pairs. Circulate and help when necessary. Invite students to read the sentences, spell the words, and write them on the board. Have the rest of the class check their answers as you circulate and make sure they have all completed the words correctly.



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Challenge Time!

I'd like to ... but

4 Listen and match the parts. Then chant.



I'd like to ... but

I'd like to play tennis

I'd like to try falconing

I'd like to try riding

I'd like to try scuba diving

I'd like to try rock climbing

I'd like to try sky diving

I'd like to try cooking

I'd like to try painting

but there is no rock.

but don't know how.

but I have no horse.

but I have no falcon.

but there is no sea.

but there is no plane.

but I have no racket.

but don't know how.



Try photography!

I have no camera and don't know how!

I Can ...

• read and write words with oi, oy; coin, boy, ere, ear, air; where, bear, hair.

• match and chant the I'd like to ... but chant.



Now go to page 39

25

Unit 3

Goal Check

Goal 23 ✓

Students should take turns standing up and reading words from page 25. Once they have completed this goal, have them sit down and check the box in their books.

Goal 24 ✓

Students take turns chanting the *I'd like to chant...* but chant in pairs. Once they have completed this goal, have them check the boxes in their books.

OPTIONAL

Words with **cl, cr,**
page 39 from Phonics Practice .
See Teaching Notes on page 46, We Can!3
Teacher's Book.

Challenge Time!

3 Listen and match the parts. Then chant.



Audio script
page 61

Have the students look at the pictures and say which activities or sports they are about. Ask them to name things, equipment, clothing, etc., that people use to do the sports or activities, i.e. a racket, a horse, a falcon, rocks.

Then show them flashcards or pictures about the rest of the sports and activities in the chant. Use the pictures on page 18 and 20 to have students think about things that people use to do scuba diving, sky diving, cooking, and painting.

Play the CD and have students point in their books. Then play the CD again and have students match. Give them time to check each other's answers. Then invite volunteers to read their answers in class. Play the CD and have students chant along.



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Extension Activities

Lesson 1 • Finding Out Time

Materials:

- ★ Sports and Activities Poster WC2
- ★ Sports and Activities flashcards WC2
- ★ More Sports flashcards WC3

Sports Class Survey

Draw the following chart on the board.

Sports Class Survey		
	I like...	I want to try...
horse riding		
football		
volleyball		
snowboarding		
swimming		
scuba diving		
skydiving		
hang gliding		
bungee jumping		
rock climbing		

Have the students stand up. Put the More Sports, and the Sports and Activities flashcards of the sports around the room. Have the students name the sports and activities on the flashcards and the poster. Ask them to find sports and activities in the chart that are not included. Ask the students, "What sport do you like?" and have them say, "I like (sport)." Then, ask, "How many people like (sport)?" and have them tell you how many people are in their group. Write the number down on the chart.

Repeat the above steps, but this time ask, "What sport do you want to try?"

Then look at the chart as a class and decide which sports are the most popular. Have the students add more sports and activities and repeat.



Lesson 2 • Grammar in Action

Ball Sports, Individual Sports, and Other Activities

Write the following on the board:

1. Ball Sports
2. Individual Sports
3. Other Activities

Have the students brainstorm in groups and think of as many sports and activities as they can for each category. Encourage them to have one student per group making notes. Then, invite students to the board and have them write the words they thought of under each category. Have volunteers add more sports.

Next ask the students to choose sports that they think are boring, exciting, dangerous, or difficult and compare them by saying, "Sky diving is more dangerous than rock climbing."

Ask them, "What's the most exciting for you?" and have them give a real answer.

Lesson 3 • Rhythms and Reading

Materials:

- ★ More Sports poster
- ★ Sports and Activities poster (WC2)

What Are You Doing? Sports Chant

Chant the *What Are You Doing?* chant from We Can 2, Unit 3. Review which sports need the word "play" and which need the word "do".

Have the students make a circle. Make up a new version of the chant using a new sport, while miming that new sport. The other students should mime the sport along with you. Then, choose a student in the circle. That student makes a new version of the chant using that sport and mimes that sport, while the class mimes it along with him/her. The student then chooses another student to mime.

Continue making new versions of the chant until everyone has had a chance to lead. In small classes, each student can have many chances to make a new version of the chant.

Lesson 4 • Phonics

Materials:

- ★ Paper

Silent e Double Dictation

Review the words on page 24 and read them together. Then hand the students a sheet of paper each. Write the following on the board and have the students copy on their sheets.

t _ _	c _ _ _	b _ _
p _ _ _ t	wh _ _ _	h _ _ _
b _ _ _	p _ _ _ (of shoes)	
ch _ _ _	w _ _ _ (a coat)	

Have the students check to make sure that they have the correct number of blank lines for each word. Tell them that each line represents one letter.

If your students are good at writing/spelling, say the words in jumbled order and let the students find the right word to complete. If they are having difficulty with spelling/writing, say the words in the same order as the blanked words on the board.

Have the students work in pairs, choosing words. Next invite pairs to come to the front, write the first letter of each word and add lines for the letters. Ask them to be teachers and call out the words for the rest of the class to write/spell. Give the students time to check their spelling. Encourage them to find the words in their book.

Materials:

- ★ Paper
- ★ Scissors

Silent Spelling Game

Pass out a sheet of paper to pairs of students and ask them to choose 10 words from the unit.

Tell them to jumble and write the letters of each word on a separate line. Have them number each line.

Have pairs exchange sheets, try to put the jumbled letters in order, and write the words. Set a time limit depending on how confident your class is.

Ask pairs to form groups and check the spelling of the words. Encourage them to look up the words in their book.

Unit 4 Chores

Lesson 1

Finding Out Time



Materials



- ★ Numbers 1–100 poster

Getting Started

- The students should say, “Hello! How are you?” to the teacher and their classmates when they enter the classroom and spell two words from the unit.
- Put the Numbers 1–100 poster on the board. Have the students count from 1 to 100 in groups. Encourage the students to count along with you. Tell the students to make a circle. Throw the ball to one of the students and say, “One.” The student must throw the ball to a different student and say “Two”. Continue until the students have reached the number one hundred.

1 Listen, say, and do.



Have the students open their books to page 26 and listen to the CD as they point to the chores in the pictures. Play the CD again and encourage the students to say the sentences along with the CD as they point to the chores on the page.

Next, call out numbers from 1 to 8 at random and have individual students name the chores in the picture. Then write the numbers 1 to 8 on slips of paper. Fold and put them in a paper bag.

Invite students to take a slip, unfold it, and name the chore. For example, a student that picks out a slip with number 8 should say, “Fold the laundry.” Organize this activity in groups. The group with the most correct answers wins.



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Unit 4 Chores

Finding Out Time

1 Listen, say, and do.



2 Small Talk: Ask your partner and get the real answers.



1. What chores do you do? I _____.
2. Do you _____, too? Yes, I do sometimes.
3. What chores does your sister do? She _____.
4. Does she _____? Yes, she does sometimes.

26

2 Small Talk: Ask your partner and get the real answers.



Before doing this exercise, review the *Verb Helpers* chant from page 20 (CD1 track 28).

Then, play the CD and have the students listen.

Invite a student volunteer to come to the front of the class and ask him/her the questions. Point out that when you talk about another person, you have to put an “s” or “es” at the end of the verb. (Note: There’s no need to explain this grammar point in-depth at this time since it will be taught extensively in the next lesson.)

If the student doesn’t have a sister, choose another family member. However, remember to point out that the student should change the answers to “he” if the family member is male.

Challenge Time!

3 Check Your Chores



Can you check your answers and find out your score?

	Yes (2 points)	Sometimes (1 point)	No (0 points)
	Always	Sometimes	Never
1. Do you feed the fish?	()	()	()
2. Do you set the table?	()	()	()
3. Do you wash the dishes?	()	()	()
4. Do you vacuum the floor?	()	()	()
5. Do you clean up your room?	()	()	()
6. Do you go shopping?	()	()	()
7. Do you take out the trash?	()	()	()
8. Do you fold the laundry?	()	()	()

Total _____

13 or more I'm a great helper at home.
9-12 I'm a good helper at home.
5-8 I'm an average helper at home.
0-4 I'm a poor helper at home.



I Can ...

- ask a partner two questions about his or her chores.
- say what kind of helper I am at home.



27

Unit 4

Tell the class that they are going to take a survey about chores they do at home. If they do the chore, they should check "yes". If they do the chore sometimes, they should check "sometimes". If they don't do the chore, they should check "no".

Play the CD and have them check their answers. Then, write on the board, "yes= 2 points, sometimes= 1 point, no= 0 points", and have them add up their score.

Ask the students to raise their hands if they had a score of 13 or more. Have them each tell you their score. Show them that their survey score shows, "I'm a great helper at home." Have the students with those scores repeat that sentence after you. Repeat these steps for the other scores.

Goal Check

Goal 25 ☒

Have the students stand up, hold their books, and find a partner. They should ask their partner two questions about his or her chores. When they have finished, have them check the box in their books.

Goal 26 ☒

Have the students stand up, hold their books, and make a single file line in front of you. When it is their turn, ask them what kind of helper they are at home, while pointing to the Challenge Time! survey on page 27. After they have told you what kind of helper they are, check the box in their books.

Play the CD again and then have the students find a partner.

- S** Have the students take turns asking a partner the questions and getting the answers while standing in front of the class. Have them use the Chores pictures on page 26 as props when they ask and answer the questions. Praise each pair for a job well done.
- B** Have the students stand up and find a partner. Have them ask each other the questions and get the answers. Have them point to the chores on page 26 when they ask the questions.

Challenge Time!

3 Check Your Chores



Audio script
page 62

Before doing this activity, say the chores in the order they are listed on page 27. Have student volunteers call out the correct Chores number from page 26.



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Lesson 2

Grammar in Action

Materials

- ★ Colored pencils

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Have the students stand up. Mime an action for one of the chores. When a student figures out which chore you are doing, he/she should raise his/her hand. If the student guessed correctly, say, "I'm (chore)." and have the class repeat after you and mime the chore. Repeat until all the Chores have been practiced.

1 Listen and practice saying the words in pairs.



Play the CD and have the students listen. Play it again and have the students say the words along with the CD. Then, have the students find a partner, play the CD again and have the students (Person A and Person B) take turns saying the words with their partner.

2 Listen and chant Chores.



Play the CD and have the students listen to the Chores chant.

1. Say, "I wash the dishes." and point to yourself. Do it again and have the students repeat and make the same gesture.
2. Say, "You wash the dishes." and point to someone. Do it again and have the students repeat and make the same gesture.
3. Draw a picture of a male stick figure on the board and say, "He washes the dishes." and

Grammar in Action

1 Listen and practice saying the words in pairs.



Person A

1. feed
2. set
3. wash
4. vacuum
5. clean
6. go
7. take
8. fold

Person B

- feeds
sets
washes
vacuums
cleans
goes
takes
folds



2 Listen and chant Chores.



I wash the dishes.
You wash the dishes.
He washes the dishes.
She washes the dishes.
We wash the dishes.
You wash the dishes.
They wash the dishes.



28

point to your picture. Have the students repeat and point to the picture.

4. Draw a picture of a female stick figure on the board and say, "She washes the dishes." and point to your picture. Have the students repeat and point to the picture.
5. Say, "We wash the dishes." and point to yourself and a group of students. Do it again and have the students repeat and make the same gesture.
6. Repeat step 2.
7. Draw a picture of a female and a male stick figure on the board, say, "They wash the dishes." and point to your picture. Have the students repeat and point to the picture.

Play the CD again and have the students chant along.

Challenge Time!

3 Make Sentences
Can you draw three different color lines and make three sentences?

I Can ...

- choose a verb and say two forms of it (example: *take / takes*).
- chant the *Chores* chant.

Now go to page 40

29 Unit 4

Once everyone has completed the exercise, read the sentences together.

Goal Check

Goal 27 ☒

Have the students stand up, hold their books, and make a single file line in front of you. When it is their turn, they should choose a verb from page 28 and say the two forms. After they have said the verbs, check the box in their books.

Goal 28 ☒

S Have the students stand up and chant the *Chores* chant. Check the box in their books after they have chanted it.

B Have the students form groups of four and take turns standing up in front of the group and chanting the *Chores* chant. After they have successfully done this, have them check the goal box in their books.

Challenge Time!

3 Make Sentences

Tell the students to look at the words on page 29. Read each column of words aloud as a class. Explain to them that they will make three sentences by connecting the boxes.

Have the students take out their colored pencils and draw a line between a yellow box, a green box, and a pink box to make a sentence. For each sentence, they should use a different color pencil. Students can refer to page 28 during this activity.

Once they have completed drawing the lines, they should raise their hands and say, "I'm finished!" Then have them read the sentences to you. If the student has made a mistake, point it out and refer him/her to the grammar lesson on page 28 (Exercise 1) and see if he/she can correct it. If some students are very slow to complete this exercise, you can whisper an example sentence to those students and see if they can draw the lines.

OPTIONAL

Words with ar, or, er,
page 40 from Phonics Practice. See
Teaching Notes on page 47, We Can!3
Teacher's Book.

Lesson 3

Rhythms and Reading

Materials

- ★ Construction paper
- ★ Colored pencils
- ★ Straws
- ★ Scissors
- ★ Tape or glue

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Do the *More and Most* chant from page 22 (CD1 track 32).
- Review the chores vocabulary on the Chores poster.

1 Listen and chant with actions.



Tell the students to open their books to page 30. Play the CD and have the students listen to the *Clever Robot* chant as they look at the pictures. Teach them what the word "clever" means in order for them to get a better understanding of the chant.

Say the chant slowly and have the students point to the correct picture of the robot. Then, have everyone stand and do the chant slowly as you make up a gesture for each line. Next, do the chant at a normal speed and do the gestures together.

Play the CD again and have the students chant along as they do the gestures.

Rhythms and Reading

1 Listen and chant with actions.



Clever Robot

I have a little robot,
The smartest ever seen.
He washes my dishes,
And keeps the house clean.
He bakes my bread,
And makes me a drink.
He sits by the fire,
And gives me a smile.



2 Point and read by yourself.

30

2 Point and read by yourself.

Have the students point to the words and read, while paying attention to the chant's rhythm. Try this once together and then have the students read it on their own. Play the CD and encourage them to read along at the same pace.



Challenge Time!

3 What Are They Doing Now?

Write each phrase in the right place. Listen and check.

She usually vacuums and cleans up
feeds the fish and goes
playing games and sitting
watching TV and eating

What is the good helper doing now?

_____ her room

Early in the morning or in the afternoon!

What is she doing now?

She's _____ a snack.

Her room is clean, her chores all done!

What is the good helper doing now?

He usually _____ shopping

Early in the morning or in the afternoon!

What is he doing now?

He's _____ back.

The fish is full, his chores all done!

I Can ...

- read the *Clever Robot* chant by myself.
- complete *What Are They Doing Now?* and say it.



31

Unit 4

Read the rhyme/poem with the class and pause to let the students complete each phrase. Have the students write the phrases and check with a partner. Play the CD and have the students listen and check their answers. Then play the CD again and have the students say it along with the CD. Divide the class into groups A and B. Have group/s A say the questions and group/s B say the answers.

Goal Check

Goal 29 ☒

Have the students stand up, hold their books, and make a single file line in front of you. When it is their turn, they should point to and read the *Clever Robot* chant by themselves. When they have finished, check the box in their books.

Goal 30 ☒

Have the students stand up. The students will take turns saying the *What Are They Doing Now?* rhyme in pairs. Once they have finished, have them sit down and check the box in their books.

Challenge Time!

3 What Are They Doing Now?



Audio script
page 62

Write each phrase in the right place. Listen and check.

Mime the chores in the pictures. Have the students tell you what you are doing. Mime "vacuuming". The students should say, "You're vacuuming the floor." Remember to keep on miming as the students tell you what you are doing. Say, "That's right! I'm vacuuming the floor, now.", as you keep miming. Do the same with the rest of the chores in the pictures.

Read the phrases in the box with the class. Ask "When?" for each phrase and encourage the students to tell you if it's now, at the time of speaking or usually, always, sometime, every day, etc. Point out the difference in form.



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Lesson 4 • Phonics

Materials

- ★ Pictures or flashcards with objects/ words on the page: car, fork, teacher, farm, brother, sister, park, dark
- ★ Letter cards

Getting Started

- The students should say, "Hello! How are you?" to the teacher and their classmates when they enter the classroom.
- Chant and do the actions to the *Clever Robot* chant.
- Chant the chant on page 25 (CD2 track 04).

1 Listen, point, and say. Audio script page 63

Have the students turn to page 32 and name the pictures they see on the page. Give them time to remember the words in pairs. Then call on pairs to point to pictures and name them.

Play the CD and have the students point and say the words in Exercise 1. Write *ar*, *or*, and *er* on the board and make the sounds. Point out that each sound is different. Number the sounds on the board. Write 1 for *ar*, 2 for *or*, and 3 for *er*.

Say words from the page at random and have students say if they are 1, 2, or 3.

2 Read and write *ar*, *or*, or *er*.

Have the students find a partner. Ask them to read the sentences in Exercise 2 and complete each word with *ar*, *or* or *er*. Have a student volunteer complete number 1 and write the word on the board. Circulate and help students that are having difficulties completing the words. Call on students to read each sentence and spell the word they have completed, while you write the words on the board. Have the students check their answers.

Phonics

1 Listen, point, and say.



car



fork



teacher

2 Read and write *ar*, *or*, or *er*.

1. He is playing with a toy c _ _ . 
2. There is a horse on the f _ _ m. 
3. He is a doct _ _ . 
4. Judy has three broth _ _ s. 
5. Do you have a sist _ _ ? 
6. They like to play in the p _ _ k. 
7. He is eating with a f _ _ k. 
8. It's d _ _ k at night. 



Advice Time

Don't put off until tomorrow what you can do today.



32

Challenge Time!

3 Spelling Bee Audio script page 63



A Spelling Bee is a spelling contest in which the participants have to spell words correctly aloud after they hear them dictated.

Have the students look at page 33 and listen to the CD to hear how to conduct a Spelling Bee.

If you think the students need to look at the alphabet as they spell the words, pass out The Alphabet a–z cards, have the students put them in alphabetical order, and place them where everyone can see them. Alternatively, you could put The Alphabet poster on the board or have student volunteers write the alphabet on the board.

Challenge Time!

3 Spelling Bee
Can you listen to the word and then spell it?

How do you spell *teacher*?
t-e-a-c-h-e-r

How do you spell *fork*?
f-o-r-k

I Can ...

- read and write words with ar; car, er; teacher, and or; fork.
- write and spell words with ar, er, and or by myself.

Now go to page 41

33 Unit 4

Use the words from the following list:

farm	fork	car	sister	brother
doctor	park	bear	where	pear
pair (of shoes)	chair	wearing	toy	
coin	boy	point	goat	snow
boat	window	yellow	coat	house
mouse	cow	brown	clown	showing
meat	read	meet (a friend)	cheese	
seal	sleep	sheep	peach	rice
pine	pie	tie	rain	train
play	day			

Goal Check

Goal 31 ☒

Have the students stand up and take turns spelling five words. Once they have finished, have them sit down and check the box in their books.

Goal 32 ☒

Students must write six *ar*, *or*, *er* words in their notebooks. When they are finished, have them raise their hands. Check their work and see if they can figure out and correct any spelling mistakes they have made. Check the box in their books once they have correctly written all six words.

OPTIONAL

Words with ar, or, ur, ir,
page 41 from Phonics Practice. See
Teaching Notes on page 47, We Can!3
Teacher's Book.



When conducting a Spelling Bee, realize that this kind of contest, while beneficial, can result in hurt feelings. Be sure to keep the mood of the Spelling Bee light, fun, and not overly competitive.

Extension Activities

Lesson 1 • Finding Out Time

Materials:

- ★ Plastic knives, forks, spoons, cups or glasses, paper plates, and napkins
- ★ Optional – scissors, construction paper

Setting a Table Activity

While many students have eaten meals using Western-style utensils, not all of the students know how to set a Western-style table.

Before beginning this activity, review the prepositions – *in, on, under, next to*; and *left* and *right*.

- S** Make sure you have enough paper or plastic utensils for one place setting. You'll need at least one of each: plate, glass or cup, spoon, fork, knife, and napkin. Have the students gather around. Place the plate in the middle of the table and say the following as you set the table:
1. The knife is on the right.
 2. The spoon is next to the knife.
 3. The napkin is on the left.
 4. The fork is on the napkin.
 5. The glass is on the right.

After you have set the table, remove everything except for the plate and ask a student volunteer to try setting the table. Say the above steps 1–5 and have the student follow your directions. If the student makes a mistake, repeat the instruction and see if he/she can correct the mistake. After that student has successfully set the table, try it again with another student. Continue until all students have had a chance to set the table.

- B** After you have set the table, remove everything except for the plate and ask a student volunteer to try setting the table. Say the above steps 1–5 and have the student follow your directions. If the student makes a mistake, repeat the instruction and see if he/she can correct the mistake. After that student has successfully set the table, ask the students to make groups of four or five. Pass out enough paper and plastic plates, cups, and utensils for each group to have

one place setting, or have them make ones out of construction paper.

Each student in the group will take turns setting the table as you say steps 1–5. Repeat the steps until every student has had a chance to set the table.

Lesson 2 • Grammar in Action

Materials:

- ★ Cards for word flashcards

Chores Chain

Review the chores from page 26 and the *Chores* chant on page 28.

Prepare flashcards or have the students prepare flashcards with the following prompts:

feed/fish	feed/bird	set/table
wash/dishes	wash/clothes	wash/hands
vacuum/floor	vacuum/living room	
clean/house	clean/kitchen	go shopping
take out/trash	clean up/room	fold/laundry

Hold up a card for the students to see. For example, hold up the card for wash/dishes. Say, "I wash the dishes." and have the students repeat. Call on groups and individual students to repeat. Then say, "he" and encourage the students to say, "He washes the dishes." Say "hands", and the students should say, "He washes his hands." etc. This is a multiple substitution drill and the students have to remember the last sentence so they can make the necessary changes when you give them a new prompt. Try to do this at a lively pace.

Lesson 3 • Rhythms and Reading

Materials:

★ Paper

My Robot Guessing Game

Before class, take a piece of paper or card, draw a picture of a robot on one side and write what chore the robot does on the other, using the sentence form: “He/She (chore).” Show the students the paper and tell them, “This is my robot. His/Her name’s _____.”

Have the students turn to page 30 and review the *Verb Helpers* chant. Ask the students, “What does my robot do?” Write the following on the board: Does he (chore)? Does she (chore)? Point to the correct question, depending on whether your robot is male or female, then have the students raise their hands and take turns guessing the chore your robot does. For example, “Does your robot wash the dishes?” If they guess incorrectly say, “No, he/she doesn’t.” If they guess correctly say, “Yes, he/she does.” and turn your card around to reveal the sentence you wrote.

Have the students make their own robot cards. Give them a 10-minute time limit. Play the *Clever Robot* chant (CD2 track 10) over and over, while the students make their robot cards. Circulate around the room to check students’ progress and their spelling, and help those who need it.

Once everyone is finished making their robot card, have a student volunteer come to the front to introduce his/her robot and then have the students play the guessing game. Continue until all of the students have had a chance to come to the front, introduce their robot, and play the game.

Lesson 4 • Phonics

Materials:

★ Paper

Word Race

Write ar, or, and er on the board. Then write the following:

c _ _	f _ _ k	teach _ _
f _ _ m	broth _ _	sist _ _
p _ _ k	d _ _ k	

Have the students copy the blanked words. Then say each word twice and let the students fill in the missing letters. Ask students to look for more words with these letters in their book.

Materials:

★ Paper

Spelling Chain

Have the students choose words from Challenge Time! on page 31. Ask them to find words with five or more letters. Circulate and help students who are having difficulties. Make sure they work on their own. When they are ready, ask them to make pairs. One of the students should spell a word and the other student has to write it and find it on page 31. For example, student A says, “s-h-o-p-p-i-n-g”, student B writes *shopping* and finds it in the rhyme. You can have students use more pages in their book and add more words.



وزارة التعليم

Ministry of Education

2023 - 1445

Words with ee, ea, ie, and ai, ay, a_e

Words with ee, ea, ie

1 Listen, point, and say.



2 Look at the picture and circle the right word. Then listen and check.

1.		beech	beach	bead	bid	✓
2.		pay	pine	pie	pin	
3.		tease	cheese	chess	close	
4.		meat	team	mat	met	
5.		sell	less	seal	sale	
6.		ship	shape	sheep	heap	
7.		meat	meet	met	mit	
8.		patch	cheap	pitch	peach	

3 Listen, point, and say. Then say and mime.

Piece of Cake!

B-e-a-c-h says beach.
But head says head.
Sneaker says sneaker.
But sweater, sweater!
Treasure says treasure.

And bear says bear.
But steak says steak.
And so does break!
It's not a mistake.
Piece of cake!

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Words with ai, ay, and a_e

Phonics Practice

1 Listen, point, and say.



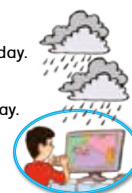
2 Look at the pictures and write ai, ay, or a_e. Then listen and check.

1.		sn_ ai _l	6.		r_ ai _ncoat
2.		M_ ay _	7.		t_ a_ p_ e_
3.		cr_ ay _on	8.		c_ a_ k_ e_
4.		d_ ay _	9.		pl_ ay _
5.		ch_ ai _n	10.		t_ ai _l

3 Listen, point, and say. Circle all the words with ai and ay.

A Rainy Day

It's a rainy day today.
Stay in and play!
It's a rainy Saturday.
Let's play I say!



The snails are out.
They're big and fat!
It's a rainy day today.
A rainy Saturday!
So fresh, so cool ...



35

Teaching Notes

Words with ee, ea, ie

1 Listen, point, and say.

Have students listen to the CD and repeat as they point to the pictures and letters. Play the CD again and have them repeat once more, if necessary.

2 Look at the pictures and circle the right word. Then listen and check.

Point to the example and elicit the word from students. Then read and point to the circled answer. Have students answer the rest of the items as best they can in pairs, or call on individual students to read and answer.

Point to the check (✓) in the last column and have students listen to the CD and check their answers. Invite students to come to the board and write the words to make sure students have circled the correct words.

3 Listen, point, and say. Then say and mime.

Have the students listen to the CD and read along. Explain the expression "Piece of cake!" Tell students that we use it when we want to say that something is very easy. Then play the CD again and have them repeat. Ask students to read and rehearse miming in pairs or groups. Invite pairs/groups to come to the front and perform. Praise all pairs/groups.

Words with ai, ay, and a_e

1 Listen, point, and say.

Have students listen to the CD and repeat as they point to the pictures and letters. Play the CD again and have them repeat once more, if necessary.

2 Look at the pictures and write ai, ay, or a_e. Then listen and check.

Point to the example, read the word, and call on individual students to answer 2 and 3 and spell the words. Have students look at the pictures and write the rest of the words. Circulate and monitor. Then have students listen to the CD and check their answers.

3 Listen, point and say. Circle all the words with ai and ay.

Ask students to say what they see in the pictures, for example, "I can see clouds, rain", etc. Have them listen to the CD, point, and read along. Ask students to practice in pairs. Play the CD in the background as they practice.

Invite groups/pairs to demonstrate in class. Then have students read and circle the words with ai and ay. Call on individual students to read and spell the words they have circled. Make sure the rest of the students listen and check or repeat.

Words with ow, oa, oe, and ie, ue, ui

Words with ow, oa, oe

1 Listen, point, and say.



2 Look at the pictures and write the words using ow, oa, or oe. Then listen and check.



1. window 2. toe 3. coat 4. goat
5. Joe 6. show 7. yellow 8. soap

3 Listen, point, and say. Then say and mime.

Oh, no! She can't go!

Picnic

She fell down and broke her toe.

She's hugging her pillow,

She's feeling low.

She'll miss the picnic!

Oh, no! Oh, no!

She fell down and broke her toe,

Oh, no! She can't go!

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Words with ie, ue, ui

Phonics Practice

1 Write ie, ue, or ui.



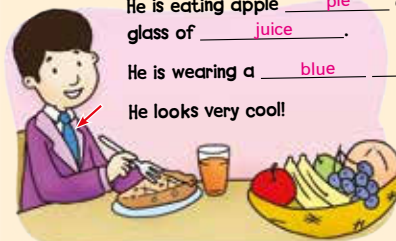
2 Listen and write.

Joe likes apples. Joe likes bananas. Joe likes grapes. He likes all kinds of fruit.

He is eating apple pie and drinking a glass of juice.

He is wearing a blue tie.

He looks very cool!



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Teaching Notes

Words with ow, oa, oe

1 Listen, point, and say.

Have students listen to the CD and repeat as they point to the pictures and letters. Play the CD again and have them repeat once more, if necessary.

2 Look at the pictures and write the words using ow, oa, or oe. Then listen and check.

Have students look at the pictures and name what they see. Call on individual students to say the words. Point to the example and ask students to write the words as best they can. Encourage them to help each other. Have students listen to the CD and check their answers. Pause and/or repeat if necessary.

Optional Activity: Divide the class into teams, call out numbers from 1 to 8, and have them say and spell the word that corresponds to the number. For example, you say, "Six", a student from a team says, "show" and spells the word. The rest of the teams listen and agree or disagree. The team with the most correct answers wins.

3 Listen, point and say. Then say and mime.

Point to the word *Picnic* and the title. Say "Oh, no! She can't go!" as if shocked/upset and ask students to repeat. Have students listen to the CD and read along. Encourage them to be as expressive as possible. Ask students to practice in pairs. Invite pairs to come to the front of the class and demonstrate. Praise them for their performance. Alternatively, you can have individual students or pairs say the lines and mime, while the rest of the class chants the last three lines.

Words with ie, ue, ui

1 Write ie, ue, or ui.

Have students look at the pictures and name as many things as they can. Say any of the words that students can't remember or don't know, and have them repeat. Put the students in pairs and have them complete the words. Check in class. Have students say and spell each word or write it on the board.

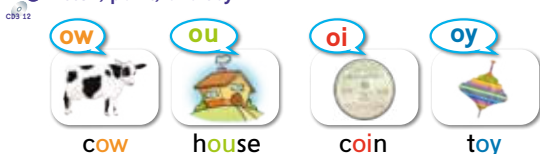
2 Listen and write.

Have students look at the pictures and name as many things as they can. Then play the CD and have students follow in their books. Play the CD again and have them write the missing words.









Words with ow, ou, oi, oy, and cl, cr

Words with ow, ou, oi, oy

1 Listen, point, and say.



2 Look at the picture and circle the right word. Then listen and check.

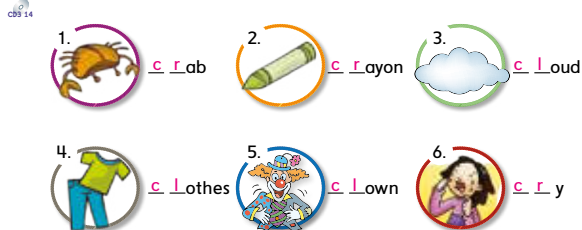
1.		paint	<u>point</u>	pin	pond	✓
2.		lower	clover	<u>flower</u>	follow	
3.		<u>mouse</u>	moose	mouth	mount	
4.		thorough	sandstorm	husband	<u>thousand</u>	
5.		toy	<u>boy</u>	yolk	boil	
6.		down	lawn	<u>clown</u>	clone	
7.		loud	<u>cloud</u>	clone	clawed	
8.		<u>brown</u>	brand	row	bran	

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Words with cl, cr

Phonics Practice

1 Listen and write cl or cr.



2 Read, listen, and chant.

If you're happy and you know it,
Clap your hands (clap clap).
If you're happy and you know it,
Clap your hands (clap clap).
If you're happy and you know it,
Then your face will surely show it.
If you're happy and you know it,
Clap your hands (clap clap).

If you're sad and you know it,
Cry and cry (wah wah).
If you're sad and you know it,
Cry and cry (wah wah).
If you're sad and you know it,
Then your face will surely show it.
If you're sad and you know it,
Cry and cry (wah wah).



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Teaching Notes

Words with ow, ou, oi, oy

1 Listen, point, and say.

Have students listen to the CD and repeat as they point to the pictures and letters. Play the CD again and have them repeat once more, if necessary. Say *cow* and *house* and point out that *ow* and *ou* sound the same in these words. Do the same with *coin* and *toy*.

2 Look at the picture and circle the right word. Then listen and check.

Point to the example and elicit the word from students. Then read and point to the circled answer. Have students answer the rest of the items, as best they can in pairs, or call on individual students to read and answer. Give students time to circle.

Point to the check (✓) in the last column and have students listen to the CD and check. Call on volunteers to report their answers in class and spell the words. Make sure the rest of the students listen and check.

Words with cl, cr

1 Listen and write cl or cr.

Write 1.cl and 2.cr on the board. Have students listen to the audio, distinguish between the two sounds and say 1 or 2. Then have them listen and write.

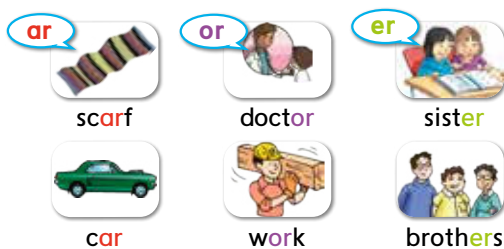
2 Read, listen, and chant.

Have students listen and follow the lines pointing with their finger the first time. Play the CD again and have them chant along. Divide the class into two groups. Have one group chant verse 1 and the second group chant verse 2. Then switch verses. Invite smaller groups to come to the front, chant and mime.

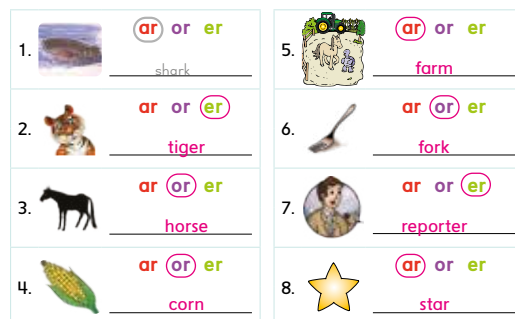
Words with ar, or, er and ur, ir

Words with ar, or, er

1 Listen, point, and say.



2 Look at the pictures, circle ar, or, or er, and write the words. Then listen and check your spelling.

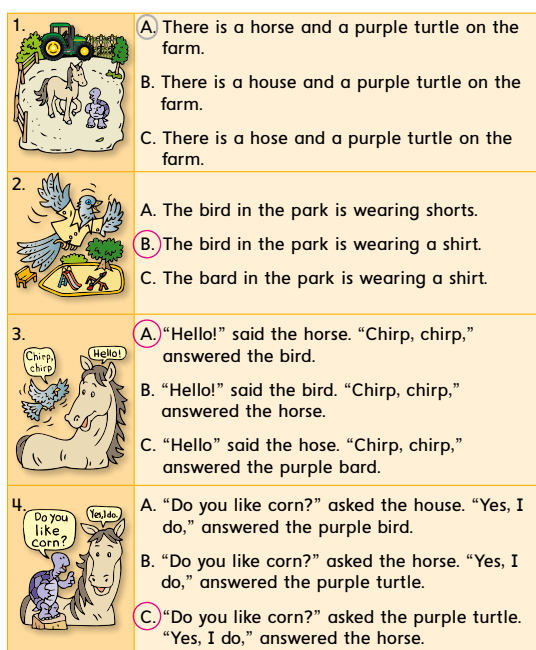


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Words with ar, or, ur, ir

Phonics Practice

1 Read and circle the correct sentence.



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Teaching Notes

Words with ar, or, er

1 Listen, point, and say.

Have students listen to the CD and repeat as they point to the pictures and letters. Play the CD again and have them repeat a second time. Pause if necessary to allow time for choral and individual repetition.

2 Look at the pictures, circle ar, or, or er, and write the words. Then listen and check your spelling.

Have students form pairs, look at the pictures, and say as many of the words as they can. Call on individual students to report in class. Point to the example and demonstrate the activity with one or more words to make sure students understand what they have to do. Then ask them to circle the letters for each sound and write the word. Encourage them to help each other. Play the CD and have students listen and check their answers. Invite pairs or individual students to write their answers on the board. Make sure the rest of the class check.



Words with ar, or, ur, ir

1 Read and circle the correct sentence.

Ask students to look at the pictures and name what they see. Introduce unfamiliar words. Call on students to read the sentences in class. Tell them not say which sentence is correct. Give students time to read the sentences for each picture silently and circle a sentence. If necessary read the sentences with the students. Call on volunteers to say which sentence they circled and read it aloud. Ask the rest of the students to listen and agree or disagree.

If your students are confident readers for this level, have them say what the mistake is in each incorrect sentence, and to correct it.

Teaching Tips • Flashcards

Flashcards can be used to present, elicit, prompt and practice language. They make language, along with other visuals and/or objects, more memorable and activities more fun and more learner-centered.

- When presenting a word for the first time, for example, “shark” hold up the flashcard, say “shark” and have the class repeat. Do the same with “octopus”. Then hold up the “shark” card and elicit “shark” from a student or group and ask more students to repeat; do the same with “octopus”, etc. Follow the same procedure with the rest of the sea animal cards. As you add more animals have the class, groups, pairs, and individual students say the word for each animal and mime, spell or point to it in their book or hold up a card with the word on it.
- Put the picture flashcards on the board with tape or adhesive putty that can come off easily. Say a word and have students point to the right picture/flashcard. Then invite students to “play teacher”.
- Write a number of words on the board. Leave enough space between them. Distribute flashcards to individual students and have them come up and stick them next to or above the right words, e.g. the flashcard for “astronaut” over the word “astronaut”.
- Stack the flashcards and hold them face down for students to pick one. Ask them to say the first letter and word family, e.g. sports, for the rest of the class/groups to guess the word. If they say the wrong word, the card holder keeps the flashcard and picks another one. The student with most cards wins. If the card holder gives the wrong letter or mimes badly, he/she has to return the flashcard and put it at the bottom of the stack.
- Use flashcards in every lesson to recycle and help students remember what was presented/practiced. Organize the students into groups and manage such activities as games.
- Use flashcards to play Word Finder. Make word cards for the students with 6 to 8 words. Make sure some of the words overlap. Hold up a picture flashcard, and have students who can

find the word in their cards cover it with an object, e.g. an eraser, pen, slip of paper, a bean. The student that covers all his/her words first is the winner, if he/she can also say and spell the words correctly.

- Distribute flashcards to students at random. Say a word and have students hold up the right flashcard and repeat the word.
- Use flashcards to prompt language. For example, hold up the flashcard for “astronaut” to prompt “He travels to space”.
- At the end of each lesson, have a different student pick a card at random, name what is illustrated and use the word as the password for the next lesson, especially if the students come into class after a break.
- Flashcards can also be used in combination with other resources, for example, posters or objects. Overall, remember not to say the word as you show the card unless you are presenting or cannot elicit it from the students.
- Flashcards help us illustrate meaning and increase opportunities for students to speak. It is very disappointing for students to know a word or sentence, to want to say it and not be given the opportunity to do so.

Teaching Tips • Posters

Posters can also be used to present and/or practice language as mentioned in the lesson notes.

- Put posters up on the walls of your classroom for the students to see and be exposed to on a more permanent basis. This way you will be able to use them for quick activities when you want to change pace or get the children to move and play games.
- Posters are a great support when you want to get the children’s attention while presenting or explaining. For example, after you demonstrate classroom language and have students listen and do, get them to listen as you point to the poster before you ask them to open their books and look at the corresponding pages.
- **Sea Animals poster:** Let students look at the poster for 1 minute and turn it over. Have students work in pairs or groups trying to

remember the animals they saw and writing a list on a piece of paper. Turn the poster over and let students look at the picture and check their lists. The group/pair that has remembered and listed most of the sea animals is the winner.

Option: Cover the words on the poster with paper. Have students come to the board and write the names of the sea animals. Uncover and invite students to compare and correct words if necessary.

- **Numbers 1–100 poster:** Give the students 2 minutes to look at the poster and try to memorize what they see. Then fold half of the poster and put it up with only one half showing. Students try to draw and/or say what they remember seeing in the hidden part.

Options:

1. Have the students make a short list of fruit and vegetables that they want to buy. Ask them to make pairs and role play/ act out shopping dialogues.

2. Let the students choose a fruit or vegetable from the poster. Ask them to try and describe it as best they can in order to “buy” it. The rest of the class try to guess which fruit or vegetable it is.

- **Ordinal Numbers poster:** Put the students in pairs or small groups and ask them to imagine that they are hiding somewhere in the poster or choose to be one of the cartoon characters. Have them think about what they can see from their hiding place, or from where they stand and tell the class. The rest of the students have to say where they are hiding or who they are.

Option: Write numbers from 1 to 20 on small pieces of paper. Fold them and place them in a bag. Have students look at the poster for one or two minutes. then ask them to pick a number and use an ordinal as they identify the character/ animal in that position. For example, if they pick 10, they have to say, “The tenth animal is a giraffe.” If they get it wrong they don't get any points. The student or pair with the highest score wins.

- **My Daily Routine poster:** Elicit verb chunks from the students and write them on the board. Put up the poster and give students 2 minutes to spot the things that are listed on the board. Give them a minute to find and name the things that are not listed.

Option: Have students make pairs or groups and choose an action. Invite students to stand in line representing the actions of the daily routine and say what they do. Then encourage students to change the order or timing of the actions. You can also use the poster for students to talk about the boy's routine. Then decide on a name and ask the students to talk or write about the boy's daily routine.

- **The Zoo poster:** Let students look at the poster, choose an animal and describe it. Make sure they don't mention the name of the animal. The rest of the class can ask up to 3 questions to try and guess which animal it is.
- **Transport poster:** Elicit, and/or provide different destinations. Write them on the board. For example, Riyadh - Jeddah, or home - school. Invite one or two students to be “teachers”, point to one of the destinations, and have the rest of the students name the best transport. The rest of the class has to agree or disagree with the suggested answer. If there is agreement the player/s take over as “teacher/s”. Organize students in pairs or groups and do the activity as a game.
- **My House poster:** Ask pairs or groups to write sentences about the things that are in a room. Tell them to include some wrong objects in two of their sentences. Have the rest of the students read or listen and say if each sentence is True or False.
- **Stationary poster:** Have students make pairs or groups and choose one of the children on the poster. Ask them to describe the child and say what he is doing in class. The rest of the students have to try and say which child it is.
- **My School poster:** Put up the poster. Split your class into groups. Assign a floor/story of the school building to each group and have them write True and False sentences about that floor. When the students are ready, take the poster down or turn it over. Invite one group at a time to read their sentences for the rest of the class to answer. Ask one of the students to write T or F on the board. Then put up the poster or turn it over and check the answers.
- **Option:** Have pairs or groups write questions to ask the rest of the class.
- **My Town poster:** Put up the poster and ask pairs or groups to prepare directions to one of

the places in town from the same starting point. Agree a starting point with the students. Make sure the students who give directions do not mention the destination. Call on groups/pairs to give directions to their chosen destination. The rest of the class have to listen carefully, follow the directions, and find the destination. Allow students to ask for clarification or repetition if they are not sure about something.

- **Action Verb Chunks:** Put up the poster and elicit only the verbs from the students. Write them on the board. Let the students look at the poster for a few minutes, turn it over, and have them use the verbs in the correct chunks.
- **World Map:** Put up the word map and elicit/introduce North, South, East, West. Point to different countries and practice. Have the students repeat the countries and elicit names of cities if they know or remember them.

Option: Elicit and write the names of countries on the board. Point and have the students read the countries. Invite pairs of students to come to the front and point to the country that is being mentioned, on the map. Keep the initial letters of the countries and erase the rest. Ask pairs/groups to try and remember the name of each country.

Teaching Tips • Advice time

This is a feature that each teacher might choose to exploit differently. Here are a couple of standard suggestions:

- Tell the students what the advice is about, for example, parents, and elicit what they think they should do, e.g. listen to parents, respect parents, etc. Then read the advice to them and get them to repeat it. You may wish to ask them to copy and/or illustrate the advice.
- Have different groups copy and illustrate items of advice and stick them on a large sheet of paper or cardboard to create an advice poster. Help students add a few more ideas if you wish.



Flashcard and Poster List

Flashcards

Sea Animals

1. walrus
2. whale
3. seahorse
4. seal
5. baby seal
6. shark
7. dolphin
8. starfish
9. crab
10. jellyfish
11. octopus
12. squid
13. eel
14. seagull

More Sports

15. skydiving
16. hang gliding
17. snowboarding
18. golf
19. skiing
20. tai chi
21. canoeing
22. mountain biking

Chores

23. wash the dishes
24. take out the trash
25. make a drink

My Daily Routine

26. get up
27. go to bed
28. do my homework
29. eat lunch
30. come home

Jobs

31. astronaut
32. pilot
33. engineer
34. computer technician
35. firefighter
36. businessman
37. scientist

Action Verb Chunks - Part 1

38. jump into bed
39. peel a banana
40. stamp your feet

Weekend Activities

41. study



Flashcard and Poster List

Life's Ups and Downs

- 42. make a rocket
- 43. lose a game
- 44. catch a fish

A Healthy Life

- 45. eat breakfast
- 46. go to bed late
- 47. skip breakfast

My Town

- 48. train station
- 49. supermarket
- 50. elementary school
- 51. post office
- 52. bus stop
- 53. convenience store
- 54. stationery store
- 55. candy store
- 56. bakery
- 57. bookstore
- 58. flower store
- 59. signs
- 60. stapler
- 61. candy
- 62. DVD
- 63. bread and cakes
- 64. flowers and pots
- 65. newspaper
- 66. eggs

Action Verb Chunks - Part 2

- 67. brush my teeth
- 68. brushed my teeth
- 69. catch a cold
- 70. caught a cold
- 71. climb a tree
- 72. climbed a tree
- 73. drink a lot of water
- 74. drank a lot of water
- 75. eat three meals a day
- 76. ate three meals a day
- 77. play outside
- 78. played outside
- 79. win a prize
- 80. won a prize

Posters

- Ordinal Numbers
- Sea Animals
- My Daily Routine
- Numbers 1 – 100
- World Map
- My School
- My Town
- Action Verb Chunks



Picture Dictionary



bake bread p30



boat p16



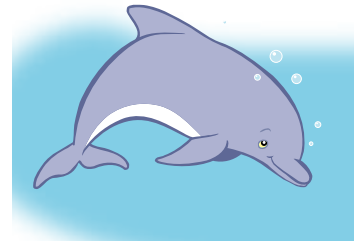
clean up your
room p26



coin p24



day p8



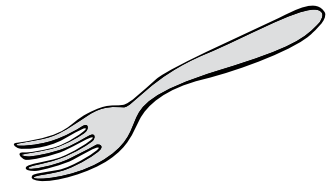
dolphin p12



feed the fish
p26



fold the laundry
p26



fork p32



go shopping
p26



make a drink
p30



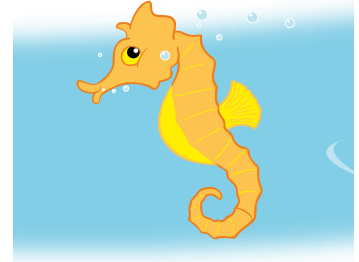
mouse p15



pair of
trousers p5



polar bear p15



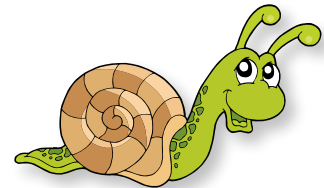
seahorse p12



seal p12



set the table
p26



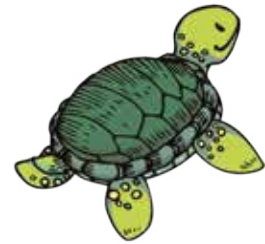
snail p15



snow p16



take out the
trash p26



turtle p15



vacuum the floor
p26



wash the dishes
p26



window p16

Word List

Activities p 18, 19, 20, 21
 Average p 27
 Bake bread p 30
 Basketball p 18, 20
 Big p 10, 12, 14, 35
 Bigger p 12
 Biggest (the) p 12
 Boat p 16, 36
 Break p 34
 Broke p 36
 Brother p 4, 9, 18, 21, 40
 Catch p 16, 23
 Chases p 17
 Cheese p 8, 17, 34
 Chores p 26, 27, 28, 29, 31
 Clean up your room p 26, 27
 Coat p 5, 24
 Coin p 24, 25, 38
 Computer games p 20, 21
 Crab p 13
 Crocodile p 15
 Cute p 10, 11, 12, 14
 Cuter p 12
 Cutest (the) p 12
 Cycling p 22
 Dangerous p 18, 22
 Day p 8, 35
 Dive p 23
 Dolphins p 10, 12, 14
 Dress p 5, 7
 Eat p 24
 Eel p 14
 Exciting p 22
 Falcons p 23, 25
 Falconry p 23
 Fat p 10, 14
 Fast p 10, 11, 12, 14, 15, 23
 Faster p 12, 23
 Fastest (the) p 12
 Feed the fish p 26, 27
 Fold the laundry p 26, 27
 Football p 18, 20
 Fork p 32, 33
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 Go to bed p 34
 Great p 27
 Hang gliding p 18, 22
 Hat p 5, 7
 Healthy p 24
 Helper p 27, 31
 Her p 4, 27, 31
 Hers p 5
 His p 4, 5, 27, 31
 Horse p 13, 20, 25, 32, 41
 Horse riding p 18, 22
 How p 2, 9, 16, 25, 33
 Hunt p 23

It's nice to meet you! p 2
 Jellyfish p 13
 Lion p 15
 Live p 2, 3, 4, 9
 Make a drink p 30
 Meat p 8, 9, 34
 Mine p 5
 More p 22, 23
 Most p 22, 23
 Mouse p 15, 16, 17, 38
 Noisy p 14
 Octopus p 13
 Ours p 5
 Painting p 20
 Pair p 5
 Park p 32, 41
 Peach p 8, 34
 Pie p 8, 34
 Pine p 8, 34
 Play p 8, 9, 20, 21, 25, 35
 Point p 24, 27
 Polar bear p 15
 Pottery p 20
 Rock climbing p 18, 22, 25
 Roller skating p 22
 Sandals p 5
 Scary p 10, 11, 12, 14, 15
 Scarier p 12
 Scariest (the) p 12
 Seagull p 14
 Seahorse p 10, 12, 14
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 See p 23
 Set the table p 26, 27
 Scuba diving p 18, 25
 Sheep p 8, 34
 Shirt p 5, 41
 Shoes p 5, 24
 Sisters p 4, 9
 Sky diving p 18, 25
 Slow p 10, 14, 15, 23
 Smartphone p 9
 Snail p 15, 35
 Snow p 15, 16, 17, 36
 Sports p 18, 19, 20, 23
 Spot p 23
 Squid p 13
 Starfish p 13
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 Tennis p 18, 20, 21, 25
 Tennis racket p 19, 25
 Theirs p 5
 Tie p 8, 9, 34
 Tiger p 15
 Tosses p 17
 Toy p 24, 32, 38
 Turtle p 15, 41

Vacuum the floor p 26, 27
 Volleyball p 18, 20
 Walrus p 10, 14
 Wash the dishes p 26, 27, 28
 Whale p 10, 11, 12, 14
 Window p 16
 Work p 40
 Yours p 5



Class CD Audio Script

CD1 02

Narrator: Finding Out Time. Exercise 1. Listen and practice.

Teacher: Hi. I'm Jack.
What's your name?
My name's Hashim.
How old are you?
I'm eleven years old.
Teacher: Where do you live?
I live in Jeddah.
Nice to meet you.
Nice to meet you, too.
Boy1: Hi. I'm Jack. What's your name?
Boy2: My name's Hashim.
Boy1: How old are you?
Boy2: I'm eleven years old.
Boy1: Where do you live?
Boy2: I live in Jeddah.
Boy1: Nice to meet you.
Boy2: Nice to meet you, too.

CD1 03

**Narrator: Exercise 2.
Small Talk: Ask your partner and get the real answers.**

Teacher: Make pairs. Are you ready? OK, let's start. Ask your partner and get their answers.
Boy1: What's your name?
Boy2: My name's _____.
Boy1: How old are you?
Boy2: I'm ____ years old.
Boy1: Where do you live?
Boy2: I live in _____.
Teacher: OK. Good! Now change partners. Ask your partner and get their answers.
Boy2: What's your name?
Boy1: My name's _____.
Boy2: How old are you?
Boy1: I'm ____ years old.
Boy2: Where do you live?
Boy1: I live in _____.
Teacher: OK. Good! We're finished.

CD1 04

**Narrator: Challenge Time! Exercise 3. Where do you live?
Listen, match, and circle the correct age. Ask and answer with a partner.**

Teacher: Let's listen first. Are you ready? Let's start!

Boy 1: What's your name?
Boy 2: My name's Abdullah.
Boy 1: How old are you?
Boy 2: I'm ten years old.
Boy 1: Where do you live?
Boy 2: I live in Riyadh.

Boy 1: What's your name?
Boy 2: My name's Faisal.
Boy 1: How old are you?
Boy 2: I'm twelve years old.
Boy 1: Where do you live?
Boy 2: I live in Abha.

Boy 1: What's your name?

Boy 2: My name's Saeed, and this is my friend Badr.
Boy 1: How old are you?
Boy 2: We're fourteen.
Boy 1: Where do you live?
Boy 2: We live in Jizan.

Girl 1: What's your name?
Girl 2: My name's Noura.
Girl 1: How old are you?
Girl 2: I'm ten years old.
Girl 1: Where do you live?
Girl 2: I live in Dammam.

Girl 1: What's your name?
Girl 2: My name's Amal, and this is my friend Nawal.
Girl 1: How old are you?
Girl 2: We're thirteen years old.
Girl 1: Where do you live?
Girl 2: I live in Madinah.

Teacher: OK. Now ask and answer with a partner.
Let's practice first. Make pairs. Are you ready?
Let's start! Okay! Good! Now let's play for real.

CD1 05

**Narrator: Grammar in Action.
Exercise 1. Listen, point, and repeat. Then number.**

Teacher: Let's practice first. Are you ready? OK. Let's start.
Teacher: Hello. My name is Kim.
Girl 1: Hello. My name is Kim.
Teacher: I'm eleven years old and I live in New York.
Girl 1: I'm eleven years old and I live in New York.
Teacher: This is my mother.
Girl 1: This is my mother.
Teacher: Her name is Jasmine.
Girl 1: Her name is Jasmine.
Teacher: These are my sisters.
Girl 1: These are my sisters.
Teacher: Their names are Judy and Rose.
Girl 1: Their names are Judy and Rose.
Teacher: This is our little brother.
Girl 1: This is our little brother.
Teacher: His name is Pete.
Girl 1: His name is Pete.
Girl 1: Okay. Now repeat after me. Then number.
Girl 1: Hello. My name is Kim. I'm eleven years old and I live in New York.
This is my mother. Her name is Jasmine.
Girl 1: These are my sisters. Their names are Judy and Rose.
Girl 1: This is our little brother. His name is Pete.
Teacher: OK. Now let's check. Who's number 1?
Girls: Her mother, Kim's mother!
Teacher: Okay! Good! Now let's check the rest ...

CD1 06

Narrator: Exercise 2. Listen, point, and say. Then write.

Teacher: Let's practice first. Are you ready? Let's start.
Teacher: My name is Kim.
Girls: My name is Kim.
Teacher/Girls: Your name is ...
Teacher/Girls: His name is Pete.
Teacher/Girls: Her name is Jasmine.
Teacher/ Girl 1: Our names are Jasmine and Kim.

Teacher/Girls: Your names are ...
 Teacher/Girls: Their names are Judy and Rose.
 Teacher: Okay! Good! Now repeat after me.
 Teacher: My, your, his, her.
 Girls: My, your, his, her.
 Teacher: Our, your, their.
 Girls: Our, your, their.
 Teacher: Well, done! Now write the names.

CD1 07

Narrator: Challenge Time! Exercise 4. Whose ... are these? Whose clothes are these? Listen and match.

Teacher: Let's practice first. Are you ready? Let's start!
 Repeat after me.
 Teacher: Whose shoes are these?
 All: Whose shoes are these?
 Teacher: They're Steve's.
 All: They're Steve's.
 Teacher: They're his.
 All: They're his.
 Teacher: Mine, yours, his, hers.
 All: Mine, yours, his, hers.
 Teacher: Ours, yours, theirs.
 All: Ours, yours, theirs.
 Teacher: Okay! Good! Let's look at the picture.
 The first boy's name is Pete.
 The boy in the blue shirt is Steve.
 The boy next to Steve is Ken.
 The girl's name is Noura.
 Teacher: Are you ready? Now, listen and match.
 Girl 1: Whose skirt is this?
 Girl 2: It's Noura's.
 Girl 1: Whose dress is this?
 Girl 2: It's Noura's.
 Girl 1: And the pink blouse?
 Girl 2: That's hers too.
 Girl 1: So, the skirt, the dress, and the blouse are Noura's.
 Girl 2: That's right. They're hers.
 Girl 1: Ok. Whose trousers are these?
 Girl 2: They're Steve's and Ken's.
 Girl 1: What about the T-shirts?
 Girl 2: They're theirs too.
 Girl 1: Whose shoes are these?
 Girl 2: They're Steve's.
 Girl 1: What about the coat? Whose is it?
 Girl 2: It's Pete's.
 Girl 1: Whose sandals are these?
 Girl 2: They're Pete's.
 Girl 1: And what about the green shirt and the hat?
 Girl 2: The green shirt is his too but the hat is Ken's.
 Girl 1: Right! I see.
 Teacher: Okay. Now practice in pairs.
 Ask and answer questions with "Whose..."

CD1 08

Narrator: Rhythms and Reading. Exercise 1. Listen, chant, and point.

All: I have a b
 You have an i
 He has a c
 She has a y
 If you have a c, an l, an e,
 Then we have all the letters
 To write bicycle.
 Group A: I have a b
 You have an i

He has a c
 She has a y
 If you have a c, an l, an e,
 Then we have all the letters
 to write bicycle.
 All: I have a c
 You have an o
 He has an m
 She has a p
 If you have U-T-E-R,
 Then we have all the letters
 to write computer.
 Group B: I have a c
 You have an o
 He has an m
 She has a p
 If you have U-T-E-R,
 Then we have all the letters
 to write computer.

CD1 09

Narrator: Challenge Time! Exercise 4. Letter Sharing Game. Can you write words with your partner?

Teacher: Let's practice first. Are you ready? Let's start!
 Student 1: I have a d, an e, and an s. What about you?
 Student 2: I have an r and an s. We can write dress.
 Student 1: Can we write hat?
 Student 2: I have an h.
 Student 1: I have a t.
 Student 2: But we don't have an a. So we can't write hat.
 Teacher: Okay! Good! Let's do it for real. Make up words with your partner.
 Share your letters.

CD1 10

Narrator: Phonics. Exercise 1. Listen, point, and practice.

Narrator: Listen to words with ea and ee.
 They make the same sound. ea says /i:/ and ee says /i:/ Let's practice.
 Boy 1: meat, meat.
 Narrator: That's right.
 Boy 1: meet, meet.
 Narrator: Good.
 Boy 2: read, read...cheese, cheese.
 Narrator: Listen and repeat.
 Boy 2: meat, meat, with ea.
 Boy 1: meet, meet, e e, with double e.
 Boy 2: cheese, cheese, e e, with double e.
 Boy 1: read, read, with ea.
 Narrator: Now read the words with a partner.

CD1 11

Exercise 3. Listen, say, and match.

Narrator: Listen to words with i and e, and words with ie.
 They make the same sound; /ai/ai/ Let's practice.
 Boy 1: rice, rice.
 Narrator: That's right.
 Boy 1: pine, pine.
 Narrator: Good.
 Boy 2: pie, pie...and tie, tie.
 Narrator: Now listen and match words and pictures.

Boy 2: rice, rice.
 Boy 1: pine, pine.
 Boy 2: pie, pie.
 Boy 1: tie, tie.
 Narrator: Now read the words with a partner.

CD1 12

Exercise 4. Listen, say, and match.

Narrator: Listen to words with ai and ay.
 They make the same sound /ei/ei/. Let's practice.
 Boy 1: rain, rain.
 Boy 2: train, train.
 Narrator: Good.
 Boy 2: play, play and day, day.
 Narrator: Now listen and match words and pictures.
 Boy 2: rain, rain.
 Boy 1: train, train.
 Boy 2: play, play.
 Boy 1: day, day.
 Narrator: Now read the words with a partner.

CD1 13

Narrator: **Challenge Time!**

Exercise 5. Listen and circle the answer.

Can you ask and answer with a partner?

Teacher: Are you ready? Listen and circle the right answer.
 Girl 1: Hi. What's your name?
 Girl 2: My name's Noura.
 Girl 1: How old are you?
 Girl 2: I'm twelve years old.
 Girl 1: Where do you live?
 Girl 2: I live in Abha.
 Girl 1: Do you have brothers or sisters?
 Girl 2: Yes, I have two brothers and a sister.
 Girl 1: Do you have a smartphone?
 Girl 2: Yes, I do.
 Girl 1: Do you have a computer?
 Girl 2: Yes, I do.
 Girl 1: How do you go to school?
 Girl 2: I go by school bus.
 Teacher: OK. Good! Make pairs. Ask your partner and get real answers.
 Girl 1: Hi. What's your name?
 Girl 2: My name's Rana.
 Girl 1: How old are you?
 Girl 2: I'm twelve ...
 Teacher: OK. Good! Now make new pairs. Ask your new partner and get real answers. Okay! Good job!

CD1 14

Narrator: **Finding Out Time. Exercise 1. Listen, point, and practice.**

Teacher: A walrus is fat. A whale is big. A seahorse is slow. Seals are cute. Sharks are scary. Dolphins are fast.
 Students: A walrus is fat. A whale is big. A seahorse is slow. Seals are cute. Sharks are scary. Dolphins are fast.
 Girl 1: Okay, now repeat after me.
 Girl 1: A walrus is fat.
 Girls: A walrus is fat.
 Girl 1: A whale is big.
 Girls: A whale is big.
 Girl 1: A seahorse is slow.
 Girls: A seahorse is slow.
 Girl 1: Seals are cute.
 Girls: Seals are cute.
 Girl 1: Sharks are scary.
 Girls: Sharks are scary.

Girl 1: Dolphins are fast.
 Girls: Dolphins are fast.

CD1 15

Narrator: **Exercise 2.**

Small Talk: Ask your partner and get the real answers.

Teacher: Are you ready? OK, let's listen and practice.
 Girl 1: What's that?
 Girl 2: It's a seahorse.
 Girl 1: What do you think about it?
 Girl 2: I think it's cute.
 Girl 1: What are those?
 Girl 2: They're sharks.
 Girl 1: What do you think about them?
 Girl 2: I don't think they're scary.
 Teacher: OK. Good! Now ask your partner and get real answers.
 Girl 1: What's that?
 Girl 2: It's a _____.
 Girl 1: What do you think about it?
 Girl 2: I think it's _____.
 Girl 1: What are those?
 Girl 2: They're _____.
 Girl 1: What do you think about them?
 Girl 2: I don't think they're _____.
 Teacher: OK. Good! We're finished.

CD1 16

Narrator: **Grammar in Action.**

Exercise 1. Listen, point, and say.

Teacher: cute, cuter, the cutest
 scary, scarier, the scariest
 fast, faster, the fastest
 big, bigger, the biggest
 Boy: cute, cuter, the cutest
 scary, scarier, the scariest
 fast, faster, the fastest
 big, bigger, the biggest

CD1 17

Narrator: **Exercise 2.**

Listen, point, and chant **Sea Animals.**

Teacher: I think a dolphin is cute.
 I think a seahorse is cuter than a dolphin.
 I think a baby seal is the cutest.
 I think whales are fast.
 I think sharks are faster than whales.
 I think dolphins are the fastest.
 Boy 1: Now, let's take turns and do it again.
 Boy 2: I think a dolphin is cute.
 Boy 3: I think a seahorse is cuter than a dolphin.
 Boy 1: I think a baby seal is the cutest.
 Boy 3: I think whales are fast.
 Boy 2: I think sharks are faster than whales.
 Boy 1: I think dolphins are the fastest.

CD1 18

Narrator: **Challenge Time!**

Exercise 3. Three Hints Game. Can you listen to three hints and guess which sea animal it is?

Teacher: Are you ready? Let's start! It can bite! It has bigger teeth than a dolphin. It's the scariest.
 Teacher: What number did you guess? That's right! Number 6.
 A shark.
 Teacher: It can crawl and swim. It has suckers. It has eight arms.

Teacher: What number did you guess? That's right! Number 4.
An octopus.
Teacher: It can sting. It's not fast. It's like jelly. What number did you guess? That's right! Number 3. A jellyfish.
Teacher: Okay! Good! Let's play it for real.

CD1 19

Narrator: **Rhythms and Reading.**

Exercise 1. Listen, chant, and do. Then practice in pairs.

Just Like Something

Teacher: As slippery as an eel.

As fat as a walrus.

As big as a whale.

As fast as a dolphin.

As scary as a shark.

As cute as a baby seal.

As slow as a seahorse.

As noisy as a seagull.

Boy1: Now, let's take turns and do it again with actions.

Boy1: As slippery as an eel.

Boy 2: As fat as a walrus.

Boy1: As big as a whale.

Boy 2: As fast as a dolphin.

Boy1: As scary as a shark.

Boy 2: As cute as a baby seal.

Boy1: As slow as a seahorse.

Boy 2: As noisy as a seagull.

CD1 20

Narrator: **Challenge Time!**

Exercise 3. Reading race. Can you read fast and match sentences and animals?

Teacher: Are you ready? Let's start!

It is as white as snow and as strong as a lion.

Teacher: What do you think? Which animal is it?

Boys: A polar bear.

Teacher: That's right. Now find this. It is as scary as a tiger and as quiet as a fish.

Teacher: Can you guess? Which animal is it?

Boy 1: I know. It's a crocodile.

Teacher: What about this one. It's beautiful and as fast as the wind.

Boy 2: That's easy. It's a horse.

Teacher: Well done! Now guess the last two.

It is very quiet and as slow as a snail.

It is smaller than a cat and as gray as an elephant.

Boys: Turtles are slow and quiet. So, the first one is the turtle.

Boy 2: And the second one is the mouse. Look! It's as gray as an elephant.

Teacher: Okay! Good! Now think about other animals and write sentences about them.

Are you ready?

CD1 21

Narrator: **Phonics.**

Exercise 1. Listen and practice. Write the missing letters.

Teacher: Listen to words with oa and ow.

They make the same sound; /ou/ou/. Let's practice.

Girl 1: goat, goat.

Girl 2: snow, snow.

Teacher: Good.

Girl 2: boat, boat and coat, coat.

Girl 1: window...window and yellow, yellow.

Teacher: Now, listen and write the missing letters. Use oa or ow.

Girl 2: boat, boat.

Teacher: Did you

Girl 1: window, window.

Teacher: Did you write ow?

Girl 2: yellow, yellow.

Teacher: Did you write ow?

Girl 1: coat, coat, with oa.

Teacher: Did you write oa?

Teacher: Good. Now read the words with a partner and check.

CD1 22

Exercise 2. Listen, say, and match.

Teacher: Listen to words with ou and ow.

They make the same sound. Let's practice.

Girl 1: house, house.

Girl 2: mouse, mouse.

Girl 1: cow, cow.

Girl 2: brown, brown.

Teacher: Good. Now listen and match words and pictures.

Girl 2: house, house.

Girl 1: mouse, mouse.

Girl 2: cow, cow.

Girl 1: brown, brown.

Teacher: Well done! Now read the words with a partner.

CD1 23

Exercise 3. Listen and say. Then read and number.

Teacher: Listen to words with ow that have a different sound. Let's practice.

Teacher: Number 1, clown, clown, /au/, /au/.

Girl 1: clown, clown, /au/, /au/.

Girl 2: clown, clown, /au/, /au/.

Teacher: Number 2, snow, snow, /ou/, /ou/.

Girl 2: snow, snow, /ou/, /ou/.

Teacher: Now read and number the words. Look at the example.

Cow, is number 1, like clown.

Teacher: Let's check.

Girl 2: how, how. One.

Girl 1: window, window. Two.

Girl 2: now, now. One.

Girl 1: cow, cow. One.

Girl 2: Show, show. Two.

Teacher: Well done! Now read the words with a partner.

CD1 24

Narrator: **Challenge Time!**

Exercise 4. Read and complete. Can you read the words and write them in the correct blanks by yourself?

Teacher: Are you ready? Let's start!

All/ Girls and Teacher:

This is Jack's house.

This is the cheese that is in Jack's house.

This is the mouse that eats the cheese,

That is in Jack's house.

This is the cat that chases the mouse

That eats the cheese that is in Jack's house.

This is the snake that scares the cat

That chases the mouse

That eats the cheese that is in Jack's house.

This is the cow with the pointed horns

That tosses the snake that scares the cat

That chases the mouse that eats the cheese

That is in Jack's house.

Teacher: Okay. Good. Now you read and say it as fast as you can!

CD1 25

Narrator: **Finding Out Time**

Exercise 1. Listen, point, and practice.

Narrator: Common sports.

Teacher: tennis, football, basketball, horse riding, volleyball

Boys: tennis, football, basketball, horse riding, volleyball

Narrator: Dangerous sports.

Teacher: scuba diving, sky diving, hang gliding,

bungee jumping, rock climbing

Students: scuba diving, sky diving, hang gliding,

bungee jumping, rock climbing

CD1 26

Narrator: **Exercise 2.**

Small Talk: Ask your partner and get the real answers.

Teacher: Are you ready? OK, let's listen and practice.

Boy 1: What sport or activity do you like?

Boy 2: I like football.

Boy: What sport do you want to try?

Boy 2: I want to try rock climbing.

Boy: What sport does your brother like?

Boy 2: He likes horse riding.

Boy: What sport does he want to try?

Boy 2: He wants to try hang gliding.

Teacher: OK. Good! Now ask your partner and get their answers.

Boys 2: What sport or activity do you like?

Boy 1: I like _____.

Boy 2: What sport or activity do you want to try?

Boy 1: I want to try _____.

Boy 2: What sport does your brother like?

Boy 1: He likes _____.

Boy 2: What sport does he want to try?

Boy 1: He wants to try _____.

Teacher: Okay! Good! We're finished.

CD1 27

Narrator: **Challenge Time!**

Exercise 3. Sports and Activities Memory Quiz. Can you remember what sports or activities your friends like or want to try?

Teacher: Make threes.

Teacher: Are you ready? Let's start!

Teacher: What sport does Jake like?

Boy 1: He likes tennis.

Teacher: What sport does Steve want to try?

Jake/Boy 2: He wants to try sky diving.

Teacher: Okay! Who remembers what Jake likes and Steve wants to try?

Boy 3: Let me try! Jake likes tennis and Steve wants to try sky diving.

Teacher: Is that right?

Boys: Yes, it is.

Teacher: Good! Now let's play for real.

CD1 28

Narrator: **Grammar in Action.**

Exercise 1. Listen and practice. Verb Helpers.

Teacher: Do you...? Yes, I do. No, I don't.

Does he...? Yes, he does. No, he doesn't.

Does she...? Yes, she does. No, she doesn't.

Do we ...? Yes, you do. No, you don't.

Do they...? Yes, they do. No, they don't.

Teacher: Make groups of three. Take turns and practice.

Girl 1: Do you...?

Girl 2: Yes, I do.

Girl 3: No, I don't.

Girl 1: Does he...?

Girl 2: Yes, he does.

Girl 3: No, he doesn't.

Girl 1: Does she...?

Girl 2: Yes, she does.

Girl 3: No, she doesn't.

Girls 1 and 2: Do we ...?

Girl 3: Yes, you do.

Girl 4: No, you don't.

Girl 1: Do they...?

Girl 2: Yes, they do.

Girl 3: No, they don't.

CD1 29

Narrator: **Exercise 2. Listen, say, and do.**

Narrator: Ball Sports. Play...

Teacher: I play tennis. I play volleyball. I play basketball.

I play football. I play golf.

Narrator: Individual sports

Boy 1: I ski.

Boy 2: I snowboard.

Boy 3: I ride a horse.

Boy 4: I jog.

Narrator: Other activities. Do...Play...

Teacher: I do pottery, I do painting, I play computer games, I play word games.

CD1 30

Narrator: **Challenge Time!**

Exercise 3. Question and Answer Race.

Can you ask six questions in one minute? Take turns.

Teacher: Make pairs. Ask your partner and get real answers.

Boy1: I have a stopwatch. You have one minute. Are you ready? OK, one, two, three, go!

Boy 2: Do you play tennis?

Boy 3: Yes, I do.

Boy 2: Does your father play golf?

Boy 3: No, he doesn't.

Boy 2: Do you play computer games?

Boy 3: Yes, I do.

Boy 2: Do you play word games?

Boy 3: Yes, I do.

Boy 2: Does your brother do karate?

Boy 3: No, he doesn't.

Boy 2: Does your friend play computer games?

Boy 3: Yes, he does.

Boy 2 & Boy 3: We're finished!

Boy 1: That was 55 seconds. You made it.

Teacher: Good job! OK. Now change. Then ask and answer.

CD1 31

Narrator: **Rhythms and Reading.**

Exercise 1. Listen, point, and say.

Teacher: exciting, more exciting, the most exciting

boring, more boring, the most boring

dangerous, more dangerous, the most dangerous

difficult, more difficult, the most difficult

Boy: exciting, more exciting, the most exciting

boring, more boring, the most boring

dangerous, more dangerous, the most dangerous

difficult, more difficult, the most difficult

CD1 32

Narrator: **Exercise 2.**

Listen, point, and chant *More and Most*.

Teacher: Horse riding is more exciting than cycling.
Is it?
Rock climbing is more dangerous than jogging.
Really?
Roller skating is more exciting than running.
Is it?
Hang gliding is the most dangerous.
What's the most exciting for you?

Teacher: Make two groups. Are you ready? OK. Let's do it.
Girls/Group A: Horse riding is more exciting than cycling.
Girls/Group B: Is it?
Girls/Group A: Rock climbing is more dangerous than jogging.
Girls/Group B: Really?
Girls/Group A: Roller skating is more exciting than running.
Girls/Group B: Is it?
Girls/Group A and B: Hang gliding is the most dangerous.
What's the most exciting for you?

CD1 33

Narrator: **Challenge Time! Exercise 3. Listen and read.**
The Traditional Sport of Falconry.

Teacher: The Traditional Sport of Falconry
Teacher: Falconry is a popular sport in the Kingdom of Saudi Arabia.
Many people have falcons that are trained to hunt other birds and animals.
Falcons are very strong birds. They can fly fast and dive even faster. They see very far, so they can spot animals that are kilometers away. They have very sharp talons that they use to attack and catch their prey. They are amazing to watch!

CD2 02

Narrator: **Phonics. Exercise 1. Listen, say, and match.**

Teacher: Listen to words with oy and oi.
They make the same sound /oi/oi/. Let's practice.
Girl 1: toy, toy.
Girl 2: coin, coin.
Girl 3: boy, boy.
Girl 1: point, point.
Teacher: Now listen and match words and pictures.
Girl 1: toy, toy.
Girl 2: coin, coin.
Girl 3: boy, boy.
Girl 1: point, point.
Narrator: Now read the words with a partner.

CD2 03

Exercise 2. Listen, say, and match.

Teacher: Listen to words with ere, air, and ear.
They make the same sound. Let's practice.
Teacher/Girls: where, hair, bear.
Girl 1: where, where.
Girl 2: hair, hair.
Girl 3: bear, bear.
Teacher: Now listen and match words and pictures.
Then read the words with a partner.

CD2 04

Narrator: **Challenge Time!**

Exercise 3. I'd like to ... but. Listen and match the parts.
Then chant.

Teacher: I'd like to ...but
I'd like to play tennis but I have no racket.
I'd like to try falconing but I have no falcon.
I'd like to try riding but I have no horse.
I'd like to try scuba diving but there is no sea.
I'd like to try rock climbing but there is no rock.
I'd like to try sky diving but there is no plane.
I'd like to try cooking but don't know how.
I'd like to try painting but don't know how.
Try photography!
I have no camera and don't know how!

Teacher: Make two groups. Are you ready? Now, let's chant together.
Boys/Group A: I'd like to play tennis but I have no racket.
Boys/Group B: I'd like to try falconing but I have no falcon.
Boys/Group A: I'd like to try riding but I have no horse.
Boys/Group B: I'd like to try scuba diving but there is no sea.
Boys/Group A: I'd like to try rock climbing but there is no rock.
Boys/Group B: I'd like to try sky diving but there is no plane.
Boys/Group A: I'd like to try cooking but don't know how.
Boys/Group B: I'd like to try painting but don't know how.
Boys/Group A: Try photography!
Boys/Group B: I have no camera and don't know how!

Teacher: OK. Good! Let's do it again.

CD2 05

Narrator: **Exercise 1. Listen, say, and do.**

Narrator: What chores do you do?
Narrator: 1.
Teacher: I feed the fish.
Narrator: 2.
Teacher: I wash the dishes.
Narrator: 3.
Teacher: I clean up my room.
Narrator: 4.
Teacher: I take out the trash.
Narrator: 5.
Teacher: I set the table.
Narrator: 6.
Teacher: I go shopping.
Narrator: 7.
Teacher: I vacuum the floor.
Narrator: 8.
Teacher: I fold the laundry.
Girls: Now repeat after us.
Narrator: What chores do you do?
Narrator: 1.
Girl: I feed the fish.
Narrator: 2.
Girl: I wash the dishes.
Narrator: 3.
Girl: I clean up my room.
Narrator: 4.
Girl: I take out the trash.
Narrator: 5.
Girl: I set the table.
Narrator: 6.
Girl: I go shopping.

Narrator: 7.
Girl: I vacuum the floor.
Narrator: 8.
Girl: I fold the laundry.

CD2 06

Narrator: **Exercise 2. Small Talk: Ask your partner and get the real answers.**

Teacher: Are you ready? OK, let's listen and practice.
Girl 1: What chores do you do?
Girl 2: I feed the fish.
Girl 1: Do you set the table, too?
Girl 2: Yes, I do sometimes.
Girl 1: What chores does your sister do?
Girl 2: She goes shopping.
Girl 1: Does she wash the dishes?
Girl 2: Yes, she does sometimes.
Teacher: OK. Good! Now ask your partner and get their answers.
Girl 1: What chores do you do?
Girl 2: I _____.
Girl 1: Do you _____, too?
Girl 2: Yes, I do sometimes.
Girl 1: What chores does your sister do?
Girl 2: She _____.
Girl 1: Does she _____?
Girl 2: Yes, she does sometimes.
Teacher: Okay! Good! We're finished.

CD2 07

Narrator: **Challenge Time!**

Exercise 3. Check Your Chores.

Can you check your answers and find out your score?

Teacher: 1. Do you feed the fish?
Now check yes, sometimes, or no.
2. Do you set the table? Now check.
3. Do you wash the dishes? Now check.
4. Do you vacuum the floor? Now check.
5. Do you clean up your room? Now check.
6. Do you go shopping? Now check.
7. Do you take out the trash? Now check.
8. Do you fold the laundry? Now check.
Teacher: Now, add up your score. Score two points for yes, one point for *sometimes*, or zero points for *no*.
What score did you get?
If your score is 13 or more, you are a great helper at home.
If you got 9 to 12, you are a good helper at home.
If you got 5 to 8, you are an average helper at home.
If you got 0 to 4, you are a poor helper at home.
What kind of helper are you?
Teacher: OK, good! We're finished!

CD2 08

Narrator: **Grammar in Action.**

Exercise 1. Listen and practice saying the words in pairs.

Girl 1: feed
Girl 2: feeds
Girl 1: set
Girl 2: sets
Girl 1: wash
Girl 2: washes
Girl 1: vacuum
Girl 2: vacuums
Girl 1: clean
Girl 2: cleans
Girl 1: go
Girl 2: goes

Girl 2: goes
Girl 1: take
Girl 2: takes
Girl 1: fold
Girl 2: folds

CD2 09

Narrator: **Exercise 2. Listen and chant Chores.**

Teacher: I wash the dishes.
You wash the dishes.
He washes the dishes.
She washes the dishes.
We wash the dishes.
You wash the dishes.
They wash the dishes.
Teacher: Now, let's do it together.
Girls: I wash the dishes.
You wash the dishes.
He washes the dishes.
She washes the dishes.
We wash the dishes.
You wash the dishes.
They wash the dishes.
Teacher: OK, good! We're finished!

CD2 10

Narrator: **Rhythms and Reading.**

Exercise 1. Listen and chant with actions. Clever Robot

Teacher: I have a little robot,
The smartest ever seen.
He washes my dishes,
And keeps the house clean.
He bakes my bread,
And makes me a drink.
He sits by the fire,
And gives me a smile.
Boys: Now let's do it together with our own sound effects.
Boys: I have a little robot, gzzzt gzzzt!
The smartest ever seen. zwiining!
He washes my dishes, wish wash!
And keeps the house clean. sluuuurp!
He bakes my bread, thump thump!
And makes me a drink. clink clink!
He sits by the fire, aaaaaaah!
And gives me a smile!
Boys: Yay! What a great robot!
Teacher: Now make groups. First group. Are you ready?
Let's start!
Boys: I have a little robot, gzzzt gzzzt!
The smartest ever seen. zwiining!
He washes my dishes, wish wash!
And keeps the house clean. sluuuurp!
He bakes my bread, thump thump!
And makes me a drink. clink clink!
He sits by the fire, aaaaaaah!
And gives me a smile!
Teacher: Okay! Good! Next group. Are you ready?

CD2 11

Narrator: **Challenge Time!**

Exercise 3. What Are They Doing Now? Write each phrase in the right place. Listen and check.

Teacher: What is the good helper doing now?
She usually vacuums and cleans up her room
Early in the morning or in the afternoon!

What is she doing now?
 She's watching TV and eating a snack.
 Her room is clean, her chores all done!
 What is the good helper doing now?
 He usually feeds the fish and goes shopping
 Early in the morning or in the afternoon!
 What is he doing now?
 He's playing games and sitting back.
 The fish is full, his chores all done!
Teacher: Now let's do it in groups.
Boys/Group A: What is the good helper doing now?
Boys/Group B: She usually vacuums and cleans up her room
 Early in the morning, or in the afternoon!
Boys/Group A: What is she doing now?
Boys/Group B: She's watching TV and eating a snack.
 Her room is clean, her chores all done!
Boys/Group A: What is the good helper doing now?
Boys/Group B: He usually feeds the fish and goes shopping
 early in the morning or in the afternoon!
Boys/Group A: What is he doing now?
Boys/Group B: He's playing games and sitting back.
 The fish is full, his chores all done!

CD2 12

Narrator: **Phonics.**

Exercise 1. Listen, point, and say.

Teacher: Listen to words with ar, or, and er.
Teacher: car, fork, teacher.
Boys: car, fork, teacher.
Teacher: Good. Now you do it.
Boy 1: car, car.
Boy 2: fork, fork.
Boy 3: teacher, teacher.

CD2 13

Narrator: **Challenge Time!**

Exercise 3. Spelling Bee.

Can you listen to the word and then spell it?

Teacher: First pair.
Teacher: Are you ready? Let's start!
Teacher: How do you spell *fork*?
Girl 1: f - o - r - k
Teacher: That's right! One point!
Teacher: How do you spell *teacher*?
Girl 2: t - e - a - c - h - e - r
Teacher: That's right! One point!
Teacher: How do you spell *sister*?
Girl 3: s - i - s - t - e - r
Teacher: No points. How about you? Can you spell it?
Girl 1: s - i - s - t - e - r
Teacher: That's right! One more point. Now let's play it for real.

Boy 2: took a bath
Boy 1: go to bed
Boy 2: went to bed



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Phonics Practice Audio Script

CD3 02

Words with ee, ea, ie. Exercise 1.

Listen, point, and say.

Teacher: ee says /ee/, /ee/,
 /eel/, /eel/, sleep.

Teacher: ea says /ea/, /ea/,
 /ea/, /ea/, read.

Teacher: ie says /iel/, /iel/,
 /iel/, /iel/, tie.

Teacher: Now you make the sounds and say the words.
 ee says /ee/, /ee/,
 /eel/, /eel/, /eel/, /eel/, sleep.
 ea says /ea/, /ea/,
 /ea/, /ea/, /ea/, /ea/, read.
 ie says /iel/, /iel/,
 /iel/, /iel/, /iel/, /iel/, tie.

Let's say them all again.
 /ee/, /ee/, sleep.
 /ea/, /ea/, read.
 /iel/, /iel/, tie.
 Good! Now practice with a friend.

CD3 03

Exercise 2.

**Look at the picture and circle the right word.
 Then listen and check.**

Number one.
Teacher: beach, beach. Did you circle beach?
 b-e-a-c-h

Number two.
Teacher: pie, pie. Did you circle pie?
 p-i-e

Number three.
Teacher: cheese, cheese. Did you circle cheese?
 c-h-e-e-s-e

Number four.
Teacher: meat, meat. Did you circle meat?
 m-e-a-t

Number five.
Teacher: seal, seal. Did you circle seal?
 s-e-a-l

Number six.
Teacher: sheep, sheep. Did you circle sheep?
 s-h-e-e-p

Number seven.
Teacher: meet, meet. Did you circle meet?
 m-e-e-t

Number eight.
Teacher: peach, peach. Did you circle peach?

p-e-a-c-h

Well done!

CD3 04

Exercise 3. Listen, point, and say. Then say and mime.

Teacher: Piece of Cake!
B-e-a-c-h says beach
But head says head,
Sneaker says sneaker
But sweater, sweater!
Treasure says treasure
And bear says bear.
But steak says steak
And so does break!
It's not a mistake
Piece of cake!

Teacher: Now let's say it together.
B-e-a-c-h says beach
But head says head,
Sneaker says sneaker
But sweater, sweater!
Treasure says treasure
And bear says bear.
But steak says steak
And so does break!
It's not a mistake
Piece of cake!
Well done! Now you say it and mime.

CD3 05

Words with ai, ay, and a_e. Exercise 1. Listen, point, and say.

Teacher: ai says /ai/, /ai/,
/ai/, /ai/, train.
Teacher: ay says /ay/, /ay/,
/ay/, /ay/, day.

Teacher: a_e says /a/, /a/,
/a/, /a/, tape.

Teacher: Now you make the sounds and say the words.
ai says /ai/, /ai/,
/ai/, /ai/, /ai/, /ai/, train.
ay says /ay/, /ay/,
/ay/, /ay/, /ay/, /ay/, day.
Teacher: a_e says /a/, /a/,
/a/, /a/, tape.

Teacher: Let's say them all again.
/ai/, /ai/, train.
/ay/, /ay/, day.
/a/, /a/, tape.
Well done! Now practice with a friend.

CD3 06

Exercise 2. Look at the pictures and write ai, ay, or a_e. Then listen and check.

Number one.

Teacher: snail, snail.
Did you write a - i?

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Teacher: May, May. Did you write a - y?

Number three.

Teacher: crayon, crayon. Did you write a - y?

Number four.

Teacher: day, day. Did you write a - y?

Number five.

Teacher: chain, chain. Did you write a - i?

Number six.

Teacher: raincoat, raincoat. Did you write a - i?

Number seven.

Teacher: tape, tape. Did you write a_e?

Number eight.

Teacher: cake, cake. Did you write a_e?

Number nine.

Teacher: play, play. Did you write a - y?

Number ten.

Teacher: tail, tail. Did you write a - i?

Well done! Now check with a friend.

CD3 07

Exercise 3. Listen, point, and say. Circle all the words with ai and ay.

Teacher: A Rainy Day
It's a rainy day today,
Stay in and play!
It's a rainy Saturday,
Let's play I say!

The snails are out
They're big and fat!
It's a rainy day today,
A rainy Saturday!
So fresh, so cool ...

Teacher: Now let's say it together.
It's a rainy day today,
Stay in and play!
It's a rainy Saturday,
Let's play I say!

The snails are out
They're big and fat!
It's a rainy day today,
A rainy Saturday!
So fresh, so cool ...

Well done! Now circle all the words with ai and ay.

CD3 08

Words with ow, oa, oe. Exercise 1. Listen, point, and say.

Teacher: ow says /ow/, /ow/,
/ow/, /ow/, snow.

Teacher: oa says /oa/, /oa/,
/oa/, /oa/, boat.

Teacher: oe says /oe/, /oe/,
/oe/, /oe/, toe.

Now you make the sounds and say the words.

ow says /owl/, /owl/,
/owl/, /owl/, /owl/, /owl/, snow.
oa says /oa/, /oa/,
/oa/, /oa/, /oa/, /oa/, boat.
oe says /oe/, /oe/,
/oe/, /oe/, /oe/, /oe/, toe.

Let's say them all again
/owl/, /owl/, snow.
/oa/, /oa/, boat.
/oe/, /oe/, toe.
Very Good! Now practice with a friend.

CD3 09

Exercise 2.

Look at the pictures and write the words using ow, oa, or oe.
Then listen and check.

Number one.
Teacher: window, window.
Did you write w-i-n-d-o-w?

Number two.
Teacher: toe, toe.
Did you write t-o-e-?

Number three.
Teacher: coat, coat.
Did you write c-o-a-t?

Number four.
Teacher: goat, goat.
Did you write g-o-a-t?

Number five.
Teacher: Joe, Joe.
Did you write J-o-e?

Number six.
Teacher: show, show.
Did you write s-h-o-w?

Number seven.
Teacher: yellow, yellow.
Did you write y-e-l-l-o-w?

Number eight.
Teacher: soap, soap.
Did you write s-o-a-p?
Good! Now check with a friend.

CD3 10

Exercise 3. Listen, point, and say.
Then say and mime.

Teacher: Oh, no! She can't go!

She fell down and broke her toe.
She's hugging her pillow,
She's feeling low.
She'll miss the picnic!
Oh, no! Oh, no!

She fell down and broke her toe,
Oh, no! She can't go!

Teacher: Now let's say it together.
She fell down and broke her toe.
She's hugging her pillow,

She's feeling low.
She'll miss the picnic!
Oh, no! Oh, no!
She fell down and broke her toe,
Oh, no! She can't go!
Well done! Now say it and mime.

CD3 11

Words with ie, ue, ui.

Exercise 2. Listen and write.

Teacher: Joe likes apples. Joe likes bananas. Joe likes grapes.
He likes all kinds of fruit.
He is eating apple pie and drinking a glass of juice.
He is wearing a blue tie. He looks very cool!

CD3 12

Words with ow, ou, oi, oy.

Exercise 1. Listen, point, and say.

Teacher: ow says /owl/, /owl/,
/owl/, /owl/, cow.
ou says /ou/, /ou/,
/ou/, /ou/, house.

Teacher: oi says /oi/, /oi/,
/oi/, /oi/, coin.
Teacher: oy says /oy/, /oy/,
/oy/, /oy/, toy.

Teacher: Now you make the sounds and say the words.
ow says /owl/, /owl/,
/owl/, /owl/, /owl/, /owl/, cow.
ou says /ou/, /ou/,
/ou/, /ou/, /ou/, /ou/, house.
oi says /oi/, /oi/,
/oi/, /oi/, /oi/, /oi/, coin.
oy says /oy/, /oy/,
/oy/, /oy/, /oy/, /oy/, toy.

Teacher: Let's say them all again.
/owl/, /owl/, cow.
/ou/, /ou/, house.
/oi/, /oi/, coin.
/oy/, /oy/, toy.
Well done! Now practice with a friend.

CD3 13

Words with ow, ou, oi, oy.

Exercise 2: Look at the pictures and circle the right word.
Then listen and check.

Number one.
Teacher: point, point. Did you circle point?
p-o-i-n-t

Number two.
Teacher: flower, flower. Did you circle flower?
f-l-o-w-e-r

Number three.
Teacher: mouse, mouse. Did you circle mouse?
m-o-u-s-e

Number four.
Teacher: thousand, thousand. Did you circle thousand?
t-h-o-u-s-a-n-d
Number five.
Teacher: boy, boy. Did you circle boy?
b-o-y



Number six.

Teacher: clown, clown. Did you circle clown?

c-l-o-w-n

Number seven.

Teacher: cloud, cloud. Did you circle cloud?

c-l-o-u-d

Number eight.

Teacher: brown, brown. Did you circle brown?

b-r-o-w-n

Well done!

CD3 14

Words with cl, cr.

Exercise 1. Listen and write cl or cr.

1. crab, crab /cr/cr/ 2. crayon, crayon /cr/cr/
3. cloud, cloud /cl/cl/ 4. clothes, clothes /cl/cl/
5. clown, clown /cl/cl/ 6. cry, cry /cr/cr/

CD3 15

Exercise 2. Read, listen, and chant.

Boys:

If you're happy and you know it, clap
your hands (clap clap).

If you're happy and you know it,
clap your hands (clap clap).

If you're happy and you know it,
then your face will surely show it.

If you're happy and you know it,
clap your hands (clap clap).

If you're sad and you know it,
cry and cry (wah wah).

If you're sad and you know it,
cry and cry (wah wah).

If you're sad and you know it, then your face will surely
show it. If you're sad and you know it, cry and cry (wah
wah). (Repeat chant)

CD3 16

Words with ar, or, er.

Exercise 1. Listen, point, and say.

Teacher: ar says /ar/, /ar/.

/ar/, /ar/, scarf,

/ar/, /ar/, car.

Teacher: or says /or/, /or/.

/or/, /or/, doctor,

/or/, /or/, work.

Teacher: er says /er/, /er/.

/er/, /er/, sister,

/er/, /er/, brothers.

Teacher: Now you make the sounds and say the words.

ar says /ar/, /ar/.

/ar/, /ar/, /ar/, /ar/, scarf,

/ar/, /ar/, /ar/, /ar/, car.

Teacher: or says /or/, /or/.

/or/, /or/, /or/, /or/, doctor,

/or/, /or/, /or/, /or/, work.

Teacher: er says /er/, /er/.

/er/, /er/, /er/, /er/, sister,

/er/, /er/, /er/, /er/, brothers.

/er/, /er/, /er/, /er/, brothers.

Teacher: Let's say them all again.

/ar/, /ar/, scarf,

/ar/, /ar/, car.

/or/, /or/, doctor,

/or/, /or/, work.

/er/, /er/, sister,

/er/, /er/, brothers.

Well done! Now practice with a friend.

CD3 17

Exercise 2.

Look at the pictures, circle ar, or, or er, and write the words.

Then listen and check your spelling.

Number one.

Teacher: shark, shark.

Did you write s-h-a-r-k?

Number two.

Teacher: tiger, tiger.

Did you write t-i-g-e-r?

Number three.

Teacher: horse, horse.

Did you write h-o-r-s-e?

Number four.

Teacher: corn, corn.

Did you write c-o-r-n?

Number five.

Teacher: farm, farm.

Did you write f-a-r-m?

Number six.

Teacher: fork, fork.

Did you write f-o-r-k?

Number seven.

Teacher: reporter, reporter.

Did you write r-e-p-o-r-t-e-r?

Number eight.

Teacher: star, star.

Did you write s-t-a-r?

Workbook Audio Script

CD4 02

Narrator: I can act out the talks about meeting someone with a partner.

1. Listen and practice.

Narrator: 1.

Boy 1: Hi. I'm Jack. What's your name?

Boy 2: My name's Samir.

Boy 1: How old are you?

Boy 2: I'm eleven years old.

Narrator: 2.

Boy 1: Where do you live?

Boy 2: I live in Jeddah.

Boy 1: Nice to meet you.

Boy 2: Nice to meet you, too.

CD4 03

Narrator: I can ask and answer questions about name, age, and where someone lives.

1. Listen and practice.

Narrator: 1.

Boy 1: What's your name?

Boy 2: My name's Saeed.

Narrator: 2.

Boy 1: How old are you?

Boy 2: I'm eleven years old.

Narrator: 3.

Boy 1: Where do you live?

Boy 2: I live in Riyadh.

CD4 04

Narrator: I can talk about people and things using my, your, his ...

1. Listen and circle the right answer. Then read.

Teacher: Omar and his family live in Jeddah.

Their apartment is near the center of town.

Omar's father is a businessman. His mother is a teacher.

He has two sisters. Their names are Fatima and Sahar. They like to play in their room and speak with their friends.

CD4 05

Narrator: I can ask and answer using "Whose...?" and mine, yours, his, hers, ours, theirs, or (name)'s.

1. Listen and practice.

Boy 1: Whose scissors are these?

Do you know?

Boy 2: Yes. They're mine.

Boy 1: And what about those pens?

Boy 2: They're not mine. I think they're Jack's.

CD4 06

Narrator: I can chant the I have, You have ... chant.

1. Listen and chant.

All: I have a b

You have an i

He has a c

She has a y

If you have a c, an l, an e,

Then we have all the letters

To write bicycle.

Group A: I have a b

You have an i

He has a c

She has a y

If you have a c, an l, an e,

Then we have all the letters

to write bicycle.

Group B: I have a c

You have an o

He has an m

She has a p

If you have U-T-E-R,

Then we have all the letters

to write computer.

CD4 07

Narrator: I can choose letters and say which words I can or can't write.

1. Can you write these words with the letters? where, whose, live, old, school, listen, play

Teacher: where: w - h - e - r - e

whose: w - h - o - s - e

live: l - i - v - e

old: o - l - d

school: s - c - h - o - o - l

listen: l - i - s - t - e - n

play: p - l - a - y

CD4 08

Narrator: I can read and write words with ee, ea; meet, meat, i_e, ie; rice, tie, and ai, ay; train, play.

1. Listen, unscramble, and write.

Narrator: 1.

Teacher: Ken is eating cheese.

Ken is eating cheese.

Narrator: 2.

Teacher: He goes to school by train.

He goes to school by train.

Narrator: 3.

Teacher: It is raining today.

It is raining today.

Narrator: 4.

Teacher: Ken is looking at a snail.

Ken is looking at a snail.

CD4 09

Narrator: I can listen, choose answers, and ask my partner.

1. Listen and read.

Boy 1: Hi, I'm Imad. What's your name?

Boy 2: My name's Saeed.

Boy 1: How old are you?

Boy 2: I'm twelve years old.

Boy 1: Where do you live?

Boy 2: I live in Najran.

Boy 1: Do you have brothers or sisters?

Boy 2: Yes, I have two brothers and three sisters.

Boy 1: Do you have a smartphone?

Boy 2: Yes, I do. I have a new smartphone.

Boy 1: Do you like computer games?

Boy 2: Yes, I do.

CD4 10

Narrator: I can ask and answer four questions about sea animals.

1. Listen and fill in the blanks.

Girl 1: What's that?
 Girl 2: It's a seahorse.
 Girl 1: What do you think about it?
 Girl 2: I think it's cute.
 Girl 1: What are those?
 Girl 2: They're seals.
 Girl 1: What do you think about them?
 Girl 2: I don't think they're cute.

CD4 11

Narrator: I can say what I think about two sea animals.

1. Listen and point to the words or phrases you hear.

Girl 1: I don't think a walrus is cute.
 Girl 2: I think a whale is big.
 Girl 1: I think a seahorse is slow.
 Girl 2: I don't think sharks are fat.
 Girl 1: I think seals are cute.
 Girl 2: I don't think dolphins are scary.

CD4 12

Narrator: I can chant the Sea Animals chant.

1. Listen and practice the chant.

Narrator: 1.
 Girl 1: I think a dolphin is cute.
 Narrator: 2.
 Girl 2: I think a seahorse is cuter than a dolphin.
 Narrator: 3.
 Girl 1: I think a baby seal is the cutest.
 Narrator: 4.
 Girl 2: I think whales are fast.
 Narrator: 5.
 Girl 1: I think sharks are faster than whales.
 Narrator: 6.
 Girl 2: I think dolphins are the fastest.
 Narrator: Now copy the sentences.

CD4 13

Narrator: I can say two things I think about two sea animals.

1. Listen and write the matching number.

Narrator: 1.
 Teacher: It's scary. It has big teeth.
 It can bite! It's a shark.
 Teacher: Did you write 6?
 Narrator: 2.
 Teacher: It can walk and swim.
 It has suckers. It has eight legs.
 It's an octopus.
 Teacher: Did you write 5?
 Narrator: 3.
 Teacher: It can sting. It's not a fish.
 It's like jelly. It's a jellyfish.
 Teacher: Did you write 3?
 Narrator: 4.
 Teacher: It's like an octopus. But it has ten legs. It can change color.
 It's a squid.
 Teacher: Did you write 2?
 Narrator: 5.
 Teacher: It has five arms. It can't swim.
 It looks like a star. It's a starfish.
 Teacher: Did you write 1?
 Narrator: 6.
 Teacher: It has a hard shell. It has two big claws. It can pinch. It's a crab.
 Teacher: Did you write 4?

CD4 14

Narrator: I can act out the Just Like Something chant with a partner.

1. Listen and chant. Match with the pictures.

Girl 1: As slippery as an eel.
 Girl 2: As fat as a walrus.
 Girl 1: As big as a whale.
 Girl 2: As fast as a dolphin.
 Girl 1: As scary as a shark.
 Girl 2: As cute as a baby seal.
 Girl 1: As slow as a seahorse.
 Girl 2: As noisy as a seagull.

CD4 15

Narrator: I can read and match sentences and animals by myself.

1. Look at the chant on page 14. How many times can you read it in one minute?

Girl: As slippery as an eel.
 As fat as a walrus.
 As big as a whale.
 As fast as a dolphin.
 As scary as a shark.
 As cute as a baby seal.
 As slow as a seahorse.
 As noisy as a seagull.
 As slippery as an eel.
 As fat as a walrus ...

CD4 16

Narrator: I can read and write words with oa, ow; goat, snow, ou, ow; house, cow.

1. Listen and number the pictures. Then write the words.

Teacher:
 One; goat, goat.
 Two; snow, snow.
 Three; house, house.
 Four; cow, cow.
 Teacher:
 Now listen and number the pictures.
 boat, boat.
 Did you write 1?
 window, window.
 Did you write 2?
 coat, coat.
 Did you write 1?
 mouse, mouse.
 Did you write 3?
 clown, clown.
 Did you write 4?
 Narrator: Now write the words.

CD4 17

Narrator: I can read and complete a rhyme by myself.

1. Listen and read. Then complete with the words.

All/ Girls and Teacher:
 This is Jack's house.
 This is the cheese that is in Jack's house.
 This is the mouse that eats the cheese,
 That is in Jack's house.
 This is the cat that chases the mouse
 That eats the cheese that is in Jack's house.
 This is the snake that scares the cat
 That chases the mouse
 That eats the cheese that is in Jack's house.

*This is the cow with the pointed horns
That tosses the snake that scares the cat
That chases the mouse that eats the cheese
That is in Jack's house.*

CD4 18

Narrator: I can ask and answer two questions about sports and activities.

1. Listen and practice.

Narrator: 1.

Boy 1: What sport do you like?

Boy 2: I like tennis.

Narrator: 2.

Boy 1: What sport does Omar like?

Boy 2: He likes horse riding.

Narrator: Now copy the sentences.

CD4 19

Narrator: I can remember what sports two of my friends like or want to try.

2. Listen and practice.

Boy 1: What sport does Jimmy like?

Boy 2: He likes snowboarding.

Boy 1: What sport does Omar want to try?

Boy 2: He wants to try rock climbing.

CD4 20

Narrator: I can chant the Verb Helpers chant.

1. Listen and practice.

1: Do you ...?

2: Yes, I do.

3: No, I don't.

1: Does he ...?

2: Yes, he does.

3: No, he doesn't.

1: Does she ...?

2: Yes, she does.

3: No, she doesn't.

1: Do we ...?

2: Yes, you do.

3: No, you don't.

1: Do they ...?

2: Yes, they do.

3: No, they don't.

CD4 21

Narrator: I can ask six questions about sports and activities.

1. Listen and practice.

Narrator: Common sports

Teacher: tennis, football, basketball, horse riding, volleyball

Narrator: Dangerous sports

Teacher: scuba diving, sky diving, hang gliding, bungee jumping, rock climbing

CD4 22

Narrator: I can read and write a new More and Most chant by myself.

1. Read and chant the More and Most chant on page 22 many times as you can in one minute.

Boys/Group A: Horse riding is more exciting than cycling.

Boys/Group B: Is it?

Boys/Group A: Rock climbing is more dangerous than jogging

Boys/Group B: Really?

Boys/Group A: Roller skating is more exciting than running.

Boys/Group B: Is it?

Boys/Group A: Hang gliding is the most dangerous.

What's the most exciting for you?

CD4 23

Narrator: I can read and talk about a traditional sport.

1. Read "The Traditional Sport of Falconry" on page 23 with a partner.

Teacher: The Traditional Sport of Falconry

Falconry is a popular sport in the Kingdom of Saudi Arabia. Many people have falcons that are trained to hunt other birds and animals. Falcons are very strong birds. They can flyfast and dive even faster. They see very far, so they can spot animals that are kilometers away. They have very sharp talons that they use to attack and catch their prey.

They are amazing to watch!

CD4 24

Narrator: I can read and write words with oi, oy; coin, boy, ere, ear, air; where, bear, hair.

1. Listen and practice.

Narrator: a.

Teacher: coin, coin.

Narrator: b.

Teacher: boy, boy.

Narrator: c.

Teacher: point, point.

Narrator: d.

Teacher: toy, toy.

Narrator: e.

Teacher: bear, bear.

Narrator: f.

Teacher: hair, hair.

CD4 25

Narrator: I can match and chant the I'd like to ... but chant.

1. Copy and chant the I'd like to ... but chant on page 25.

Teacher: I'd like to ... but

I'd like to play tennis but I have no racket.

I'd like to try falconing but I have no falcon.

I'd like to try riding but I have no horse.

I'd like to try scuba diving but there is no sea.

I'd like to try rock climbing but there is no rock.

I'd like to try sky diving but there is no plane.

I'd like to try cooking but don't know how.

I'd like to try painting but don't know how.

Try photography!

I have no camera and don't know how!

CD4 26

Narrator: I can ask a partner two questions about his or her chores.

1. Listen and practice.

Boy 1: What chores do you do?

Boy 2: I feed the fish.

Boy 1: Do you take out the trash, too?

Boy 2: Yes, I do sometimes.

Boy 1: What chores does your sister do?

Boy 2: She folds the laundry.

Boy 1: Does she vacuum the floor, too?

Boy 2: Yes, she does sometimes.

CD4 27

Narrator: I can say what kind of helper I am at home.

1. Listen and write always, sometimes, or never, and the correct verb.

Narrator: 1.
 Boy: I . . . feed the fish.
 Narrator: 2.
 Boy: I . . . set the table.
 Narrator: 3.
 Girl: I . . . wash the dishes.
 Narrator: 4.
 Girl: I . . . vacuum the floor.
 Narrator: 5.
 Girl: I . . . clean up my room.
 Narrator: 6.
 Boy: I . . . go shopping.
 Narrator: 7.
 Boy: I . . . take out the trash.
 Narrator: 8.
 Boy: I . . . fold the laundry.

Narrator: Now rate yourself for each chore. If you always do it, put two points. If you sometimes do it, put one point. If you never do it, put zero points. Then add up your total and read. Are you a great, good, average, or poor helper at home?

CD4 28

Narrator: **I can choose a verb and say two forms of it (example: take / takes).**

1. Listen and practice.

Narrator: 1.
 Girl: feed, feeds
 Narrator: 2.
 Girl: set, sets
 Narrator: 3.
 Girl: wash, washes
 Narrator: 4.
 Girl: vacuum, vacuums
 Narrator: 5.
 Girl: clean, cleans
 Narrator: 6.
 Girl: go, goes
 Narrator: 7.
 Girl: take, takes
 Narrator: 8.
 Girl: fold, folds

CD4 29

Narrator: **I can chant the Chores chant.**

1. Listen and practice. Then listen and chant.

Narrator: 1.
 Teacher: I wash the dishes.
 Narrator: 2.
 Teacher: You wash the dishes.
 Narrator: 3.
 Teacher: He washes the dishes.
 Narrator: 4.
 Teacher: She washes the dishes.
 Narrator: 5.
 Teacher: We wash the dishes.
 Narrator: 6.
 Teacher: They wash the dishes.
 Teacher: Now listen and chant.
 Girls: I wash the dishes.
 You wash the dishes.
 He washes the dishes.
 She washes the dishes.
 We wash the dishes.
 They wash the dishes.

CD4 30

Narrator: **I can read the *Clever Robot* chant by myself.**

1. Listen, practice, and do.

Boys: I have a little robot,
 the smartest ever seen.
 He washes my dishes,
 And keeps the house clean.
 He bakes my bread,
 And makes me a drink.
 He sits by the fire,
 And gives me a smile.

CD4 31

Narrator: **I can complete *What Are They Doing Now?* and say it.**

1. Look at the poem on page 31. How many times can you read it in one minute?

Teacher: What is the good helper doing now?
 She usually vacuums and cleans up her room
 Early in the morning or in the afternoon!
 What is she doing now?
 She's watching TV and eating a snack.
 Her room is clean, her chores all done!
 What is the good helper doing now?
 He usually feeds the fish and goes shopping
 Early in the morning or in the afternoon!
 What is he doing now?
 He's playing games and sitting back.
 The fish is full, his chores all done!

CD4 32

Narrator: **I can read and write words with ar; car, er; teacher, or or; fork.**

2. Listen and say the spelling.

Narrator: 1.
 Teacher: How do you spell *wash*?
 Did you say w – a – s – h?
 Narrator: 2.
 Teacher: How do you spell *robot*?
 Did you say r – o – b – o – t?
 Narrator: 3.
 Teacher: How do you spell *drink*?
 Did you say d – r – i – n – k?
 Narrator: 4.
 Teacher: How do you spell *smile*?
 Did you say s – m – i – l – e?
 Narrator: 5.
 Teacher: How do you spell *bread*?
 Did you say b – r – e – a – d?
 Narrator: 6.
 Teacher: How do you spell *house*?
 Did you say h – o – u – s – e?
 Narrator: Now write the words.

CD4 33

Narrator: **I can write and spell words with er, ar, or or by myself.**

1. Listen and write the missing words.

Narrator: 1.
 Teacher: My brother has a new car. Did you write *car*?
 Narrator: 2.
 Teacher: Her father is a doctor and her mother is a teacher. Did you write *doctor* and *teacher*?
 Narrator: 3.
 Teacher: He can't use a computer. Did you write *computer*?
 Narrator: 4.
 Teacher: He has a horse on his farm. Did you write *horse* and *farm*?

CD 1 Audio Track List

Track	Unit	Student Book Section
2	1	Exercise 1. Listen and practice
3	1	Exercise 2. Small Talk
4	1	Exercise 3. Where do you live?
5	1	Exercise 1. Listen, point, and repeat
6	1	Exercise 2. Listen, point, and say
7	1	Exercise 4. Whose ... are these?
8	1	Exercise 1. Listen, chant, and point
9	1	Exercise 4. Letter Sharing Game
10	1	Exercise 1. Listen, point, and practice
11	1	Exercise 3. Listen, say, and match
12	1	Exercise 4. Listen, say, and match
13	1	Exercise 5. Listen and circle the answer
14	2	Exercise 1. Listen, point, and practice
15	2	Exercise 2. Small Talk
16	2	Exercise 1. Listen, point, and say
17	2	Exercise 2. Listen, point, and chant
18	2	Exercise 3. Three Hints Game
19	2	Exercise 1. Listen, chant, and do
20	2	Exercise 3. Reading Race
21	2	Exercise 1. Listen and practice
22	2	Exercise 2. Listen, say, and match
23	2	Exercise 3. Listen and say
24	2	Exercise 4. Read and complete
25	3	Exercise 1. Listen, point, and practice
26	3	Exercise 2. Small Talk
27	3	Exercise 3. Sports and Activities Memory Quiz
28	3	Exercise 1. Listen and practice
29	3	Exercise 2. Listen, say, and do
30	3	Exercise 3. Question and Answer Race
31	3	Exercise 1. Listen, point, and say
32	3	Exercise 2. Listen, point, and chant
33	3	Exercise 3. Listen and read

CD 2 Audio Track List

Track	Unit	Student Book Section
2	3	Exercise 1. Listen, say, and match
3	3	Exercise 2. Listen, say, and match
4	3	Exercise 4. I'd like to ... but
5	4	Exercise 1. Listen, say, and do
6	4	Exercise 2. Small Talk
7	4	Exercise 3. Check Your Chores
8	4	Exercise 1. Listen and practice
9	4	Exercise 2. Listen and chant
10	4	Exercise 1. Listen and chant with actions
11	4	Exercise 3. What Are They Doing Now?
12	4	Exercise 1. Listen, point, and say
13	4	Exercise 3. Spelling Bee

CD 3 Audio Track List

Track	Unit	Phonics Practice Section
2	1	Exercise 1. Listen, point, and say
3	1	Exercise 2. Look at the picture
4	1	Exercise 3. Listen, point, and say
5	1	Exercise 1. Listen, point, and say
6	1	Exercise 2. Look at the pictures
7	1	Exercise 3. Listen, point, and say
8	2	Exercise 1. Listen, point, and say
9	2	Exercise 2. Look at the pictures
10	2	Exercise 3. Listen, point, and say
11	2	Exercise 2. Listen and write
12	3	Exercise 1. Listen, point, and say
13	3	Exercise 2. Look at the picture
14	3	Exercise 1. Listen and write
15	3	Exercise 2. Read, listen, and chant
16	4	Exercise 1. Listen, point, and say
17	4	Exercise 2. Look at the pictures

CD 4 Audio Track List

Track	Unit	Workbook Section
2	1	Exercise 1. Listen and practice
3	1	Exercise 1. Listen and practice
4	1	Exercise 1. Listen and circle the right answer
5	1	Exercise 1. Listen and practice
6	1	Exercise 1. Listen and chant
7	1	Exercise 1. Write these words
8	1	Exercise 1. Listen, unscramble, and write
9	1	Exercise 1. Listen and read
10	2	Exercise 1. Listen and fill in the blanks
11	2	Exercise 1. Listen and point to the words
12	2	Exercise 1. Listen and practice the chant
13	2	Exercise 1. Listen and write
14	2	Exercise 1. Listen and chant
15	2	Exercise 1. Look at the chant
16	2	Exercise 1. Listen and number
17	2	Exercise 1. Listen and read
18	3	Exercise 1. Listen and practice
19	3	Exercise 2. Listen and practice
20	3	Exercise 1. Listen and practice
21	3	Exercise 1. Listen and practice
22	3	Exercise 1. Read and chant
23	3	Exercise 1. Read
24	3	Exercise 1. Listen and practice
25	3	Exercise 1. Copy and chant
26	4	Exercise 1. Listen and practice
27	4	Exercise 1. Listen and write
28	4	Exercise 1. Listen and practice
29	4	Exercise 1. Listen and practice
30	4	Exercise 1. Listen, practice, and do
31	4	Exercise 1. Look at the poem
32	4	Exercise 2. Listen and say the spelling
33	4	Exercise 1. Listen and write



Objectives We Can 3

By the end of grade six and within the assigned structure and vocabulary students will be able to:	Term 1 page number	Term 2 page number	Term 3 page number
1 Recognize and produce the consonant sound /f/ (ph /f/ as in "photo", gh /f/ as in "laugh").		32 (f, ph, gh)	
2 Recognize and differentiate between the endings of third person singular Present Simple (/s/ as in "walks", /z/ as in "reads", /ɪz/ as in "teaches").		16	
3 Recognize and produce long vowels (ea /i:/ as in "teacher", ee /i:/ as in "tree", /aɪ/ as in "rice", /aɪ/ as in "pie", /eɪ/ as in "play", /eɪ/ as in "train").	8 (ea, ee, i_e, ie, ai, ay)	16	
4 Recognize and produce some English digraphs (oa /əʊ/ as in "goat" and ow /əʊ/ as in "yellow", ou /aʊ/ as in "mouth" and ow /aʊ/ as in "brown", ow /əʊ/ as in "window" and ow /aʊ/ as in "town", /eə/ ere as in "where", air as in "hair", and ear as in "wear").	16 (oa, ow, ou), 17, 24 (ere, air, ear)		
5 Recognize and produce some English digraphs (/ɔɪ/ as in "oil" and "toy").	24		
6 Recognize and produce long vowels and the schwa sound (/ɑ:/ as in "car", /ɔ:/ as in "forty", /ə/ as in "brother").	32 (ar, or, er), 33		
7 Recognize and produce long vowels (/ju:/ as in "huge" and as in "barbecue", /ɜ:/ as in "purse" and as in "bird").			16 (ur, ir), 24 (u_e, ue)
8 Recognize and produce consonant endings: (/nk/ as in "bank", /ŋ/ as in "spring", /k/ as in "clock", /nd/ as in "sand", /nt/ as in "tent").		8 (nk, ng, ck), 24 (nd, nt)	
9 Recognize and produce the consonant blend (/sk/ as in "skate", "square" and "scarf").			8 (sc, sk, sq), 32
10 Recognize the silent gh as in "night" and the silent k as in "knee".		16 (kn, gh)	
11 Ask questions using <i>What, Who, Where, Why, Whose</i> .	2, 3, 5, 7, 9, 10, 18, 19, 26, 31	2, 26, 27	2, 4, 17 (which), 18, 19, 20, 21, 26, 27, 28, 29, 31
12 Identify countable and uncountable nouns (<i>some, any</i>) and ask and answer about quantity using <i>How much</i> and <i>How many</i> .		22, 23, 31	2, 17, 20, 21, 22
13 Identify and talk about family and friends using the verb <i>to be</i> (affirmative, negative, questions, short answers), the verb <i>to have</i> and possessive adjectives, <i>can/can't</i> .	2, 3, 4, 6, 7, 9, 19, 21, 22	11, 26, 28 (was/were), 33	2, 4, 31
14 Tell the time (<i>o'clock, half past, a quarter to, a quarter past</i>).		2, 3, 5, 6, 7	
15 Talk about everyday activities using the Present Simple (affirmative, negative, questions, short answers) and adverbs of frequency (<i>always, sometimes, never</i>).	20, 21, 26, 27, 28, 29, 30, 31	2, 3, 4, 6, 7	2, 3, 11, 14, 15
16 Talk about occupations.		10, 11, 12, 13, 14, 15	

17	Talk about activities happening at the moment of speaking using the Present Progressive (affirmative, negative, questions, short answers).	31		
18	Talk about sports and household chores.	18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31	26, 27	
19	Describe location (<i>on, in, under, next to, between, opposite, in front of, behind</i>).	2, 3, 4, 8, 9, 10, 17, 18, 19, 20, 23, 24, 27 (at home/ school), 30 (by the fire), 32		16, 17, 19, 22, 23, 28, 30
20	Talk about possession using possessive pronouns (<i>mine, yours, his, hers</i>), <i>Whose</i> and the Possessive Case (<i>'s</i>).	5, 17		31, 32
21	Talk about different items in a house using <i>There is/There are</i> .	25 (there is with objects)	24	9 (school), 22, 23
22	Identify and talk about food.	8, 30 (more food items spread throughout)	22, 23, 30, 31	12, 15, 27, 31
23	Order at a restaurant using <i>I'd like</i> .	(I'd like to ...) 25	23	27
24	Give directions.			18, 19
25	Talk about rules using the imperative.			7, 25
26	Use subject and object personal pronouns (<i>I, you, he, etc. / me, you, him, etc.</i>).	2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 15, 18, 19, 20, 21, 23, 26, 27, 28, 29, 30, 31, 33	2, 3, 4, 5, 6, 9, 11, 12, 13, 14, 15, 18, 19, 20, 22, 23, 25, 26, 27, 28, 30, 31, 32, 33	2, 3, 4, 6, 15, 17, 19, 20, 26, 27, 28 (activities through all pages)
27	Identify places in a town using the Past Simple of the verb <i>to be</i> .		(was/were) 26, 28, 30	(places) 18, 19, 20, 21 (was/were) 4, 6, 31
28	Talk about the different times of the day (in the afternoon, in the evening).	31	2	12, 13, 15, 16, 24
29	Use prepositions of time (<i>in, on, before, at, after</i>).	31	2, 3, 6, 7, 17, 18, 19, 33	2, 3, 4, 27
30	Talk about the past and describe past experiences using the Past Simple of the verb <i>to be</i> and <i>There was/There were/There wasn't/There weren't</i> .		26, 28, 30	4, 6, 22, 23, 31
31	Talk about past activities and events (Past Simple of regular and irregular verbs).		2, 3, 4, 18, 19, 20, 21, 26, 27, 28, 29, 30, 31, 33	4, 6, 12, 13, 15, 16, 33
32	Make comparisons, e.g. people, animals, using the comparative and superlative form.	12, 14, 15		31
33	Talk about future plans using <i>going to</i> .			26, 28, 29
34	Use conjunctions (<i>because, and, but</i>).	25	22, 30-33	6, 9, 12, 14, 15, 19-23, 30, 32
35	Use intensifiers (<i>so, very</i>).	15, 23	27, 29, 30, 33	7, 11, 31

Objectives We Can 3

36	Follow a simple text while listening to the audio recording.	Please note that all texts, i.e. dialogues, rhymes, passages, etc. are on audio allowing students to listen and read along or listen and follow. SB: 2, 4, 6, 10, 12, 14, 15, 17, 22, 23, 25, 27, 30, 31	Please note that all texts, i.e. dialogues, rhymes, passages, etc. are on audio allowing students to listen and read along or listen and follow. SB: 6, 11, 12, 14, 17, 18, 21, 22, 23, 24, 25, 26, 30, 31, 32, 33	Please note that all texts, i.e. dialogues, rhymes, passages, etc. are on audio allowing students to listen and read along or listen and follow. SB: 3, 4, 6, 7, 9, 14, 15, 16, 20, 22, 23, 31, 32, 33
37	Understand the main idea and/or basic information in short monologues or dialogues.	2, 3, 4, 5, (6), 7, 9, (12), 13, (14), (22), 25, 26, (30)	3, 5, (6), 11, (12), 13, (14), 15, 18, 19, 23, 27, 30, 31	2, 3, 15, 16, 17, 18, 19, 22, 26, 27, 31, 32, 33
38	Read and count cardinal numbers to 1,000.		17	
39	Read and comprehend simple sentences and simple texts.	Throughout We Can 3 , e.g. 2, 4, 5, 6, 7, 11, 12, 14, 15, 17, 19, 21, 22, 23, 25, 27, 28, 31	Throughout We Can 3 , e.g. 7, 12, 13, 15, 18, 19, 22, 23, 25, 27, 31, 32	4, 7, 10, 11, 15
40	Read simple illustrated stories.	2, 4, 7, 15, 17, 23, 30, 31	6, 12, 14, 18, 19, 23, 25, 26, 30, 31, 33	2, 6, 10, 14, 16, 17, 20, 22, 26, 27, 28, 30, 31
41	Recognize basic rules of punctuation.		Writing and copying tasks on pages 19-33	Writing and copying tasks on pages 2-33
42	Understand the main idea and specific information in short simple texts.	2, 4, 6, 7, 12, 15, 17, 23, 25, 27, 30, 31	6	
43	Associate verbal with visual information.	3, 4, 5, 7, 8, 13, 15, 16, 17, 24, 31, 32 Throughout We Can 3 with photos, pictures and charts	5, 7, 13, 16, 18, 20, 23, 24, 25, 26, 28, 30, 31, 32, 33	2, 4, 6, 8, 10, 12, 14, 15, 16, 17, 18, 20, 22, 24, 25, 26, 27, 28, 30, 31
44	Apply basic rules of punctuation (e.g. use capital letters, full stops, question marks, exclamation marks).	Writing tasks throughout WB	Writing tasks, e.g. 22, 33	3, 8, 9, 24, 31
45	Write short simple words/phrases to complete a paragraph.		33	3, 8, 31
46	Write simple sentences to convey personal information.	Throughout various WB pages	22	9, 33
47	Write short answers to simple questions.	Throughout various WB pages	Throughout various WB pages	
48	Use the definite and indefinite article (<i>a, an, the</i>).	6, 7, 10, 12, 14, 15, 17	10, 12, 14, 19, 20, 26, 28, 30, 33 (and writing tasks)	2, 4, 6, 9, 15, 16, 18, 19, 20, 22, 23, 28, 30, 31, 32 (and writing tasks)
49	Link ideas with <i>and, then</i> .	4, 6, 15, 30, 31	e.g. 6, 33	e.g. 30

7/6 في نهاية العام سيكون الطلاب قادرين على:

الرمز	By the end of the year students will be able to:	الحد الأدنى
1/7/6	Recognise and produce the consonant sound for <i>ph</i> as in "photo", <i>gh</i> as in "laugh".	×
2/7/6	Recognise and differentiate between the sounds of the <i>s</i> or <i>es</i> endings of third person singular Present Simple, as in "walks", as in "reads" and as in "teaches".	×
3/7/6	Recognise and produce long vowels: <i>ea</i> as in "teacher", <i>ee</i> as in "tree", <i>i</i> as in "rice", <i>ie</i> as in "pie", <i>ay</i> as in "play", <i>ai</i> as in "train".	×
4/7/6	Recognise and produce some English digraphs: <i>oa</i> as in "goat" and <i>ow</i> as in "yellow", <i>ou</i> as in "mouth" and <i>ow</i> as in "brown", <i>ow</i> as in "window" and <i>ow</i> as in "low", <i>ere</i> as in "where", <i>air</i> as in "hair" and <i>ear</i> as in "wear".	×
5/7/6	Recognise and produce some English digraphs: <i>oi</i> as in "oil" and <i>oy</i> as in "loy".	×
6/7/6	Recognise and produce long vowels and the schwa sound as in "car", as in "forty", as in "brother".	×
7/7/6	Recognise and produce long vowels: <i>u</i> as in "huge" and <i>ue</i> as in "barbecue", <i>ur</i> as in "pursue" and <i>ir</i> as in "bird".	×
8/7/6	Recognise and produce consonant endings: <i>nk</i> as in "bank", <i>ng</i> as in "spring", <i>ck</i> as in "clock", <i>nd</i> as in "sand", <i>nt</i> as in "tent".	
9/7/6	Recognise and produce the consonant blends: <i>sk</i> as in "skate", <i>sq</i> as in "square" and <i>sc</i> as in "scarf".	
10/7/6	Recognise the silent <i>gh</i> as in "night" and the silent <i>k</i> as in "knee".	×
11/7/6	Ask questions using What, Who, Where, Why, Whose.	×
12/7/6	Identify countable and uncountable nouns (some - any) and ask and answer about quantity using <i>How much</i> and <i>How many</i> .	×
13/7/6	Identify and talk about family and friends using the verb <i>to be</i> (Affirmative, Negative, Questions, Short Answers), the verb <i>to have</i> and possessive adjectives, <i>can/can't</i> .	×
14/7/6	Tell the time (o'clock, half past, a quarter to, a quarter past).	×
15/7/6	Talk about everyday activities using the Present Simple (Affirmative - Questions - Short answers - Negative) and adverbs of frequency (always, sometimes, never).	×
16/7/6	Talk about occupations.	×
17/7/6	Talk about activities happening at the moment of speaking using the Present Progressive (Affirmative - Negative - Questions - Short answers).	×
18/7/6	Talk about sports and household chores.	×
19/7/6	Describe location (on, in, under, next to, between, opposite, in front of, behind).	×
20/7/6	Talk about possession using possessive pronouns (mine, yours, his, hers), <i>Whose</i> and the Possessive Case ('s).	×
21/7/6	Talk about different items in a house using <i>There is / There are</i> .	×
22/7/6	Identify and talk about food.	×
23/7/6	Order at a restaurant using <i>I'd like</i> .	
24/7/6	Give directions.	
25/7/6	Talk about rules using the imperative.	×
26/7/6	Use subject and object personal pronouns (I, you, he, etc. / me, you, him, etc.).	
27/7/6	Identify places in a town using the Past Simple of the verb <i>to be</i> .	×
28/7/6	Talk about the different times of the day (in the afternoon, in the evening).	×
29/7/6	Use prepositions of time (in, on, before, at, after).	
30/7/6	Talk about the past and describe past experiences using the Past Simple of the verb <i>to be</i> and <i>There was / There were / There wasn't / There weren't</i> .	×
31/7/6	Talk about past activities and events (Past Simple of regular and irregular verbs).	
32/7/6	Make comparisons, e.g. people, animals, using the comparative and superlative form.	
33/7/6	Talk about future plans using <i>going to</i> .	
34/7/6	Use conjunctions (because, and, but).	
35/7/6	Use intensifiers (so, very).	
36/7/6	Follow a simple text while listening to the audio recording.	×
37/7/6	Understand the main idea and/or basic information in short monologues or dialogues.	
38/7/6	Read and count cardinal numbers to 1000.	×
39/7/6	Read and comprehend simple sentences and simple texts.	×
40/7/6	Read simple illustrated stories.	×
41/7/6	Recognise basic rules of punctuation.	×
42/7/6	Understand the main idea and specific information in short simple texts.	
43/7/6	Associate verbal with visual information.	
44/7/6	Apply basic rules of punctuation (e.g. use capital letters, full stops, question marks, exclamation marks).	×
45/7/6	Write short simple words/phrases to complete a paragraph.	×
46/7/6	Write simple sentences to convey personal information.	×
47/7/6	Write short answers to simple questions.	×
48/7/6	Use the definite and indefinite article (a/an/the).	×
49/7/6	Link ideas with <i>and</i> , <i>then</i> .	×